

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
Shariba K. Amegatcher	Teacher Leader	skamegatcher@cps.edu
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Kelly Thigpen	Principal	kasevier@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	5/22/23	5/22/23
Reflection: Curriculum & Instruction (Instructional Core)	5/25/23	5/25/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/25/23	5/25/23
Reflection: Connectedness & Wellbeing	5/25/23	5/25/23
Reflection: Postsecondary Success	5/25/23	5/25/23
Reflection: Partnerships & Engagement	5/25/23	5/25/23
Priorities	5/29/23	5/29/23
Root Cause	6/29/23	6/30/23
Theory of Acton	6/29/23	6/30/23
Implementation Plans	7/13/23	7/14/23
Goals	7/13/23	7/14/23
Fund Compliance	7/27/23	7/28/23
Parent & Family Plan	5/22/23	5/22/23
Approval	8/31/23	8/31/23

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	10/18/2023
Quarter 2	12/13/2023
Quarter 3	3/20/2024
Quarter 4	5/29/2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.
 Stakeholders are consulted for the Reflection of Foundations.
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness 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.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
No	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

The metrics show that we are setting a strong foundation for students in Kdg-1st grade with current data showing about 60% of our students who are green. While our data improved there is still a significant number of students reading below grade level. Specifically noting that over 50% of our 2nd grade population is 1-2 years below grade level and we have to be stratgic about our plan to support them and close the gap. This some concern is unveiled in 3rd- 8th grade showing only 34% reading at grade level per Star 360 and IAR.

What is the feedback from your stakeholders?

Stakeholders conclude that we have a stable and consistent curriculum due to the adoption of Skyline, which has supported classroom teachers with ensuring stronger lesson delivery throughout Kdg-8th grade. As a result of using Skyline students are guaranteed exposure and learning of grade level content. It was also concluded that we have a sound functioning Instructional Leadership Team that engages in distributive leadership which promote our ability to focus on instruction and social, emotional development of our students and staff. While a major focus of the team is instruction more times needs to be put in for regular cycles of data engagement inclusive of progress monitoring that results in instructional adjustments as deemed necessary.

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

We are focusing on lesson plan development ensuring that we backwards map our lessons. During the planning teachers are identifying specific components of the assessment and pre-requisite skills need for suces. Using this model will support teachers ability to progress monitor student work and provide real-time support for individual students as deemed necessary. Additionally, we have established a regular assessment plan for all teachers. Fianlly one or two of our monthly administrative team meetings will focus on assessment analysis , progress monitoring and collectively engage staff in strategies for continuous improvement.

- [IAR \(Math\)](#)
- [IAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

What student-centered problems have surfaced during this reflection?

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

The student centered problems that surfaced is ensuring that all students are taught grade level content but they also are engaged in targeted small group instruction that reduces the reading level gaps within grade levels. This will support students confidence with reading and their success with application of grade level or higher content.

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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	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
		MTSS Integrity Memo

The takeaways from our MTSS Trend is that meetings are not consistent and lack intentional focus. The meetings were more of compliance and miminal follow-up was initiated. The MTSS team did present at team meetings however teachers became recievers of information versus having an opportunity to apply understanding to what they were recieving. Much of the focus was on tier 3 students which left tier 2 and tier 1 students stagnant.

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

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.	LRE Dashboard Page
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

The feedback from stakeholders is that we need to have monthly MTSS meetings that focus on tier 2 and tier 3 students. During these meetings teachers will have time to review goals, show proof of student progress and make adjustments as necessary. Additionally, the MTSS team would be comprised of a member from each grade band to increase collective voice and ensure every grade band has a team member they can seek support from. The team also concluded that we have to also be intentional about supporting our green at or above grade level scholars to ensure they are growing academically. One final discussion was on how we ensure we are supporting our students social and emotional development school-wide.

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?

Burnside will build in monthly MTSS working meetings. Additionally, ensure the focus is on all tiers of learners.

- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

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

Student centered problems that have surfaced during this reflection are challenging students who demonstrate grade level or above mastery so that assessment growth is observed and ensuring students performing below mastery receive support with prerequisite skills necessary obtain mastery.

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

Using the associated references, is this practice consistently implemented?	References
Yes	BHT Key Component Assessment SEL Teaming Structure
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	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 are the takeaways after the review of metrics?

