

CIWP Team & Schedules

[Resources](#)

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
Michael Herring	Principal	mherring3@cps.edu
Rosalba Porte	AP	rnajera-porte@cps.edu
Sabina Dudley	Teacher Leader	sdudley1@cps.edu
Katrina Tell	Teacher Leader	ktell@cps.edu
Ruth Canji	Teacher Leader	recanji@cps.edu
Danielle Becker	Teacher Leader	tamcdonald@cps.edu
Karla Russell	Teacher Leader	kjrussell@cps.edu
Gabriel Paez	Teacher Leader	gpaez2@cps.edu
Angela Shanahan	School Counselor	aeshanahan@cps.edu
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	4/26/23	4/26/23
Reflection: Curriculum & Instruction (Instructional Core)	May 10 2023	5/10/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/24/23	5/24/23
Reflection: Connectedness & Wellbeing	6/1/23	6/1/23
Reflection: Postsecondary Success	6/6/23	6/6/23
Reflection: Partnerships & Engagement	6/6/23	6/6/23
Priorities	6/7/23	6/1/23
Root Cause	7/18/23	7/18/23
Theory of Action	7/18/23	7/18/23
Implementation Plans	7/20/23	July 20 2023
Goals	7/20/23	7/20/23
Fund Compliance	7/25/23	7/25/23
Parent & Family Plan	7/27/23	7/23/23
Approval	9/11/23	9/11/23

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	November 1, 2023
Quarter 2	December 20, 2023
Quarter 3	March 13, 2023
Quarter 4	May 22, 2023

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

Partially	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
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

We saw significant growth in iReady (upwards of 100% growth for some students). The growth in STAR was less uniform. Overall for IAR, we saw growth in reading and math, but some grade levels saw a decrease. Overall the school does better in ELA. There needs to continue to be work in the writing conventions and skills. Every grade level needs to have explicit writing instruction.

- We want all teachers in K-4 to have common planning so that homeroom teachers are working towards vertical alignment among the grade level teams (Ex: Grade starts by implementing the same weekly assessments among all three homerooms). Cannot only start working upwards with vertical alignment, must be horizontal too.
 - Grade level lesson plans for monolingual classrooms could help with this. Consider starting off the year dedicating time for this during part of the principal directed PDs. Also, during our school level PD days, we set aside dedicated time with content area teachers to meet and discuss goals and tasks. (Ex: Start with the explicit teaching of affixes).

What is the feedback from your stakeholders?

Teachers must use a subtractive method of planning when using Skyline. Teachers need dedicated time to collaborate on curriculum to ensure vertical alignment.

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

Teachers are working on including more small group instruction for all subject matters. Teachers used the iReady and Star360 data to plan instruction. Teachers included more student to student discourse in instruction. The impact is an increase in differentiation and more opportunities for students to practice language acquisition.

- [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.

Some students are struggling with writing. Some students are missing the foundational skill that doesn't allow them to access the grade level skill. Some students may not have a high vocabulary. As we see the students get older, we see that some students aren't engaged with the curriculum. Some students struggle with attention spans, so emphasize the mini lesson and less teacher talk. Some students also struggle with whole group, tier 1 instruction.

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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

Data is missing in Branching Minds for behavior/SEL. The Root Survey showed a need for a Tier 1 behavior management system and progress monitoring. There is a need to include language objectives in the lesson plans to best support ELs.

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

What is the feedback from your stakeholders?

Feedback includes need for more language supports for ELs, more consistent use of Branching Minds by all teachers not just the MTSS team, and how to improve our progress monitoring for DLs. 🍌

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?

Improvement efforts include building and sustaining a strong MTSS team. The impact of this team included a significant reduction in the number of students that had to attend summer school. Our MTSS team supports students that are multiple grade levels behind. 🍌

- [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.

