

## 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
Jeremy Feiwell	Principal	jcfewell@cps.edu
Marisela Ramirez	AP	mr Ramirez2@cps.edu
Cindy Castaneda	AP	ccastaneda16@cps.edu
Denise Benbrook	Inclusive & Supportive Learning Lead	dkbenbrook@cps.edu
Rodolfo Perez	Postsecondary Lead	rperez10@cps.edu
Leslie Steele	Teacher Leader	lasteele@cps.edu
Amanda Calzada	Partnerships & Engagement Lead	arodriguez512@cps.edu
Maricela Vera	LSC Member	maricela_vera@yahoo.com
Yolisma Malacara	LSC Member	yolismao@gmail.com
	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	3/15/23	5/23/23
Reflection: Curriculum & Instruction (Instructional Core)	6/28/23	7/12/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/28/23	7/12/23
Reflection: Connectedness & Wellbeing	6/28/23	7/12/23
Reflection: Postsecondary Success	6/28/23	7/12/23
Reflection: Partnerships & Engagement	6/28/23	7/12/23
Priorities	7/12/23	7/19/23
Root Cause	7/12/23	7/19/23
Theory of Action	7/19/23	7/26/23
Implementation Plans	7/19/23	7/26/23
Goals	7/26/23	7/28/23
Fund Compliance	7/26/23	7/28/23
Parent & Family Plan	7/26/23	7/28/23
Approval	8/31/23	8/31/23

## SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates	
Quarter 1	10/19/23
Quarter 2	12/20/23
Quarter 3	3/21/24
Quarter 4	5/31/24

**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](#)

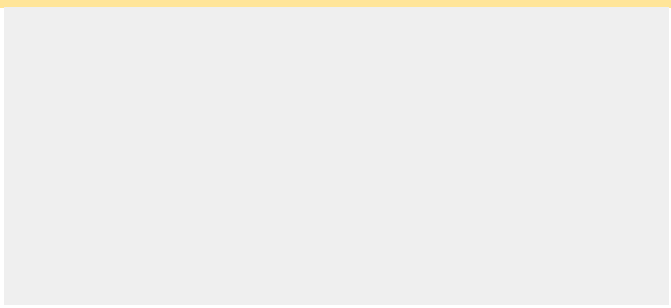
[Return to Top](#) **Curriculum & Instruction**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p><a href="#">CPS High Quality Curriculum Rubrics</a></p>	<p>-Making progress overall. IAR increased in Reading and Math. </p> <p>-New curriculum implementations are off to a good start.</p> <p>-i-Ready K-8 shows that there was substantial growth at each grade level in both Reading and Math.</p> <p>-MOY i-Ready testing provides a snapshot of progress and growth.</p> <p>-Still have a lot of work to do with 40% of students not close to grade level in Reading and Math.</p>	<p><a href="#">IAR (Math)</a></p> <p><a href="#">IAR (English)</a></p> <p>Rigor Walk Data (School Level Data)</p> <p><a href="#">PSAT (EBRW)</a></p> <p><a href="#">PSAT (Math)</a></p> <p><a href="#">STAR (Reading)</a></p> <p><a href="#">STAR (Math)</a></p> <p><a href="#">iReady (Reading)</a></p> <p><a href="#">iReady (Math)</a></p> <p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">TS Gold</a></p> <p><a href="#">Interim Assessment Data</a></p>
Yes	<p>Students experience grade-level, standards-aligned instruction.</p> <p><a href="#">Rigor Walk Rubric</a></p> <p><a href="#">Teacher Team Learning Cycle Protocols</a></p> <p><a href="#">Quality Indicators Of Specially Designed Instruction</a></p>		
Partially	<p>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.</p> <p><a href="#">Powerful Practices Rubric</a></p> <p><a href="#">Learning Conditions</a></p>		
Partially	<p>The ILT leads instructional improvement through distributed leadership.</p> <p><a href="#">Continuum of ILT Effectiveness</a></p> <p><a href="#">Distributed Leadership</a></p>		
Yes	<p>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.</p> <p><a href="#">Customized Balanced Assessment Plan</a></p> <p><a href="#">ES Assessment Plan Development Guide</a></p> <p><a href="#">HS Assessment Plan Development</a></p>		
Yes	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p><a href="#">Assessment for Learning Reference Document</a></p>		
<p><b>What student-centered problems have surfaced during this reflection?</b>                  If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>-Collective responsibility for student learning and growth. </p> <p>-Continuing to identify supports for newcomers.</p> <p>-Working to improve student independence and self-accountability for learning.</p>		<p><b>What is the feedback from your stakeholders?</b></p> <p>-Is there anything we are not doing that we should be doing for students who score in the lowest percentile? </p> <p>-How can we push the students who are in the 25th-49th percentile to get them closer to grade level.</p>	
		<p><b>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?</b></p> <p>-New curriculum (Foundations, Vocabulary, Grammar). The impact is TBD. </p> <p>-Newcomers struggle with grade level curriculum especially at grades above 2nd. We do have a staff member providing assistance for newcomers.</p>	