Student's greatest concern is they feel like they don't have agency within the classroom. Overall the data is pretty consistent. The off-track and far from on-track stayed the most consistent. Towards week 30-36 the far from on-track visibly decreased. Suspensions in SY23 have decreased from the previous year. Length of suspension increased from the previous year. The same students are in tier 3 throughout the school year.

What is the feedback from your stakeholders?

Feedback from stakeholders is that we have the same SEL students in tier 3 and what are we doing to change this narrative. How are we engaging and supporting them ensure they are growing socially throughout the school year? Additionally are we using our SEL prep effectively to ensure all students are receiving social learning strategies for on-going development. Furthermore, how is SEL being delivered daily in all classrooms. Another question is how can we increase our OST student population and ensure attendance in programming stays consistent. And finally, what is our plan for chronic tardy students?

- Metrics**
- [% of Students receiving Tier 2/3 interventions meeting targets](#)
 - [Reduction in OSS per 100](#)
 - [Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)
 - [Access to OST](#)
 - [Increase Average Daily Attendance](#)
 - [Increased Attendance for Chronically Absent Students](#)
 - [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
 - [Cultivate \(Belonging & Identity\)](#)
 - Staff trained on alternatives to exclusionary discipline (School Level Data)
 - [Enrichment Program Participation: Enrollment & Attendance](#)

Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		
<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>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>Based on the Cultivate survey and teacher voice, the student problems that have surfaced during this reflection are motivation, self efficacy, and agency.</p>			<p>Teachers have begun to design learning experiences that tap into students' intrinsic motivations. This involves allowing students to explore topics of personal interest, providing choice in assignments, and showing the real-world relevance of what they're learning. Teachers also helped the students set realistic goals and provided feedback as they achieved them. This can boost their self-efficacy by showcasing their progress and growth over time. Consistent schoolwide implementation is needed. Utilizing these strategies, teachers can help students overcome these barriers and develop the skills and mindset needed for successful learning.</p>

[Student Voice Infrastructure](#)

[Reduction in number of students with dropout codes at EOY](#)

[Return to Top](#) **Postsecondary Success**

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

	Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
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)	<p>The data shows that we are graduating all of our 8th grade students. It also shows our off-track rate is trending in the right direction. A key finding is that the same students have been off-track for 3+ years. Another finding is that many of the off-track students have over 90% attendance which signifies that attendance is not a factor in their performance.</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCE</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p> <p>9th and 10th Grade On Track</p>
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		
N/A	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	<p>What is the feedback from your stakeholders?</p> <p>Stakeholders conclude that we need to have a team that focuses on our off-track students and monitor their movement towards on-track. However, prior to that the team needs to be intentional in identifying what and why they are off-track ensuring that resources are aligned to needs.</p>	<p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
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 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.

Based on the Cultivate survey and teacher voice, the student problems that have surfaced during this reflection are motivation, self efficacy, and agency.

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?

Currently we have not created a plan for off-track students. However this will be part of the discussion of MTSS and BHT members, along with the school counselor

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
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

The second Cultivate survey priority conditions—Feedback for Growth, Student Voice, and Teacher Caring—suggest areas where improvements can be made to enhance the overall learning experience and address student problems like motivation, self-efficacy, and agency. 

[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?


There is a strong connection between student voice in the classroom and the development of a strong growth mindset among students. As stated by the Cultivate survey students felt their classrooms that are high in student voice, they are more likely to report having students with strong mindset strategies which is contrary to how students felt their classroom is low with student voice. 

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?

Some effort has been created to provide a strong student voice in the classroom that can indeed lead to the development of a strong growth mindset among students. There is still additional work around student voice that must be done such as building positive teacher-student relationships through regular interactions. Showing empathy and understanding towards students' challenges and concerns. Providing a safe space for students to share their thoughts and feelings. Recognize and celebrate students' achievements, both academic and personal. 

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 need an opportunity to voice their opinions and have a say in their learning; they feel a sense of ownership and empowerment. This empowerment aligns with the principles of a growth mindset, where individuals believe that they have the capacity to influence their own learning and development through effort and effective strategies. 

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.
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.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

The takeaways from our MTSS Trend is that meetings are not consistent and lack intentional focus. The meetings were more of compliance and minimal follow-up was initiated. The MTSS team did present at team meetings however teachers became receivers of information versus having an opportunity to apply understanding to what they were receiving. Much of the focus was on tier 3 students which left tier 2 and tier 1 students stagnant.

What is the feedback from your stakeholders?