Students need more opportunities to practice language acquisition, including reading, writing, listening, and speaking. Grade level teams must have time during the 23-24 school year to collaborate and implement on progress monitoring and enter data into Branching Minds. Teachers would benefit from further training on writing IEP goals that are specific and measurable. BHT must utilize Branching Minds to document goals and progress monitoring. 🍌

[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
Partially	BHT Key Component Assessment SEL Teaming Structure	There is a need for consistent, vertically aligned SEL instruction. There is a need to support students who are chronically absent. We would benefit from creating a culture and climate team. 🍌	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
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? We need to analyze the data from our after school programs to determine if we are reaching all demographics. We need a plan for re-entry of students that have been chronically absent. There is a need to increase the technological skills of our students. 🍌	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance

No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		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?	
There is a need for consistent, vertically aligned SEL instruction with related progress monitoring in Branching Minds. There is a robust after school program but could increase the number of academic tutoring offerings. Although we maintained an attendance rate of 93% or higher, there is a need to further support students with chronic absences.	We targeted students who were in danger of not promoting through intensive after school programming, which led to a decrease in the number of student attending summer bridge. We implemented the CPS sexual health curriculum for the first time, which led to an increase knowledge and awareness for students. Quarterly, attendance coordinator and MTSS lead collaborated to support students who were chronically absent, which led to an increase in our attendance.		

[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	College and Career Competency Curriculum (C4) 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).	This is Cameron's first year of implementing the Success Bound curriculum for students in grades 6-8. We received a score of 3 out of 5 on the on track metrics. Cameron had a reduced number of students that had to attend summer bridge during 2023.	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 9th and 10th Grade On Track
Partially	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		
Partially	Work Based Learning Toolkit 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).	What is the feedback from your stakeholders? Teachers have provided feedback that there is a need for students to gain better executive functioning skills. Feedback from some students and families is to better understand the process for CPS high school selection. Feedback from some families includes a desire to be notified earlier in the year when students are in danger of not promoting. We need to improve our website to reflect our current practices/community. Students have expressed that they still need to learn how to check their grades in ASPEN.	Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
N/A	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	PLT Assessment Rubric 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).	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 implemented the Success Bound curriculum for grades 6-8 this year, utilizing half of the curriculum, which met our SMART goal. A barrier is that we need to train the middle school homeroom teachers to be able to implement the Success Bound lessons in the future.	
N/A	Alumni Support Initiative One Pager 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).		

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.

Some students struggle with executive functioning, setting goals, and planning for post-elementary school. Some students and families get confused by the high school selection process.

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>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.</p>	<p>There was an increase in parent participation in PAC, BAC, and LSC. Last year, we had successful monthly parent cafes, we had a well attended open house, had a 65% attendance rate at our spring parent-teacher conference, and high parent attendance rate at our arts showcases and 8th grade/kindergarten graduations/celebration. 🍌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
No	<p>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).</p>	<p>What is the feedback from your stakeholders?</p> <p>We need to gather further input from families on what types of workshops/support they would like to see at school. We need to establish a student voice committee, and more opportunities for families to engage with the school communities. 🍌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</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>There is a need for increased opportunities for students to provide voice, feedback, and be part of decision making for the school. 🍌</p>		<p>We currently implement monthly parent cafes for two-way communication with families. This has led to an increase in the positive relationships among staff and families. Our PAC chairs actively organized monthly parent workshops with at least 10-15 families in attendance. Our ELPT organized monthly BAC meetings, which led to an increased level of support for a growing newcomer population. 🍌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

We saw significant growth in iReady (upwards of 100% growth for some students). The growth in STAR was less uniform. Overall for IAR, we saw growth in reading and math, but some grade levels saw a decrease. Overall the school does better in ELA. There needs to continue to be work in the writing conventions and skills. Every grade level needs to have explicit writing instruction.

- We want all teachers in K-4 to have common planning so that homeroom teachers are working towards vertical alignment among the grade level teams (Ex: Grade starts by implementing the same weekly assessments among all three homerooms). Cannot only start working upwards with vertical alignment, must be horizontal too.
 - Grade level lesson plans for monolingual classrooms could help with this. Consider starting off the year dedicating time for this during part of the principal directed PDs. Also, during our school level PD days, we set aside dedicated time with content area teachers to meet and discuss goals and tasks. (Ex: Start with the explicit teaching of affixes).

