

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 
Jennifer Rath	Principal	jprath@cps.edu
Shannon Puckett	AP	smcglynn@cps.edu
Ronald Yak	LSC Member	rwyak@cps.edu
Maria Carney	LSC Member	mearney1@cps.edu
Sean Callaghan	Teacher Leader	smcallaghan@cps.edu
Amy Donahue	Teacher Leader	ahdonahue@cps.edu
Nathan Dorotiak	Teacher Leader	nadorotiak@cps.edu
Ashley Heck	Teacher Leader	aeheck@cps.edu
Erin Tedesso	LSC Member	ejwatson1@cps.edu
Megan Hermann	Teacher Leader	mromberg@cps.edu
	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	6/15/23	6/15/23
Reflection: Curriculum & Instruction (Instructional Core)	6/21/23	7/31/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/5/23	7/31/23
Reflection: Connectedness & Wellbeing	8/3/23	8/10/23
Reflection: Postsecondary Success	8/3/23	8/10/23
Reflection: Partnerships & Engagement	8/3/23	8/10/23
Priorities	6/5/23	8/3/23
Root Cause	6/5/23	8/10/23
Theory of Action	6/15/23	8/10/23
Implementation Plans	6/15/23	8/10/23
Goals	6/15/23	8/10/23
Fund Compliance	8/10/23	8/10/23
Parent & Family Plan	8/10/2023	8/10/23
Approval	8/30/23	8/30/23

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	9/27/2023
Quarter 2	11/15/23
Quarter 3	02/07/24
Quarter 4	05/24/2024

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


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
Partially	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
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

That we as a school have curriculum that is high quality with foundational skills. An area of growth is to align tasks/instruction to high levels of taxonomy and include more culturally responsive materials. 

What is the feedback from your stakeholders?

https://docs.google.com/document/d/1YJt03oW_fUphMtyfr58rmlmLkyAxNlbnupH2fxJFY/edit?usp=sharing 


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

The CIWP goal for the ILT and curriculum 

- [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.

Not all students are experiencing tasks/instruction that are culturally responsive and aligns to grade level standards. 

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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

Our DL students receive high quality IEPs with constant evaluation to ensure that students are in the LRE. Our EL students receive instruction from EL-endorsed teachers. An area of growth is continued work with GLTs to implement problem solving processes to create, implement, and progress monitor academic intervention plans during MTSS meetings. 

- 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 HS
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

https://docs.google.com/document/d/1YJt03oW_fUphMtyfr58rmlmLkyAxNlbnupH2fXJF1Y/edit?usp=sharing

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?

Two interventionist have been hired to lead GLTs in the MTSS process and support/coordinate the intervention work at Tier 2 and 3. We have opted into Amira and Freckle to support tier 2 interventions.

- [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 needing tier 2 and tier 3 interventions receive varied instructional response based on the grade level/interventionist.

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

Using the associated references, is this practice consistently implemented?	References
Yes	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>
Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>
Yes	<p>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.</p>
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>

What are the takeaways after the review of metrics?

School has strong BHT and Climate and Culture Team structures in place. Continued work needs to be done to integrate SEL instruction (Second Step and Pillars) and learn about Tier 1 Healing Centered Supports.

What is the feedback from your stakeholders?

<https://docs.google.com/document/d/1kvTcoKkOdS4EpJIsitFz18npWrV-019lcQTtCM7UYCY/edit?usp=sharing>

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?

Hiring a Youth Intervention Specialist will help us implement restorative practices. The work of the Culture and Climate team (CIWP priority) will continue to support the work of SEL integration and School Counselor will continue to support the work of SEL instruction.

- 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](#)
 - [Enrichment Program Participation: Enrollment & Attendance](#)
 - [Student Voice Infrastructure Reduction in number of students with](#)

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.

Not all students are receiving integrated SEL instruction and Tier 1 Healing Centered Supports.

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?

Hiring a Youth Intervention Specialist will help us implement restorative practices. The work of the Culture and Climate team (CIWP priority) will continue to support the work of SEL integration and School Counselor will continue to support the work of SEL instruction.