[Return to Top](#) **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	<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.</p> <p><a href="#">MTSS Integrity Memo</a></p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p>	<p>Refresher on Branching Minds Professional Development on SSM                  Monitor Branching Minds Professional Development on IEP's                  Look to expand MTSS information for parents. </p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">MTSS Academic Tier Movement</a></p> <p><a href="#">Annual Evaluation of Compliance (ODLSS)</a></p>
Partially	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p><a href="#">MTSS Integrity Memo</a></p>		
Yes	<p>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.</p> <p><a href="#">LRE Dashboard Page</a></p>		
		<p><b>What is the feedback from your stakeholders?</b></p> <p>See above. </p>	<p><a href="#">Quality Indicators of Specially Designed Curriculum</a></p> <p><a href="#">EL Program Review Tool</a></p>


Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	





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

EL placement is ongoing. One barrier is when a grade level has limited staff that are bilingual endorsed and there is a larger group of EL's   
Branching Minds is in progress

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


How to support students that clearly need a more restrictive environment but have yet to have a case study or do not have an IEP. Continuing to identify supports for newcomers. 


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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">BHT Key Component Assessment</a>  <a href="#">SEL Teaming Structure</a> Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Student attendance is an issue... 90.33% versus 96% pre-covid...  Is the BHT consistent with communication and outreach efforts?	<a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a>  <a href="#">Reduction in OSS per 100</a>  <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a>  <a href="#">Access to OST</a>  <a href="#">Increase Average Daily Attendance</a>  <a href="#">Increased Attendance for Chronically Absent Students</a>
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		<a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>
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.	<b>What is the feedback from your stakeholders?</b> More Professional Development on SEL/Student Strategies from the BHT 	<a href="#">Cultivate (Belonging &amp; Identity)</a>  Staff trained on alternatives to exclusionary discipline (School Level Data)  <a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a>
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		<a href="#">Student Voice Infrastructure</a>  <a href="#">Reduction in number of students with dropout codes at EOY</a>

**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?**

Students who have poor attendance often struggle in school. SEL approaches to disruptive behavior are different based on the teacher and grade level. 

SEL curricula is in place with Second Step and Calm Classroom.   
Social Contracts are in place in all classrooms.

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## 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

Yes	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).	<a href="#">College and Career Competency Curriculum (C4)</a>	Success Bound is implemented in 6th-8th H.S. Fair is implemented for 8th Grade		<a href="#">Graduation Rate</a> <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a> <a href="#">3 - 8 On Track</a> <a href="#">Learn, Plan, Succeed</a> <a href="#">% of KPIs Completed (12th Grade)</a> <a href="#">College Enrollment and Persistence Rate</a> <a href="#">9th and 10th Grade On Track</a>
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	<a href="#">Individualized Learning Plans</a>			<a href="#">Cultivate (Relevance to the Future)</a> Freshmen Connection Programs Offered (School Level Data)
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	<a href="#">Work Based Learning Toolkit</a>	<b>What is the feedback from your stakeholders?</b> Expand Success Bound to 4th/5th... Look to expand H.S. Fair to 7th graders Possible college visits Utilizing past Cardenas students to talk with students		
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).				
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	<a href="#">ECCE Certification List</a>			
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	<a href="#">PLT Assessment Rubric</a>	<b>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?</b> Success Bound is in progress. The implementation looks different at each grade level. On-Track Trackers for 6th-8th		
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	<a href="#">Alumni Support Initiative One Pager</a>			
<b>What student-centered problems have surfaced during this reflection?</b>					
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.					
Understanding the value of items that they have now... Students struggle with long-term vision on college or career readiness 					