What is the feedback from your stakeholders?

Teachers must use a subtractive method of planning when using Skyline. Teachers need dedicated time to collaborate on curriculum to ensure vertical alignment.

What student-centered problems have surfaced during this reflection?

Some students are struggling with writing. Some students are missing the foundational skill that doesn't allow them to access the grade level skill. Some students may not have a high vocabulary. As we see the students get older, we see that some students aren't engaged with the curriculum. Some students struggle with attention spans, so emphasize the mini lesson and less teacher talk. Some students also struggle with whole group, tier 1 instruction.

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 are working on including more small group instruction for all subject matters. Teachers used the iReady and Star360 data to plan instruction. Teachers included more student to student discourse in instruction. The impact is an increase in differentiation and more opportunities for students to practice language acquisition.

Return to Top Determine Priorities

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

Students...
 have an inconsistent experience with Tier 1 core curriculum and instruction as they move from K-8.

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...
 plan independent of grade level team members and use different assessments.

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....
 set up structures for teachers to collaborate on horizontally and vertically align curriculum and assessments

Resources:

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

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

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

then we see....

a consistent learning experience for students within grade level and between grades, common assessments among grade level teams, and data-informed instructional decision making



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...

increase in students on track, increase in standardized assessments including IAR, Star360, and iReady, and a decrease in the number of students attending summer bridge.



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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

Michael Herring/ILT and MTSS Teams

Dates for Progress Monitoring Check Ins

Q1 [November 1, 2023](#)
Q2 [December 20, 2023](#)

Q3 [March 13, 2024](#)
Q4 [May 22, 2024](#)

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers effectively implementing core curriculum	Instructional Coach/ ILT	May 2nd, 2024	Select Status
Action Step 1	All teachers sign up for and attend ongoing training for curriculum implementation.	Lead coach/Principal/AP	CPS Professional Learning Deadline	Select Status
Action Step 2	ILT members review and provide feedback on teacher lessons/unit plans to ensure use of core curriculum.	ILT members, respectively for grade/ contents	October 2023	In Progress
Action Step 3	ILT members conduct rigor walks to observe, collect data, provide feedback on implementation of core curriculum on a bi-monthly basis.	ILT members, respectively for grade/ contents	February 9, 2024	Select Status
Action Step 4	Tier 2 and 3 teachers identified, assigned supports for curriculum implementation	Lead coach/interventionists	October 26th ILT Meeting	In Progress
Action Step 5	Schedule bi-monthly meetings with the agenda of collaboration for lesson planning of core curriculum during GLTs, professional development days, and school improvement days.	Principal/ILT members	May 2nd, 2024	Select Status
Implementation Milestone 2	100% of EL teachers are providing EL supports through Tier 1 instruction and supports.	EL Coordinator/Principal/AP	May 2nd, 2024	Select Status
Action Step 1	Complete the EL placement recommendation tool to identify school and student needs/trends in teacher/grade level/content areas for supporting students.	AP/EL coordinator/Teachers	August 11, 2023	Select Status
Action Step 2	BOY EL PD on Tier 1 EL student supports using trends from tool outcomes.	EL Coordinator	August 18th, 2023	Select Status
Action Step 3	Professional development work time with EL coordinator to implement identified strategies for that teachers/ grade level	EL Coordinator/Bilingual Program Teacher/Principal	September - February GLTs	Select Status
Action Step 4	Observe teachers EL supports / 3 times per year	EL Coordinator	Observation Cycles BOY-MOY-EOY	Select Status
Action Step 5	Check in with GLTs quarterly using data to lead actions/next steps	EL Coordinator	Schedule created by August 18th	Select Status
Implementation Milestone 3	100% of teachers integrate the arts into their core curriculum	Instructional Coach/ ILT/ Administration/ Art Lead	May 2, 2024	Select Status
Action Step 1	GLT meetings for providing training and support to teachers on arts integration on a quarterly basis.	Art Lead/ Instructional Coach/ILT	Schedule created by August 18th	Select Status
Action Step 2	Provide professional development to teachers during PD and school-improvement days on arts integration.	Instructional Coach/ ILT/ Administration/ Art Lead	March 2024	Select Status
Action Step 3	Host a arts integration night for families to showcase the work of our students	Art Lead	May 16, 2024	Select Status
Action Step 4	Progress monitor the integration of arts in the core curriculum on a quarterly basis through artifact review and classroom observations	Instructional Coach/ ILT/ Administration/ Art Lead	Monthly, beginning October 4th	Select Status
Action Step 5	Teachers will update bulletin boards with art integration student work on a quarterly basis.	Art Lead/Principal/AP/Lead Coach	Quarterly	Select Status
Implementation Milestone 4	100% of teachers cultivate student-centered classrooms	Administration/ Lead Coach/ ILT	June 1, 2024	Select Status
Action Step 1	Students will set academic and SEL goals at the BOY, MOY, and EOY	Teachers, Lead Coach, ILT	BOY-MOY-EOY	Select Status
Action Step 2	Students will create a portfolio with at least one artifact per quarter	Teachers, Lead Coach, ILT	June 1, 2024	Select Status
Action Step 3	Create a student voice committee that will provide input to the school community	Principal/committee lead	May 2025	Select Status
Action Step 4	Teachers will implement a student-led conference model during parent-teacher conferences.	Teachers, Lead Coach, ILT	May 2025	Select Status