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
No	<p>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).</p> <p>College and Career Competency Curriculum (C4)</p>	<p>Counselor has led ILP lessons throughout middle school. CPS Success bound is new curriculum for middle school and our school has not received any professional development on this. The school has not received any professional development on the Work Based Learning experiences, so they have not yet been integrated. 🍌</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</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>
Partially	<p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p> <p>Individualized Learning Plans</p>		<p>9th and 10th Grade On Track</p>
Partially	<p>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).</p> <p>Work Based Learning Toolkit</p>	<p>What is the feedback from your stakeholders?</p> <p>https://docs.google.com/document/d/1kvTcoKkOdS4EpJlsitFz18npWrV-019lcQTtCM7UYCY/edit?usp=sharing 🍌</p>	<p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	<p>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).</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>Some grade levels have brought in guest speakers and led field trips to pilot Work Based learning experiences. 🍌</p>	
N/A	<p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p> <p>ECCE Certification List</p>		
N/A	<p>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).</p> <p>PLT Assessment Rubric</p>		
N/A	<p>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).</p> <p>Alumni Support Initiative One Pager</p>		

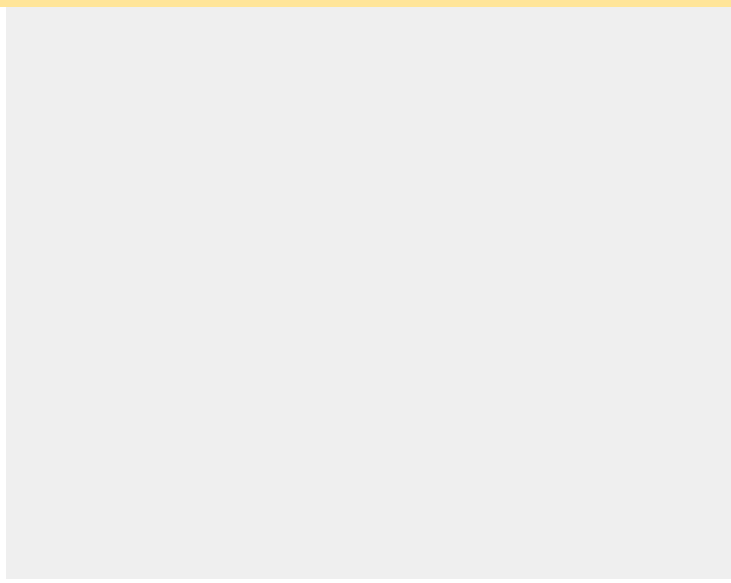
What student-centered problems have surfaced during this reflection?
 If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Students do not have Success Bound curriculum because it has not been rolled out from CPS yet. Students do not have Work Based Learning experiences at scale. 🍌

[Return to Top](#) **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>Spectrum of Inclusive Partnerships</p>	<p>Currently there is not an infrastructure for consistent and sustained student voice. 🍌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p>

Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit
No	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



[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?


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What student-centered problems have surfaced during this reflection?

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

Lack of opportunity for student voice in a structured way. Lack of opportunity for families to share their needs with the school. 

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?

Our ELPT and diverse learner teachers are coordinating parent workshops. We are increasing the number of parent/community events. We are also integrating career/postsecondary opportunities with our families. 

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

What are the takeaways after the review of metrics?

That we as a school have curriculum that is high quality with foundational skills. An area of growth is to align tasks/instruction to high levels of taxonomy and include more culturally responsive materials.

What is the feedback from your stakeholders?

https://docs.google.com/document/d/1YJt03oW_fUphMtyfr58rmlmLkyAxNlbnupH2fXJFY/edit?usp=sharing

What student-centered problems have surfaced during this reflection?

Not all students are experiencing tasks/instruction that are culturally responsive and aligns to grade level standards.

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?

The CIWP goal for the ILT and curriculum

Return to Top Determine Priorities

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

Students...
Not all students are experiencing tasks/instruction that are culturally responsive and aligns to grade level standards.