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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	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.	<a href="#">Spectrum of Inclusive Partnerships</a>	There are meetings and events to engage stakeholders. Remind is effective with communicating with parents. Enlace provides community support through programming for students and parents.		<a href="#">Cultivate</a> <a href="#">5 Essentials Parent Participation Rate</a> <a href="#">5E: Involved Families</a>
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	<a href="#">Reimagining With Community Toolkit</a>			<a href="#">5E: Supportive Environment</a> 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)
Partially	<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 &amp; CIWP).</p> <p><a href="#">Student Voice Infrastructure Rubric</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Parent participation has gone down. There is not the same buy in from parents as before. There is limited community engagement outside of Enlace (not a priority). </p>	Formal and informal family and community feedback received locally. (School Level Data)
	<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>	<p><b>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?</b></p> <p>Remind platform expands communication for parents and families. Working with Enlace to expand the types of programming for students and parents. </p>	
Students are experiencing issues (attendance, behavior, socialization) that are tied to parental choices and influences. 			

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Refresher on Branching Minds  
 Professional Development on SSM  
 Monitor Branching Minds  
 Professional Development on IEP's  
 Look to expand MTSS information for parents.

What is the feedback from your stakeholders?

See above.

What student-centered problems have surfaced during this reflection?

How to support students that clearly need a more restrictive environment but have yet to have a case study or do not have an IEP.  
 Continuing to identify supports for newcomers.

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?

EL placement is ongoing. One barrier is when a grade level has limited staff that are bilingual endorsed and there is a larger group of EL's  
 Branching Minds is in progress

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Resources:

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

[Determine Priorities Protocol](#)

Students...

Diverse learners do not grow and/or achieve at the same level as general program students.



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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Resources:

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

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

As adults in the building, we...

need to have a better understanding of diverse learner instruction and our role with diverse learners. This includes better using SSM, Branching Minds, and improving how instruction is individualized for diverse learners.



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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What is your Theory of Action?

If we....

Increase awareness of the role of all teachers with diverse learners and provide additional professional development...



Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.  
 Theory of Action is an impactful strategy that counters the associated root cause.  
 Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.  
 Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"  
 All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

Resources:

then we see...

An increase of teacher knowledge around using SSM, high-quality IEPs, and the role of all teachers with diverse learners...





which leads to...

A more individualized approach to diverse learners with an increase of student achievement. 🍌

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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** 🍌

Administration with the Case Manager

**Dates for Progress Monitoring Check Ins**

Q1	10/19/23	Q3	3/21/24
Q2	12/20/23	Q4	5/31/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b> 🍌	<b>Who</b> 🍌	<b>By When</b> 🍌	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	All teachers need to be aware of how to utilize SSM	TBD	End of Quarter 1 2023-2024	Select Status
<b>Action Step 1</b>	Training all teachers on how to review an IEP in SSM and find relevant information.	TBD	End of Quarter 1 2023-2024	Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	All teachers need to become proficient in utilizing Branching Minds	Case Manager or Consultant	End of 2023-2024	Select Status
<b>Action Step 1</b>	Professional development refresher on Branching Minds	Case Manager or Consultant	End of 2023-2024	Select Status
<b>Action Step 2</b>	Monitor use of Branching Minds	Case Manager and Administration	Ongoing	Select Status
<b>Action Step 3</b>	Review of the MTSS Staff Folder	Case Manager	Second Semester 2023-2024	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	IEP's need to be high-quality and individualized for all diverse learners.	Case Manager and/or CPS District Representative	2025-2026	Select Status
<b>Action Step 1</b>	Professional development on how to write a quality IEP	Case Manager and/or CPS District Representative	2023-2024 School Year	Select Status
<b>Action Step 2</b>	Review of IEP's to check for quality	Case Manager and/or CPS District Representative	Ongoing	Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	Teacher efficacy with instructing diverse learners	Administration and Staff	2023-2024 School Year	Select Status
<b>Action Step 1</b>	Open discussion on what having diverse learners in front of you means...	Administration and DL Team	2023-2024 School Year	Select Status
<b>Action Step 2</b>	Utilize principal-directed preparation periods to talk about servicing diverse learners.	Administration	Ongoing	Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	-All diverse learners have high-quality IEP's that are individualized -Teachers are fully proficient with using SSM and Branching Minds -Student achievement increases for diverse learners	🍌
<b>SY26 Anticipated Milestones</b>	-All diverse learners have high-quality IEP's that are individualized -Teachers are fully proficient with using SSM and Branching Minds -Student achievement increases for diverse learners	🍌

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Goal Setting

Resources: 🚀

**Indicators of a Quality CIWP: Goal Setting**  
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).  
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).  
 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.