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

Action Step 5	Teachers will conduct peer observations related to learning conditions twice per year.	Principal/teachers	Schedule creating by August 18th	Select Status
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SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	- 80% of teachers will differentiate tier 1 instruction.	
SY26 Anticipated Milestones	- 100% of teachers will differentiate tier 1 instruction.	

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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 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
% of students on track	Yes	3 - 8 On Track	African American	36%	48%	65%	80%
			English Learners	53%	62%	70%	85%
% of students at/or above grade level	Yes	STAR (Reading)	English Learners	34.72%	50%	60%	75%
			African American	25.37%	40%	55%	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
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk rubric by ILT members.	Most teachers are using instructional materials to implement and adjust instruction, including differentiating based on student needs.	All teachers are using instructional materials to implement and adjust instruction, including differentiating based on student needs.
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers have access to high quality, standards-aligned core curriculum and most teachers complete the required training for core curriculum.	All teachers have access to high quality, standards-aligned curriculum and all teachers complete the required training.	All teachers have access to high quality, standards-aligned curriculum, all teachers complete the required training, and most teachers are culturally responsive.
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Most teachers are approaching the bar with regard to leveraging research-based, culturally responsive powerful practices as outlined in the Powerful Practices CIWP rubric.	All teachers are approaching the bar with regard to leveraging research-based, culturally responsive powerful practices as outlined in the Powerful Practices CIWP rubric.	Most teachers solidly meet the bar with regard to leveraging research-based, culturally responsive powerful practice as outlined in the Powerful Practices CIWP rubric.

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
% of students on track	3 - 8 On Track	African American	36%	48%	Select Status	Select Status	Select Status	Select Status
		English Learners	53%	62%	Select Status	Select Status	Select Status	Select Status
% of students at/or above grade level	STAR (Reading)	English Learners	34.72%	50%	Select Status	Select Status	Select Status	Select Status
		African American	25.37%	40%	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.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk rubric by ILT members.	Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers have access to high quality, standards-aligned core curriculum and most teachers complete the required training for core curriculum.	Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Most teachers are approaching the bar with regard to leveraging research-based, culturally responsive powerful practices as outlined in the Powerful Practices CIWP rubric.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Data is missing in Branching Minds for behavior/SEL. The Root Survey showed a need for a Tier 1 behavior management system and progress monitoring. There is a need to include language objectives in the lesson plans to best support ELs.

What is the feedback from your stakeholders?

