CIWP Team & Schedules

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).

Name ✏️	Role ✏️	Email ✏️
Romian Crockett	Principal	rccrockett@cps.edu
Jennifer Sanks	AP	jasanks@cps.edu
Leslie Madorsky	Curriculum & Instruction Lead	lnmadorsky@cps.edu
Jennifer Drummond	Curriculum & Instruction Lead	jmdrummond@cps.edu
Brigid Creamer	Postsecondary Lead	bcreamer4@cps.edu
Falin Johnson	Other [Resident Principal]	fljohnson6@cps.edu
Cherita Marquez	Teacher Leader	csrirama@cps.edu
Gabriel Gedlinske	Teacher Leader	ggedlinske@cps.edu
Kamala Thomas	Teacher Leader	kkbanks1@cps.edu
Yvonne Wooden	Parent	ywooden@cps.edu
Deshauna Johnson	Connectedness & Wellbeing Lead	djohnson584@cps.edu
Danielle Becker	Curriculum & Instruction Lead	dbecker5@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	3/1/23	3/30/23
Reflection: Curriculum & Instruction (Instructional Core)	5/16/23	5/16/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/8/23	5/16/23
Reflection: Connectedness & Wellbeing	6/8/23	6/30/23
Reflection: Postsecondary Success	6/8/23	6/30/23
Reflection: Partnerships & Engagement	6/8/23	6/30/23
Priorities	6/8/23	6/30/23
Root Cause	6/8/23	6/30/23
Theory of Acton	7/15/23	7/15/23
Implementation Plans	7/15/23	7/25/23
Goals	7/15/23	7/25/23
Fund Compliance	7/15/23	7/15/23
Parent & Family Plan	9/12/23	9/12/23
Approval	9/14/23	9/14/23

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	10/27/23
Quarter 2	12/22/23
Quarter 3	4/1/24
Quarter 4	6/7/24

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	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	-IAR reading and math scores show marginal improvement from SY22 to SY23. ✏️ -Teachers are implementing Eureka Math Squared K-8 and CKLA K-2/Expeditionary Learning 3-8 with fidelity. -Varying levels of rigor in student work tasks and student discussions during walkthroughs- potentially the result of levels of experience with curriculum. -Trend data from ILT instructional Walkthroughs and classroom observations shows work needed to address students engaging in productive struggle, students challenging and questioning each other, and developing into critical thinkers - Student writing is low across all grade levels.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Yes	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	**What is the feedback from your stakeholders?** 5 Essentials ambitious instruction is up, student discussion is down. ✏️ Cultivate Survey results show that students are rating student voice, classroom community and supportive learning as areas. to focus work.	
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**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?** - Interventionist is working with PK-2 students and leading out the MTSS work. ✏️ - Incorporating DOK in professional learning plans - School based coach supporting novice teachers	

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 who have gaps in foundational reading (grades 3rd-5th) whose K-2 instruction ✏️
was disrupted with remote learning are showing fluency and comprehension gaps
-DL learners continue to perform lower than peers
-group work, partner work and student to student discourse varies by classroom.
-students aren't experiencing robust small group instruction
-REACH evaluation data reveals shows inconsistencies across classrooms

Inclusive & Supportive Learning Environment

Return to Top

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	Branching Minds: we did build teacher capacity around the use Branching Minds in SY23 and we are planning to use it consistently for SY24. IEPs & DL Students: We have struggled overall to meet the academic needs of DL students, due to teacher capacity. Now 3/4 DL teachers are new to the school.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
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.	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	**What is the feedback from your stakeholders?**	
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	There has been a push to move students into more inclusive environments for multiple students. Teachers are concerned about their ability to effectively use of Branching Minds for SY24.	
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**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?**	
No	There are language objectives (that demonstrate HOW students will use language) across the content.		Training for Branching Minds & Dedicated Cluster time: Will occur for Branching Minds in SY24. Restoratives Practices Trainings. Every teacher receives support from a dedicated coach. Lead coach dedicated to all DL teachers.	

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.

Do staff feel equipped to meet the needs of all learners?
How can Branching minds track and help us target student needs?
When a child is underperforming or needs Tier 2 or Tier 3 academic support, do staff feel equipped to provide that to them?