The feedback from stakeholders is that we need to have monthly MTSS meetings that focus on tier 2 and tier 3 students. During these meetings teachers will have time to review goals, show proof of student progress and make adjustments as necessary. Additionally, the MTSS team would be comprised of a member from each grade band to increase collective voice and ensure every grade band has a team member they can seek support from. The team also concluded that we have to also be intentional about supporting our green at or above grade level scholars to ensure they are growing academically. One final discussion was on how we ensure we are supporting our students social and emotional development school-wide.

What student-centered problems have surfaced during this reflection?

Student centered problems that have surfaced during this reflection are challenging students who demonstrate grade level or above mastery so that assessment growth is observed and ensuring students performing below mastery receive support with prerequisite skills necessary obtain mastery.

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?

Burnside will build in monthly MTSS working meetings. Additionally, ensure the focus in on all tiers of learners.

Return to Top Determine Priorities

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

Students... not being provided consistent access to tiered intervention that promotes individual growth and is tailored to meet the needs of all tiers (1,2, and 3).

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we... have to be intentional with the activities we plan for higher performing academic students. Opportunities for these students to conjecture, explain, make arguments, and build on one another's idea should be prevalent across grade levels. We may also need to explore supplementary curriculum options if the provided content does not meet students intellectual needs.

 have focused on Tier 1 instruction versus intentional or targeted instruction that meets the needs of all tiers of learners. Additionally, much of our focus has been on students in the red, that have fallen 2 to 3 years below grade level.

Resources:

[5 Whys Root Cause Protocol](#)

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

Return to Top Theory of Action

What is your Theory of Action?

If we.... analyze BOY assessment data to target skills and create individualized learning paths for each tiered learner.

Resources:

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

Inclusive & Supportive Learning Environment

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....

teachers engaging in small group instruction that is targeted and leads to a 10% or more increase in student performance during MOY and EOY testing

which leads to...

individual growth of all learners specifically showing 60% of students at or above on Star 360 in reading and math and 80% of students Green on iReady.

Return to Top Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1 10/18/2023 Q3 3/20/2024
 Q2 12/13/2023 Q4 5/29/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Develop Individualized Learning Paths for All tiers of learners	Teachers	October	Select Status
Action Step 1	Create template to analyze data outcomes	Administration	August 1/2023	Completed
Action Step 2	Analyze BOY data and create learning paths for all tiers	Teachers	September 30/2023	Select Status
Action Step 3	Provide students with quarterly updates on thier tier progress	Teachers		Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Engage parents in understanding student tiers	MTSS Team	October	Select Status
Action Step 1	Host a parent meeting to explain the variuos tiers (1, 2 & 3)	Carol Anderson	October 27, 2023	Select Status
Action Step 2	Provide parents with student tiers	Teachers	December 22, 2023	Select Status
Action Step 3	Provide parents with at -home strategies to enhance academic growth and tiier movement as needed	Teachers	December 22, 2023	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Utilize Branching MInds as a resource to monitor student growth	Teachers	September 2023	Select Status
Action Step 1	Provide professional development to ensure teachers understand best practices for assigning interventions	MTSS Team	September 2023	Select Status
Action Step 2	Faciliate bi- monthly meetings that allow time for teachers to review branching minds data and adjust as needed	Administration	September 2023-September 2024	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

As a result of intentional individual tiered focus Burnside will see less than 10% of students in tier 3 and 70% or more in tier 1 in reading and math.

SY26 Anticipated Milestones

As result of the continued focus on the individual needs of students Burnside will see 80% or more students in tier 1 and 5% or less in tier 3.

[Return to Top](#) **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
80% of Kdg-2nd grade students will be green at the end of SY26	Yes <input type="checkbox"/>	iReady (Reading)	Overall	56%	65%	75%	80%
			African American	56%	65%	75%	80%
70% of 3rd- 8th grade students will be at or above grade level by SY26	Yes <input type="checkbox"/>	STAR (Reading)	Overall	33%	50%	60%	70%
			African American	33%	50%	60%	70%

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:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	All teachers create tiered learning plans using that are monitored quarterly and adjusted as needed	Most teachers are differentiating instruction that leads to maintaining tier 1 and moving the majority of students closer to tier 1.	All teachers are differentiating instruction that results in all students moving at least one tier with the majority at tier 1.
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All teachers will update interventions in Branching Minds every 5 weeks based on assessment data	Most teachers will update Branching Minds and 70% of students will move across tiers	All teachers will update Branching Minds monthly that will result in students receiving real-time updates which will result in student movement within across tiers