Feedback includes need for more language supports for ELs, more consistent use of Branching Minds by all teachers not just the MTSS team, and how to improve our progress monitoring for DLs.

What student-centered problems have surfaced during this reflection?

Students need more opportunities to practice language acquisition, including reading, writing, listening, and speaking. Grade level teams must have time during the 23-24 school year to collaborate and implement on progress monitoring and enter data into Branching Minds. Teachers would benefit from further training on writing IEP goals that are specific and measurable. BHT must utilize Branching Minds to document goals and progress monitoring.

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?


Improvement efforts include building and sustaining a strong MTSS team. The impact of this team included a significant reduction in the number of students that had to attend summer school. Our MTSS team supports students that are multiple grade levels behind.

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Determine Priorities

Resources: 

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

Students...
are struggling with accessing Tier 1 curriculum and some students are not making progress after receiving interventions 

[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...
must consistently use grade-level curriculum and tasks, and prioritize small group instruction to scaffold and support students at various levels. 

[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...
effectively deliver Tier 1 instruction and core curriculum, utilize grade level tasks, well-documented student support and support plans, progress monitor support and interpret data to adjust instruction 

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.... students engage in core curriculum and interventions, teachers differentiating instruction, implementing supports, and adjusting their instruction based on data.

which leads to... higher numbers of students moving up in benchmarks as measured in iReady and Star360, consistent growth in all grade levels, and decrease in the achievement gap for student population groups as compared to the overall student population.

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
 MTSS Lead/Principal

Dates for Progress Monitoring Check Ins
 Q1 [November 1, 2023](#) Q3 [March 13, 2024](#)
 Q2 [December 20, 2023](#) Q4 [May 22, 2024](#)

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers Meets DEVELOPED components of high quality, well-documented student support and support plan on MTSS Continuum	Interventionist	May 2nd, 2024	Select Status
Action Step 1	Intervention plans are developed and documented within BM	MTSS Team/teachers	September 22, 2023	In Progress
Action Step 2	Ensure teachers regularly provide Tier 2 Interventions through documentation and observation.	MTSS Team/teachers	October 26, 2023	Select Status
Action Step 3	Intervention plans are being updated and shared with stakeholders	MTSS Team/teachers	October 26, 2023	Select Status
Action Step 4	Interventions resources include math, literacy, SEL, and behavior health.	MTSS Team/teachers	October 26, 2023	Select Status
Action Step 5	Provide PD on documenting interventions in BMs	MTSS Lead	September 12, 2023	Completed
Implementation Milestone 2	MTSS Team meets FOUNDATIONAL components for Supplemental Intervention: Progress Monitoring, as measured by the MTSS Continuum.	MTSS Lead/Principal/AP	December 21, 2023	Select Status
Action Step 1	Provide PD on progress monitoring interventions in Branching Minds.	MTSS Team	September 12th, 2023	Completed
Action Step 2	Lead GLT meetings on progress monitoring interventions in Branching Minds that are aligned to student academic gaps.	MTSS Team, GLTs	Ongoing	Select Status
Action Step 3	Monitor progress monitoring in Branching Minds and highlight teacher use of platform.	MTSS Team, GLTs	February 9th, 2023	Select Status
Action Step 4	Review Branching Minds data during GLT meetings	MTSS Team, GLTs	Ongoing	Select Status
Action Step 5	Branching Minds data is shared on a regular basis through the	MTSS Lead/Principal	Monthly	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 OPERATIONAL components of high quality, well-documented student support plans. 100% of interventions are documented and monitored within the Branching Minds platform, 70% of student support plans and supports implemented with fidelity. DEVELOPED components of supplemental intervention: progress monitoring, MTSS Team, and 70% percent of teachers regularly progress monitor and implement actions in BMs, using multiple data points.

SY26 Anticipated Milestones - Maintain OPERATIONAL components of high quality, well-documented students supports and support plans: 100% of student support plans and supports implemented with fidelity. FULLY OPERATIONAL on supplemental intervention: 100% of teachers progress monitoring and adjusting interventions and supports based on data, and FULLY OPERATIONAL on Interpret Data and Adjust Instruction from MTSS Continuum.