Connectedness & Wellbeing

Return to Top

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	-BHT team is led by DeShauna Johnson and as of now we do not have a culture and climate team for SY 22-23. -Our goal for SY 23-24 is to train all educators on Branching Minds, collaborate with teachers on SEL lessons and make lessons more engaging where students feel connected to the lesson, and track student progress which will help with data collection for tier 1, 2, & 3 SEL supports. -We will implement small groups by using BHT and Powerschool that work to target specific behaviors such as bullying, leaving the classroom without permission, engaging	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100

...tying, leaving the classroom without permission, engaging in disrupting classroom behaviors, and initiating & participating in minor infractions.
-Most teachers use tier 1 supports called Leader In Me, Branching Minds, Powerschool(Kickboard), and Calm Classroom, which helps support tier 1 supports.
-For tier 3 support we partner with SGA-Youth & Family Services and will progress monitor
-Currently all teachers use restorative practices and we do realize that all of our teachers have not yet received training on restorative practices. Our goal is for all teachers and educators to receive effective training in restorative professional development opportunities. We will schedule a date for all of our educators to receive an annual restorative professional development training.
-By June of SY23-24 we will reduce the amount of in-school suspension with our current 6th grade boys from 57% to 50%.
-By June of SY23-24 we will reduce the amount of middle school boys group 3 serious repeated disrupting behaviors from 50% to 45%.

Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	

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

What is the feedback from your stakeholders?

-Our plan is to become more collaborative & involved with families to build stronger student-teacher relationships by:
-We have started weekly communication by using the Cavalier Press, which communicates all important updates and our students' weekly SEL and academic progress.
-We make daily robo calls to families right before the start of school that express our interest in seeing the student in school and on-time.
-This SY we will start a monthly coffee with the principal meeting where families are able to communicate and give feedback.
-A monthly town hall meeting where families are able to express their issues/concerns and give us feedback.
-This SY we will have 4 quarterly family events (steam night, literacy night, family game night, and ?
-We will utilize Powerschool for a reward and accountability effort that helps support the student and teacher.
-We will engage in more restorative practices that will help create or build student-teacher relationships.
-We are working on building a system where student voices can be heard such as; a student council and debate team.

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.	
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	

Cultivate (Belonging & Identity)

Staff trained on alternatives to exclusionary discipline (School Level Data)

Enrichment Program Participation: Enrollment & Attendance

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

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.

Do students have access to after school programs that align with their interest? Do families have opportunities to coordinate meeting times with teachers? How effective are our tier 1 supports such as calm classrooms and have staff in the building been able to engage in any second step training?

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?

Staff have been recently trained in Powerschool which is a tool where students and staff are able to hold themselves accountable with specific behaviors. This program will address disrupting behaviors where efforts of accountability will lead to a decrease in barriers and obstacles.

Postsecondary Success

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

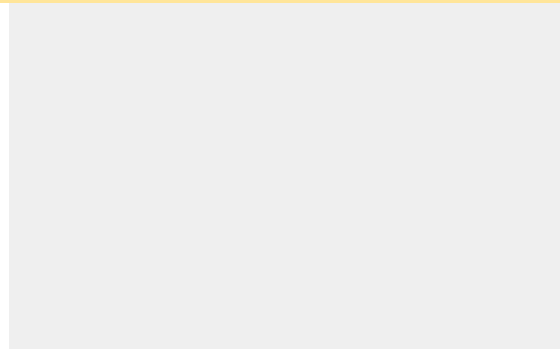| Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially — An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	-School counselor works within their schedule to provide Success Bound and SEL lessons weekly with students. -Students go on college trips organized by counselors -Students attend career days organized by counselors	Graduation Rate; Program Inquiry: Programs/participation/attainment rates of % of ECCC

			3 - 8 On Track
No	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans	Learn, Plan, Succeed
			% of KPIs Completed (12th Grade)
			College Enrollment and Persistence Rate
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	9th and 10th Grade On Track
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).		Cultivate (Relevance to the Future)
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List	Freshmen Connection Programs Offered (School Level Data)
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	

What is the feedback from your stakeholders?

Staff reports a lack of strong collaboration amongst staff members and a lack of parent involvement. Additionally, teachers report a strong lack of student responsibility throughout the school. If we can close the miscommunication gap and build a more collaborative community we may improve our students push for academic success. This will also promote better connectedness and wellbeing and student drive.

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?