**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

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

### Performance Goals

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	Numerical Targets [Optional] 🏆		
					SY24	SY25	SY26
All students with IEP's will show academic improvement on the state assessment.	No	IAR (English)	Students with an IEP				
			Select Group or Overall				
All students with IEP's will show academic improvement on the state assessment.	No	IAR (Math)	Students with an IEP				
			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. 🏆

Identified Practices	Specify your practice goal and identify how you will measure progress towards this goal. 🏆		
	SY24	SY25	SY26
I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	All teachers are aware of the needs of their Diverse Learners in their classrooms. All teachers know how to navigate SSM and Branching Minds.	Teachers become more proficient with Branching Minds and are able to use SSM to gain additional information about their Diverse Learners.	Teachers become more proficient with Branching Minds and are able to use SSM to gain additional information about their Diverse Learners.
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Teachers are trained on what a high quality IEP looks like and how to write one.	Teachers are implementing what they learned in SY24 with high-quality IEPs.	Teachers are implementing what they learned in SY24 with high-quality IEPs.
Select a Practice			

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### SY24 Progress Monitoring

Resources: 🚀

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

### Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
All students with IEP's will show academic improvement on the state assessment.	IAR (English)	Students with an IEP			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
All students with IEP's will show academic improvement on the state assessment.	IAR (Math)	Students with an IEP			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

### Practice Goals

### Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	All teachers are aware of the needs of their Diverse Learners in their classrooms. All teachers know how to navigate SSM and Branching Minds.	Select Status	Select Status	Select Status	Select Status
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Teachers are trained on what a high quality IEP looks like and how to write one.	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?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

-Making progress overall. IAR increased in Reading and Math.  
 -New curriculum implementations are off to a good start.  
 -i-Ready K-8 shows that there was substantial growth at each grade level in both Reading and Math.  
 -MOY i-Ready testing provides a snapshot of progress and growth.  
 -Still have a lot of work to do with 40% of students not close to grade level in Reading and Math.

What is the feedback from your stakeholders?

-Is there anything we are not doing that we should be doing for students who score in the lowest percentile?  
 -How can we push the students who are in the 25th-49th percentile to get them closer to grade level.

What student-centered problems have surfaced during this reflection?

-Collective responsibility for student learning and growth.  
 -Continuing to identify supports for newcomers.  
 -Working to improve student independence and self-accountability for learning.

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

-New curriculum (Foundations, Vocabulary, Grammar). The impact is TBD.  
 -Newcomers struggle with grade level curriculum especially at grades above 2nd. We do have a staff member providing assistance for newcomers.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

There is a large population of students who score in the 25th-49th percentile on school benchmark assessments. The majority of students that are in the 24th percentile or lower are in Tier 3 of MTSS, specific groups of EL students, or already have an IEP.



Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources:

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

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

As adults in the building, we...

need to increase our expectations for students through our curriculum planning and implementation. Due to the COVID pandemic there was a 3 year period where expectations had shifted and now we need to re-establish our practices and implementations to be as they were pre-covid.



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?

Resources:

If we....

clearly define and monitor our academic and SEL expectations to align towards standards that are at grade level and beyond...




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...

A more consistent implementation of recent curriculum initiatives along with learning tasks that are more challenging for students...





which leads to...  
 An increase of student achievement with in-class work, benchmark assessments, and 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.