[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
% of student receiving intervention making adequate progress.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	African American				
			Overall				
% of students on track	Yes	3 - 8 On Track	Overall	49%	60%	70%	80%
			African American	36%	48%	65%	80%

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.	The MTSS Team rates as "Developed" or higher in the "High quality well-documented student support and support plans" and Foundational in the "Supplemental Intervention: progress monitoring" components oas measured by the MTSS Continuum.	The MTSS Team rates as "Developed" or higher in most components as measured by the MTSS Continuum.	The MTSS Team rates as "Operational" in most components as measured by the MTSS Continuum.
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 are creating and implementing the interventions in the Branching Minds platform.	MTSS Team and some teachers are progress monitoring interventions using multiple sources of data.	MTSS Team and all teachers are interpreting data, progress monitoring, and adjusting instruction based on interventions and multiple types of data.
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
% of student receiving intervention making adequate progress.	% of Students receiving Tier 2/3 interventions meeting targets	African American			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
% of students on track	3 - 8 On Track	Overall	49%	60%	Select Status	Select Status	Select Status	Select Status

[Jump to...](#)
[Priority](#)
[TOA](#)
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[Reflection](#)
[Root Cause](#)
[Implementation Plan](#)

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

Inclusive & Supportive Learning Environment

% of students on track	3 - 6 On track	African American	36%	48%	Select Status	Select Status	Select Status	Select Status
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Practice Goals

Progress Monitoring

Identified Practices	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.	The MTSS Team rates as "Developed" or higher in the "High quality well-documented student support and support plans" and Foundational in the "Supplemental Intervention: progress monitoring" components oas measured by the MTSS Continuum.	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 are creating and implementing the interventions in the Branching Minds platform.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

There is a need for consistent, vertically aligned SEL instruction. There is a need to support students who are chronically absent. We would benefit from creating a culture and climate team.

What is the feedback from your stakeholders?

We need to analyze the data from our after school programs to determine if we are reaching all demographics. We need a plan for re-entry of students that have been chronically absent. There is a need to increase the technological skills of our students.

What student-centered problems have surfaced during this reflection?

There is a need for consistent, vertically aligned SEL instruction with related progress monitoring in Branching Minds. There is a robust after school program but could increase the number of academic tutoring offerings. Although we maintained an attendance rate of 93% or higher, there is a need to further support students with chronic absences.

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 targeted students who were in danger of not promoting through intensive after school programming, which led to a decrease in the number of student attending summer bridge. We implemented the CPS sexual health curriculum for the first time, which led to an increase knowledge and awareness for students. Quarterly, attendance coordinator and MTSS lead collaborated to support students who were chronically absent, which led to an increase in our attendance.

Return to Top Determine Priorities

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

Students...
 are unaware of after school and enrichment opportunities, options and communication, students experience inconsistent SEL instruction in grades K-8, chronically absent and late students feel disconnected from school

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...
 are not properly communicating after school programming to students, teachers, and families. We need to intentionally build classroom community, and identify the root causes and address the chronically absent and late students.

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....
 build strong classroom community, and identify and address root causes for chronically absent and late students,

Resources:

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

then we see....
 an increase in the number of students engaged with school, a reduction in repeated disruptive behaviors and OSS



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...
 an increase in students' sense of belonging at school, an increase in academic achievement as measured by iReady, Star360, and IAR, an increase in student investment as measured by student attendance at school and after school programming



[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

BHT/Dean/Principal/AP/MTSS/STLS Advocate


Dates for Progress Monitoring Check Ins

Q1 [November 1, 2023](#) Q3 [March 13, 2024](#)
 Q2 [December 20, 2023](#) Q4 [May 22, 2024](#)