-Counselors are working to plan more post-secondary opportunities (job fairs, college tours/fairs, high school presentations, career day etc.) for students.
-Counselors have begun sharing post-secondary strides with teachers through word-of-mouth communication as well as a weekly memo
-Counselors are connecting with parents through a weekly newsletter.   -The rollout of Power Schools will allow better data tracking for teachers and counselors to hone in on students struggling behavior wise which may lend a hand in their academic successes.   -Intervention block built into new school schedule
-Maintaining strong morale amongst staff members

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 report a lack of trust with teachers as well as an increased need for safety.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	-the school provides easy to use two way communication methods for families to engage with staff including Remind text messaging and Constant Contact Email communications. -Most teachers proactively foster relationships with families and community members. -However, the school lacks specific schoolwide structures and processes by which families and community members can be involved proactively in the school. -Staff to staff relationship building and communication have decreased over time. -Students are showing increased connectedness to the school community through the Cultivate Survey	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families

				5E: Supportive Environment
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		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)
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		Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

-Staff have reported through that Teacher-Teacher trust and collaboration are improving. There is still a disconnect between teachers and non-teachers. Staff have reported anecdotally that relationships between groups of teachers can be negative and communication has been lacking or negative in nature.
-Families have asked for further ways to be involved in and volunteer at the school.

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.

-Family and school connection to proactively support students, particularly in middle school.
-Positive engagement opportunities for families
-Staff to staff relationships to work towards support of all students.
-Staff and student partnerships to work in support of all student.

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?

-Building out a family engagement plan using a prescribed framework
-Reactivating the PAC
-Focusing on student engagement and leadership through Leader in Me

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

-IAR reading and math scores show marginal improvement from SY22 to SY23.
-Teachers are implementing Eureka Math Squared K-8 and CKLA K-2/Expeditionary Learning 3-8 with fidelity.
-Varying levels of rigor in student work tasks and student discussions during walkthroughs- potentially the result of levels of experience with curriculum.
-Trend data from ILT instructional Walkthroughs and classroom observations shows work needed to address students engaging in productive struggle, students challenging and questioning each other, and developing into critical thinkers
- Student writing is low across all grade levels.

What is the feedback from your stakeholders?

5 Essentials ambitious instruction is up, student discussion is down.
Cultivate Survey results show that students are rating student voice, classroom community and supportive learning as areas. to focus work.

What student-centered problems have surfaced during this reflection?

-students who have gaps in foundational reading (grades 3rd-5th) whose K-2 instruction was disrupted with remote learning are showing fluency and comprehension gaps
-DL learners continue to perform lower than peers
-group work, partner work and student to student discourse varies by classroom.
-students aren't experiencing robust small group instruction
-REACH evaluation data reveals shows inconsistencies across classrooms

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?

- Interventionist is working with PK-2 students and leading out the MTSS work.
- Incorporating DOK in professional learning plans
- School based coach supporting novice teachers

Determine Priorities

Return to Top

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

Students...

Students are inconsistently engaging in productive struggle, challenging and questioning each other, and inconsistently engaged in productive teamwork.

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.

Root Cause

Return to Top

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

As adults in the building, we...

do not have a shared understanding of the Rigor walk Rubric, have varying levels of proficiency with engaging students in productive struggle, different levels of comfortability with modifying curriculum to make it more rigorous, different expectations and norms around classroom discussion and varied levels of explicit teaching of student collaboration

Resources: 🚀

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

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

around classroom discussion and varied levels of explicit teaching of student collaboration skills and group work norms as it is aligned to the STEAM Standards of Success.

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....

provide professional development to teachers on the STEAM standards of success, the Rigor Walk Rubric, productive struggle and shared strategies and expectations around student to student discourse, and provide regular feedback on instructional practices ✍️

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.

then we see....

more effective collaborative group work, students engaging in productive struggle, more student to student discourse, group discussions with the teacher as a facilitator, student-peer assessment and student self assessment. ✍️

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...

Growth as measured by STAR 360 assessments and IAR and improvements to our Rigor Walk data as well as continuous growth amongst teachers as measured by REACH ✍️

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	10/27/23	Q3	4/1/24
Q2	12/22/23	Q4	6/7/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Create professional learning plan centered on rigor rubric metrics and student discourse	Administration	Ongoing	In Progress
Action Step 1	Create a lesson plan template that incorporates DOK levels and student collaboration to make sure both areas are being included in instruction	Admin, Coach, Interventionist	8/14/23	Completed
Action Step 2	Create learning time in grade level clusters to review and discuss rigor rubric metrics	Admin, Coach, Interventionist	8/14/23	Completed
Action Step 3	Assign specific student discourse activities to be utilized in instruction for each month	Coach and Interventionist	Ongoing	In Progress
Action Step 4	Create a survey to identify grade level trends in strengths and areas of focused based on rigor rubric metrics and student discourse	ILT		Not Started
Action Step 5	Create a resource drive for the areas of focus that can be used to help teachers' instruction	Coach and Interventionist	Ongoing	In Progress
Implementation Milestone 2	Grade Level Clusters apply instructional practices aligned to their Rigor Walk Rubric Tool for BOY, MOY, and EOY	Coach and Interventionist	8/14/23	In Progress