[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
80% of Kdg-2nd grade students will be green at the end of SY26	iReady (Reading)	Overall	56%	65%	Select Status	Select Status	Select Status	Select Status
		African American	56%	65%	Select Status	Select Status	Select Status	Select Status
70% of 3rd- 8th grade students will be at or above grade level by SY26	STAR (Reading)	Overall	33%	50%	Select Status	Select Status	Select Status	Select Status
		African American	33%	50%	Select Status	Select Status	Select Status	Select Status

Identified Practices	Practice Goals	Progress Monitoring				
		SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	All teachers create tiered learning plans using that are monitored quarterly and adjusted as needed		Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All teachers will update interventions in Branching Minds every 5 weeks based on assessment data		Select Status	Select Status	Select Status	Select Status
			Select Status	Select Status	Select Status	Select Status

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.
Partially	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?

Student's greatest concern is they feel like they don't have agency within the classroom. Overall the data is pretty consistent. The off-track and far from on-track stayed the most consistent. Towards week 30-36 the far from on-track visibly decreased. Suspensions in SY23 have decreased from the previous year. Length of suspension increased from the previous year. The same students are in tier 3 throughout the school year.

What is the feedback from your stakeholders?

Feedback from stakeholders is that we have the same SEL students in tier 3 and what are we doing to change this narrative. How are we engaging and supporting them ensure they are growing socially throughout the school year? Additionally are we using our SEL prep effectively to ensure all students are receiving social learning strategies for on-going development. Furthermore, how is SEL being delivered daily in all classrooms. Another question is how can we increase our OST student population and ensure attendance in programming stays consistent. And finally, what is our plan for chronic tardy students?

What student-centered problems have surfaced during this reflection?

Based on the Cultivate survey and teacher voice, the student problems that have surfaced during this reflection are motivation, self efficacy, and agency.

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

Teachers have begun to design learning experiences that tap into students' intrinsic motivations. This involves allowing students to explore topics of personal interest, providing choice in assignments, and showing the real-world relevance of what they're learning. Teachers also helped the students set realistic goals and provided feedback as they achieved them. This can boost their self-efficacy by showcasing their progress and growth over time. Consistent schoolwide implementation is needed. Utilizing these strategies, teachers can help students overcome these barriers and develop the skills and mindset needed for successful learning.

Return to Top **Determine Priorities**

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

Students... will ...have a sense of control, autonomy, and the ability to make meaningful choices in one's learning process.

Resources:

[Determine Priorities Protocol](#)

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

Return to Top **Root Cause**

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

As adults in the building, we... could utilize more student centered strategies to build relationships with students and improve their daily experiences.

Resources:

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

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

Return to Top **Theory of Action**

What is your Theory of Action?

If we... implement strategies within the classroom that incorporates student voice: such as student surveys; student choice boards and personalized learning techniques.

Resources:

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

then we see...
our students developing agency in the form of reflecting upon their actions, creating goals for desired outcomes, and monitoring their progress towards meeting outcomes.

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...
Agency eliminated from the top three areas of need on the Cultivate Survey for students in grades 5 through 8.

[Return to Top](#) **Implementation Plan**

Resources:

Indicators of a Quality CIWP: Implementation Planning
Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.
Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.
Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.
Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.
Action steps are inclusive of stakeholder groups and priority student groups.
Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1 10/18/2023 Q3 3/20/2024
Q2 12/13/2023 Q4 5/29/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Teacher/Student goal setting meetings.	Teachers	End of first quarter	Select Status
Action Step 1	Create a goal setting template & meeting schedule	ILT Team	September 2023	Select Status
Action Step 2	Conduct goals setting meetings	Classroom Teachers	October 2023, January 2024 & May 2024	Select Status
Action Step 3	Administration team will conduct individual check-in visits with 7th and 8th grade students to monitor progress towards meeting the goal.	Administration Team	December	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Ensure teachers are aware of how to promote student agency.	ILT select team members	November	Select Status
Action Step 1	Provide professional development on strategies to promote student agency within the classroom	Principal/Assistant Principal	November	Select Status
Action Step 2	Durning classroom observations Admin team will collect evidence of student agency.	Principal/Assistant Principal	November- June	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
As a result of using strategies to promote student voice, growth mindset, and SEL skills students will increase their by 10% as viewed in the Cultivate survey.
The milestone we anticipate working toward in SY 25 to fully achieve our Theory or Action is student led SEL lessons.