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Staff lead after school programs for students in grades K-8 with at least 80% capacity reached per program.	Principal/Resource Coordinator/Teachers	May 31st, 2024	Select Status
Action Step 1	Develop a system for communication with regard to after school school programming, through use of staff bulletin, Google calendar, bulletin boards, and paper rosters.	Resource Coordinator/Teachers	September 15th, 2023	Select Status
Action Step 2	Solicit and utilize student input/voice on after school program design	Principal/AP/Resource Coordinator/Teachers	September 15th, 2023	Select Status
Action Step 3	Highlight the achievements of our after school programs through bulletin boards, assemblies, announcements, videos, and student awards.	Principal/AP/Resource Coordinators	May 31st, 2024	Select Status
Action Step 4	Increase and diversify after school program options to include mix of academics, arts, cultural, SEL and sports programs.	Principal/AP/ Resource Coordinators/Teachers	May 31st, 2024	Select Status
Action Step 5				Select Status
Implementation Milestone 2	100% of teachers utilize the processes, plans, and procedures for SEL instruction and Tier 1/2 behavior management.	Principal/AP/Dean/Teachers	May 31st, 2024	Select Status
Action Step 1	Teachers use Second Step curriculum on a weekly basis	Teachers/Counselor	Weekly	Select Status
Action Step 2	Teachers develop common behavior management systems per grade band, and collaborate with Tier 3 service providers to support student needs.	Teachers/Dean/AP/LBS1	August 18th, 2023	Select Status
Action Step 3	BHT team meets biweekly to review and address behavior health referrals and Tier 1 behavior systems, and will include a learning behavior specialist.	BHT/Principal/AP/LBS1	Biweekly	Select Status
Action Step 4	Train teachers on restorative practices utilizing the CPS restorative practices toolkit, including restorative language, talking circles, logical consequences, and restorative conversations	Principal/Counselor/Dean	September 22, February 9th, October 27, December 22nd.	Select Status
Action Step 5	Teachers will facilitate a talking circle with their homeroom at least one time per week.	Teachers/Counselor	Weekly	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 100 percent of teachers are implementing restorative practices and Tier 1 behavior management systems.




SY26 Anticipated Milestones Create a student-led peer conference to support the implementation of the student code of conduct. 

[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
Increase the percentage of students attending after school programs to 80% capacity per program.	Yes <input type="checkbox"/>	Enrichment Program Participation: Enrollment & Attendance	Overall	50%	60%	70%	80%
			Select Group or Overall				
Reduce the amount of repeated disrupted behaviors (4-6 SCC)	Yes <input type="checkbox"/>	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	91	60	40	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&W:3 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.	Communication plans are in place to ensure equitable access to student-centered enrichment and OST, including student voice and input.	Communication plans are in place to ensure equitable access are student-created, including student newsletter, student news programming, and student advertising.	Students plan a role in the decision-making, planning, and delivery of after school programming.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Staff use Second Step on a weekly basis, train staff on restorative practices, and mental health providers will be trained on the use Tier 2 healing centered supports.	All staff members are using restorative practices with fidelity, and mental health providers are using healing centered supports with fidelity.	Students lead and facilitate SEL programming and provide input on culture and climate of the school.
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
Increase the percentage of students attending after school programs to	Enrichment Program Participation: Enrollment	Overall	50%	60%	Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress	Connectedness & Wellbeing					
Reflection	Root Cause	Implementation Plan	Monitoring		Select the Priority Foundation to pull over your Reflections here =>					
attending after school programs to 80% capacity per program.			Participation: Enrollment & Attendance	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Reduce the amount of repeated disrupted behaviors (4-6 SCC)			Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	91	60	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&W:3 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.	Communication plans are in place to ensure equitable access to student-centered enrichment and OST, including student voice and input.	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Staff use Second Step on a weekly basis, train staff on restorative practices, and mental health providers will be trained on the use Tier 2 healing centered supports.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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.

If Checked:
No action needed

**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).
(Continue to Parent & Family Plan)**



<p>Select a Goal</p>				
<p>Select a Goal</p>				
<p>Select a Goal</p>				

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.

English language development, Social-emotional development, mental health supports, community resources, legal support, family discourse at home



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