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 focused on supporting students and providing scaffolds that at times lead to instruction does not align to grade level standards

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...
engage in reflection, refinement, and reimagining of the complexity of student tasks and their

Resources:

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

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

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

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

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

then we see....
students engaged in tasks with increased complexity that are aligned to grade level standards.

which leads to...
increased academic achievement in reading and math as evidenced by district/state assessments

[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

ILT

Dates for Progress Monitoring Check Ins

Q1 9/27/2023 Q3 02/07/24
Q2 11/15/23 Q4 05/24/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	By the end of quarter one, ILT will facilitate professional learning on using a student work analysis protocol to identify alignment to standards and DOK/taxonomy.	ILT	Quarter 1	In Progress
Action Step 1	Team plans professional learning on grade level standards, DOK, taxonomy.	ILT	Quarter 1	Completed
Action Step 2	Team delivers professional learning involving analyzing the DOK, taxonomy, and alignment of student tasks.	ILT	Quarter 1	Delayed
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Action Step 6				Select Status
Action Step 7				Select Status
Implementation Milestone 2	By end of quarter 3, each teacher will bring a task to GLT for shared analysis/consultancy on alignment to standards and DOK/taxonomy.	ILT	Quarter 2 and Quarter 3	Select Status
Action Step 1	Teachers/staff engage in safe practice in the development of tasks aligned to grade level standards with increased DOK/taxonomy levels.	ILT	Quarter 2 and Quarter 3	Select Status
Action Step 2	Teachers/staff implement learning of identified best practice during the safe practice phase and collaborate around roadblocks that arise in implementation.	ILT	Quarter 2 and Quarter 3	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	By the end of quarter 4, each teacher will engage in gathering and analyzing tasks to determine alignment and DOK/taxonomy level to determine next steps.	ILT	Quarter 4	Select Status
Action Step 1	Peer observations (QR codes) Teachers/staff engage in peer observations to determine progress of best practice implementation.	ILT	Quarter 4	Select Status
Action Step 2	Team and teachers/staff gather and analyze data to determine the current state of strategy implementation and next steps.	ILT	Quarter 4	Select Status
Action Step 3	Team and teachers/staff determine the next focus (best practice) for moving forward in the following professional learning cycle.	ILT	Quarter 4	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 Anticipated Milestones	Teachers will move from reflecting and safe practice about student task to redesigning tasks to align to standards and increase cultural connections to students.	
SY26 Anticipated Milestones	Teachers will reimagine their unit plans to promote productive struggle and culturally connectec texts.	

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
Increase in IReady/Star360 MOY/EOY Data	Yes	STAR (Math), STAR (Reading)	Overall	Based on BOY			
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Accurate assessment of standards and task complexity BOY/EOY to demonstrate common understanding of taxonomy/DOK.	Teacher task complexity across a unit demonstrates a building toward grade-level, standards-aligned instruction.	Teacher task complexity across an entire curricular year to demonstrate grade-level, standards-aligned instruction.
Select a Practice			
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 in IReady/Star360 MOY/EOY	STAR (Math), STAR	Overall	Based on BOY		On Track	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	<i>Select the Priority Foundation to pull over your Reflections here =></i>				Curriculum & Instruction				
Reflection	Root Cause	Implementation Plan								Select Status	Select Status	Select Status	Select Status
Data		(Reading)			<i>Select Group or Overall</i>					Select Status	Select Status	Select Status	Select Status
		<i>Select Metric</i>			<i>Select Group or Overall</i>					Select Status	Select Status	Select Status	Select Status
					<i>Select Group or Overall</i>					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.	Accurate assessment of standards and task complexity BOY/EOY to demonstrate common understanding of taxonomy/DOK.	On Track	Select Status	Select Status	Select Status
<i>Select a Practice</i>		Select Status	Select Status	Select Status	Select Status
<i>Select a Practice</i>		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.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

School has strong BHT and Climate and Culture Team structures in place. Continued work needs to be done to integrate SEL instruction (Second Step and Pillars) and learn about Tier 1 Healing Centered Supports.

What is the feedback from your stakeholders?

<https://docs.google.com/document/d/1kvTcoKkOdS4EpJIsitFz18npWrV-019lcQTtCM7UYCY/edit?usp=sharing>

What student-centered problems have surfaced during this reflection?

Not all students are receiving integrated SEL instruction and Tier 1 Healing Centered Supports.

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?

Hiring a Youth Intervention Specialist will help us implement restorative practices. The work of the Culture and Climate team (CIWP priority) will continue to support the work of SEL integration and School Counselor will continue to support the work of SEL instruction.