SY26 Anticipated Milestones
As a result of students goal setting, we will see an increase in the Cultivate Survey area of Agency by an additional 10%. By empowering students to take an active role in their own learning and personal development. It involves defining specific objectives and outcomes students aspire to achieve within a certain timeframe.

What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]

The milestone we anticipate working toward in SY 26 to fully achieve our Theory or Action is student goal setting meetings.

[Return to Top](#) **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Students will lead morning SEL lessons that engage their peers in conflict resolution practice, managing their emotions, and showing empathy towards one another.	Yes	Cultivate	Overall	Increase the area of Agency	10%	10%	5%
			African American Male	Increase the area of Identity	10%	10%	5%
Teachers and students will engage in quarterly goal setting meeting that highlight their strengths and weaknesses in the classroom and actions they can take to improve.	Yes	3 - 8 On Track	Overall	Increase On- Track Data	8%	10%	10%
			Female	Increase On- Track Data	5%	8%	8%

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.	For the first 20 minutes of the day, teachers will support student facilitators with the Second Step Curriculum. We will monitor progress towards this goal using the school wide Culture and Climate bi-weekly staff survey. This data will be reviewed at the monthly meeting to analyze trends.	BHT Team- Identify strengths and areas for improvement. Design a plan of action. Train staff in restorative practices such as circle discussions, conflict resolution, and problem-solving techniques. Ensure that educators are equipped with the knowledge and skills to effectively implement these practices.	Engage parents in the process by providing workshops, resources, and opportunities for them to support SEL at home.
P&E:3 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).	Provide training to both students and adults on effective communication, active listening, and the principles of student voice. This ensures that everyone is equipped to contribute meaningfully.	Incorporating student voice into decision-making and continuous improvement efforts. Additionally, within the school culture Culture & Climate Team, Local School Council, and BHT team. Progress monitoring will be done through quarterly student surveys.	Regular Student Feedback: Integrate mechanisms for collecting regular feedback from students about their learning experiences, challenges, and suggestions for improvement.
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Students will lead morning SEL lessons that engage their peers in		Overall	Increase the area of Agency	10%	Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Connectedness & Wellbeing				
Reflection	Root Cause	Implementation Plan			Select the Priority Foundation to pull over your Reflections here =>				
conflict resolution practice, managing their emotions, and showing empathy towards one another.		Cultivate	African American Male	Increase the area of Identity	10%	Select Status	Select Status	Select Status	Select Status
Teachers and students will engage in quarterly goal setting meeting that highlight their strengths and weaknesses in the classroom and actions they can take to improve.	3 - 8 On Track		Overall	Increase On- Track Data	8%	Select Status	Select Status	Select Status	Select Status
			Female	Increase On- Track Data	5%	Select Status	Select Status	Select Status	Select Status

Identified Practices	Practice Goals		Progress Monitoring			
		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.	For the first 20 minutes of the day, teachers will support student facilitators with the Second Step Curriculum.	We will monitor progress towards this goal using the school wide Culture and Climate bi-weekly staff survey. This data will be reviewed at the monthly meeting to analyze trends.	Select Status	Select Status	Select Status	Select Status
P&E:3 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).	Provide training to both students and adults on effective communication, active listening, and the principles of student voice. This ensures that everyone is equipped to contribute meaningfully.		Select Status	Select Status	Select Status	Select Status
Select a Practice			Select Status	Select Status	Select Status	Select Status

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections

If Checked:



Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Combining parent alignment with performance goals and fostering an inclusive and supportive learning environment reinforces the idea that every student's success is valued and attainable. Collaboration between parents, students, and educators in this context creates a holistic educational experience that empowers all learners to achieve their potential. Parents are offered opportunities to attend district-led monthly workshops, local schoolwide meetings with guest speakers, 3 parent-teacher conferences(1 student-led), and invited to attend school-wide events (Literacy Night, Steam Night, Father Daughter & Mother Son Dance, etc.). We will host a bring your parent to work(students job) quarterly to allow parents to view what happens in the classroom, build relationships with teacher and to better support students at home. Parents receive several forms of communication, including teacher phone calls, emails, paper notes, Remind app, the Weekly Parent Newsletter, the school website & school's Facebook page.



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