<b>Team/Individual Responsible for Implementation Plan</b> 	<b>Dates for Progress Monitoring Check Ins</b>
Administration and ILT	Q1 10/19/23      Q3 3/21/24 Q2 12/20/23      Q4 5/31/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b> 	<b>Who</b> 	<b>By When</b> 	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Monitoring curriculum implementation	Administration and Staff	Ongoing	Select Status
<b>Action Step 1</b>	Learning Walks	Administration and Staff	Ongoing	Select Status
<b>Action Step 2</b>	Peer Visits	Administration and Staff	Ongoing	Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Vertical alignment of curriculum	Administration and Staff	Ongoing	Select Status
<b>Action Step 1</b>	Peer Visits	Administration and Staff	Ongoing	Select Status
<b>Action Step 2</b>	Grade Level Articulation Meetings	Administration and Staff	Ongoing	Select Status
<b>Action Step 3</b>	Assessment Reviews	Administration and Staff	Ongoing	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Focused (formal) collaboration and discussion around student achievement	Administration and Staff	Ongoing	Select Status
<b>Action Step 1</b>	Teacher led mini-sessions	Administration and Staff	Ongoing	Select Status
<b>Action Step 2</b>	Principal-directed preps teacher dialogue	Administration	Ongoing	Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	Revisit our collective responsibility	Administration and Staff		Select Status
<b>Action Step 1</b>	Open discussion on why, what, how	Administration and Staff	Opening PD and Ongoing	Select Status
<b>Action Step 2</b>	Team Building Activities	Administration and Staff	Opening PD and Ongoing	Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	-Student achievement increases on benchmark assessments and state assessments. -Ensure that there is vertical alignment of the curriculum and expectations. -Improve feedback on curriculum implementation via increased monitoring efforts. -Increase our sense of a collective responsibility/efficacy 
<b>SY26 Anticipated Milestones</b>	Student achievement increases on benchmark assessments and state assessments. -Ensure that there is vertical alignment of the curriculum and expectations. -Improve feedback on curriculum implementation via increased monitoring efforts. -Increase our sense of a collective responsibility/efficacy 

[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
All students will increase their level of achievement on state assessments.	Yes	IAR (English)	Overall				
			Select Group or Overall				
All students will increase their level of achievement on state assessments.	Yes	IAR (Math)	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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	-2nd year of implementation for Foundations in grades K-3 -2nd year of implementation for Sadlier Vocabulary in grades 1-8 -2nd year of implementation for Sadlier Grammar in grades 3-8 -3rd year of implementation for Desmos Math in 6-8	-Identify additional needs for students and staff with the initiatives mentioned in SY24 -Continue to monitor and support curriculum initiatives mentioned in SY24 -Identify data impacts due to the curriculum initiatives mentioned in SY24	-Actions for SY26 will be dependent on the results we see in SY24 and SY25
C&I:2 Students experience grade-level, standards-aligned instruction.	-Teachers in PK-5th are revising their ELA and Math Scope and Sequences along with their units	-Teachers will continue to review, revise, and adjust curriculum units as needed.	-Teachers will continue to review, revise, and adjust curriculum units as needed.
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
All students will increase their level of achievement on state assessments.	IAR (English)	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
All students will increase their level of achievement on state assessments.	IAR (Math)	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	-2nd year of implementation for Foundations in grades K-3 -2nd year of implementation for Sadlier Vocabulary in grades 1-8 -2nd year of implementation for Sadlier Grammar in grades 3-8 -3rd year of implementation for Desmos Math in 6-8	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	-Teachers in PK-5th are revising their ELA and Math Scope and Sequences	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?

Yes	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).
Partially	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 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).
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).

What are the takeaways after the review of metrics?

Success Bound is implemented in 6th-8th  
H.S. Fair is implemented for 8th Grade

What is the feedback from your stakeholders?

Expand Success Bound to 4th/5th...  
Look to expand H.S. Fair to 7th graders  
Possible college visits  
Utilizing past Cardenas students to talk with students

What student-centered problems have surfaced during this reflection?

Understanding the value of items that they have now..  
Students struggle with long-term vision on college or career readiness

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?

Success Bound is in progress. The implementation looks different at each grade level.  
On-Track Trackers for 6th-8th

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Determine Priorities

Resources:

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

Students...  
struggle with long-term planning in relation to College and Career Readiness. Students also are not aware of the cost of living expenses with the items that they or their family utilize on a daily basis.

[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...  
need to ensure that we are respecting the dedicated time allocated for postsecondary curriculum implementation for students to ensure that there is consistency amongst grade levels.

[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.

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Theory of Action

What is your Theory of Action?


If we...  
provide a structured and vertical aligned plan for postsecondary success for staff and students.

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...  
an increase of teacher participation and curriculum implementation with Success Bound and other postsecondary programming.

which leads to...  
increased student awareness and reflection in regards to college and career readiness. 