Return to Top Determine Priorities

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

Students...
 have inconsistent access to SEL learning connected to the Canty Community Pillars and consistent restorative practices and instruction in behavior.



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.

Resources:

[Determine Priorities Protocol](#)

Return to Top Root Cause

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

As adults in the building, we...
 at times prioritize academic learning over SEL learning and need to be consistent and intentional with the teaching of the Canty Community Pillars and behavior.



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.

Resources:

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
 invest in building staff and student mindsets and create a supportive school environment



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

Resources:

then we see....
a greater sense of school community connectedness



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 student and family engagement as seen by the five essentials, cultivate survey, and attendance.



[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
Culture and Climate Committee

Dates for Progress Monitoring Check Ins
Q1 9/27/2023 Q3 02/07/24
Q2 11/15/23 Q4 05/24/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Resource Library	Culture & Climate	Quarter 1	Completed
Action Step 1	Order Materials	Culture & Climate	Quarter 1	Completed
Action Step 2	Organize by Pillar	Culture & Climate	Quarter 1	Completed
Action Step 3	Create Check-In/Check-Out System	Culture & Climate	Quarter 1	Completed
Action Step 4	Roll out to teachers at BOY PD	Culture & Climate	Quarter 1	Completed
Action Step 5				Select Status
Implementation Milestone 2	Differentiated, Needs-Based GLT SEL Planning	Culture & Climate	Quarter 4	Select Status
Action Step 1	Grade Level Needs-Based Assessment	Culture & Climate	Quarter 1	Completed
Action Step 2	Individualized SEL Learning	Culture & Climate	Quarter 2-4	In Progress
Action Step 3	Synthesize SEL Curriculum into Pillar Learning	Culture & Climate	Quarter 4	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Inclusivity Professional Learning	Culture & Climate	Quarter 4	Select Status
Action Step 1	Identify School Community Needs	Culture & Climate	Quarter 1	Completed
Action Step 2	Identify community partner organization for PD	Culture & Climate	Quarter 1	In Progress
Action Step 3	Implement PD	Culture & Climate	Quarter 3	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Develop school wide buddy system	Culture & Climate	Quarter 4	Select Status
Action Step 1	Roll-out protocols for buddy system	Culture & Climate	Quarter 1	Completed
Action Step 2	Collaborative learning time for lessons/activities for buddies aligned to pillars	Culture & Climate	Quarter 2-3	Select Status
Action Step 3	Create Field Day Celebration	Culture & Climate	Quarter 4	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
Families will engage in Family Pillar nights to increase family/community connectedness. Continued buddy structure implementation that deepens to mentorship.

SY26 Anticipated Milestones
Teachers will engage in vertical planning and learning to incorporate learning conditions in the classroom to increase connectedness.

[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
Improved measures on Cultivate survey.	Yes	Cultivate	Overall	BOY Data Needed			
			Select Group or Overall				
Increased attendance and engagement at school	Yes	Increase Average Daily Attendance	Overall	BOY Data Needed			
			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
<i>C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</i>	Teachers will engage in professional learning to better understand inclusivity and how this impacts the school community.	Families will engage in Family Pillar nights to increase family/community connectedness. Continued buddy structure implementation that deepens to mentorship.	Teachers will engage in vertical planning and learning to incorporate learning conditions in the classroom to increase connectedness.
Select a Practice			
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
Improved measures on Cultivate survey.	Cultivate	Overall	BOY Data Needed		On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increased attendance and engagement at school	Increase Average Daily Attendance	Overall	BOY Data Needed		On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices

SY24

Quarter 1

Quarter 2

Quarter 3

Quarter 4

[Jump to...](#)
[Priority](#)
[TOA](#)
[Goal Setting](#)
[Progress Monitoring](#)

[Reflection](#)
[Root Cause](#)
[Implementation Plan](#)

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

Connectedness & Wellbeing

<p>C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>	<p>Teachers will engage in professional learning to better understand inclusivity and how this impacts the school community.</p>	<p>On Track</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>Select a Practice</p>		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>Select a Practice</p>		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

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.

The budget for Family Engagement is \$1678.75. The parents voted to have the money be used to pay teachers to provide workshops for parents.



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