[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**   
School Administration and Rodolfo Perez

**Dates for Progress Monitoring Check Ins**  
Q1 10/19/23 Q3 3/21/24  
Q2 12/20/23 Q4 5/31/24

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
<b>Implementation Milestone 1</b>	Expand Success Bound to 4th and 5th Grade	Admin Team, Rodolfo Perez, and 4th/5th Teachers	Second semester 2023-2024	Select Status
<b>Action Step 1</b>	Success Bound orientation for 4th and 5th Grade Teachers	Rodolfo Perez and 4th/5th Grade Teachers	Quarter2 of 2023-2024	Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Re-implement our yearly career fair	Admin Team and Rodolfo Perez		Select Status
<b>Action Step 1</b>	Develop a Career Fair Team	Admin Team		Select Status
<b>Action Step 2</b>	Identify Meeting Dates	Admin Team		Select Status
<b>Action Step 3</b>	Invite Guest Speakers	Career Fair Team		Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Vertical consistency with Success Bound in 6th-8th	Admin Team, Rodolfo Perez, and Middle School Teachers		Select Status
<b>Action Step 1</b>	Monitor Success Bound Implementation	Rodolfo Perez		Select Status
<b>Action Step 2</b>	Meet to discuss Success Bound	Rodolfo Perez and Admin Team		Select Status
<b>Action Step 3</b>	Identify successes and challenges	Rodolfo Perez and Admin Team		Select Status
<b>Action Step 4</b>	Meet with middle school teachers	Rodolfo Perez and Admin Team		Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	Expand high school fair for 7th graders	Admin Team and Rodolfo Perez		Select Status
<b>Action Step 1</b>	Create a schedule for 7th graders	Rodolfo Perez		Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**   
-All 4th-8th graders participating in Success Bound  
-Year 2 of the revised Career Fair  
-Year 2 of 7th graders participating in the High School Fair  
-Continued by not needed monitoring of 6th-8th Grade Success Bound

**SY26 Anticipated Milestones**   
-All 4th-8th graders participating in Success Bound  
-Year 3 of the revised Career Fair  
-Year 3 of 7th graders participating in the High School Fair  
-Continued by not needed monitoring of 6th-8th Grade Success Bound

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

Resources: 

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

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



**Performance Goals**

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	Numerical Targets [Optional] 🏆		
					SY24	SY25	SY26
All 4th-8th grade students participating in Success Bound.	Yes	Other	Overall				
			Select Group or Overall				
Have all 8th grade students accepted at the high school of their choice.	Yes	Other	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
PS:1 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).	-Postsecondary work expands to intermediate grades with Success Bound in 4th-5th -Students are exposed to different career options through the revived career fair -7th graders can begin planning for High School by participating in the H.S. Fair -Success Bound is strengthened in grades 6th-8th	-Identify ways to improve Success Bound in grades 4th/5th -Improve the career fair based on student feedback -Identify any needed improvements to high school fair.	-Identify ways to improve Success Bound in grades 4th/5th -Improve the career fair based on student feedback -Identify any needed improvements to high school fair.
PS:3 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).	-Career Fair (See Above) -Identify potential service based learning opportunities for students in 6th-8th	-Career Fair (See Above) -Implement service based learning opportunities for students in 6th-8th	-Career Fair (See Above) -Improve service based learning opportunities for students in 6th-8th
Select a Practice			

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**SY24 Progress Monitoring**

Resources: 🚀

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
All 4th-8th grade students participating in Success Bound.	Other	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Have all 8th grade students accepted at the high school of their choice.	Other	Overall			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
PS:1 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).	-Postsecondary work expands to intermediate grades with Success -Students are exposed to different career options through the revive -7th graders can begin planning for High School by participating in t -Success Bound is strengthened in grades 6th-8th	Select Status	Select Status	Select Status	Select Status
PS:3 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).	-Career Fair (See Above) -Identify potential service based learning opportunities for students i	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)**



<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					

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.

## Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	<b>Our school is a Title I school operating a Schoolwide Program</b> 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:	<input type="checkbox"/>	<b>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</b>
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.

Our parent and family engagement budget will focus on different events and activities for parents and families. Below are different examples of what funds will be used for...

1. Monthly parent meetings (BAC/PAC)
2. Quarterly parent events after-hours
3. Parent training
4. Supplies for parent communication



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