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

Action Step 1	Grade Level Clusters use the survey data to determine a focus area for each cluster	Coach and Interventionist	Ongoing	In Progress
Action Step 2	Grade Level Clusters research and find resources for their focus area	ILT	Ongoing	Not Started
Action Step 3	Grade Level Clusters will choose specific instructional practices tied to their focus area to practice in their instruction as well as time to reflect on the implementation	Admin, Coach, Interventionist	9/25/23	Not Started
Action Step 4	Instructional coaching for teachers focusing on rigor and student discourse	Admin, Coach, Interventionist	8/28/23-Ongoing	In Progress
Action Step 5				Select Status
Implementation Milestone 3	Grade Level Clusters review iReady/Star 360/IAR assessment after BOY, MOY and EOY, to adjust instructional strategies and implementation	Coach and Interventionist	Ongoing	In Progress
Action Step 1	Schedule data analysis meetings after iReady/Star360 BOY, MOY and EOY and the IAR data from SY23	Coach and Interventionist	Ongoing	In Progress
Action Step 2	Create data analysis protocoal for Grade Level Cluster meetings	Interventionist	9/22/23	In Progress
Action Step 3	Analyze student work during Grade Level Cluster meetings	Coach and Interventionist	10/3/23-Ongoing	In Progress
Action Step 4	Complete a reflection survey at the end of each quarter to monitor the progress being made on the grade level focus areas	ILT	Quarterly	Not Started
Action Step 5	Review progress towards Rigor Rubric goals in Grade Level Cluster meetings and adjust goal if needed	Coach and Interventionist	Ongoing	Not Started
Implementation Milestone 4	Teachers implementing the STEAM Standards of Success	Admin	9/1/24	Not Started
Action Step 1	Teachers receive professional development on the STEAM Standards of Success	ILT	Weekly/Quarterly	Not Started
Action Step 2	Teachers receive coaching support to effectively implement the STEAM Standards of Success	Coach and Interventionist	Ongoing	Not Started
Action Step 3	Teachers and school receive feedback on implementation of STEAM Standards of Success	Admin	Yearly	Not Started
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Professional learning on teachers monitoring and tracking evidence of students meeting the learning target (rigor rubric #6) Explicit teaching of learning standards and criteria for success for students Teaching and Learning Cycles to identify growth areas and implementation gaps Professional learning on the STEAM Standards of Success	✏️
SY26 Anticipated Milestones	Professional learning on student to student assessment and feedback. Explicit teaching of learning standards and criteria for success for students Teaching and Learning Cycles to identify growth areas and implementation gaps	✏️

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

Curriculum & Instruction

55% of students will score at benchmark in Reading in grades 3-8	Yes	STAR (Reading)	Overall	15	30	42	55
			Students with an IEP	3	15	28	40
60% of students will score at or benchmark in Math in grades 3-8	Yes	STAR (Math)	Overall	28	35	50	60
			Students with an IEP	17	23	30	42

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.	80% of teachers will incorporate student grouping and partners to facilitate productive struggle among students as measured by the Rigor Walk Rubric	85% of Teachers will utilize student grouping and partners to facilitate productive struggle among students as measured by Rigor Walk Rubric	90% of Teachers will utilize student grouping and partners to facilitate productive struggle among students as measured by Rigor Walk Rubric.
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
55% of students will score at benchmark in Reading in grades 3-8	STAR (Reading)	Overall	15	30	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	3	15	Select Status	Select Status	Select Status	Select Status
60% of students will score at or benchmark in Math in grades 3-8	STAR (Math)	Overall	28	35	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	17	23	Select Status	Select Status	Select Status	Select Status

Practice Goals   Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

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

Curriculum & Instruction

		Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	80% of teachers will incorporate student grouping and partners to facilitate productive struggle among students as measured by the Rigor Walk Rubric	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Branching Minds: we did build teacher capacity around the use Branching Minds in SY23 and we are planning to use it consistently for SY24.
IEPs & DL Students: We have struggled overall to meet the academic needs of DL students, due to teacher capacity. Now 3/4 DL teachers are new to the school.

What is the feedback from your stakeholders?

There has been a push to move students into more inclusive environments for multiple students. Teachers are concerned about their ability to effectively use of Branching Minds for SY24.

What student-centered problems have surfaced during this reflection?

Do staff feel equipped to meet the needs of all learners?
How can Branching minds track and help us target student needs?
When a child is underperforming or needs Tier 2 or Tier 3 academic support, do staff feel equipped to provide that to them?

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?

Training for Branching Minds & Dedicated Cluster time: Will occur for Branching Minds in SY24.
Restoratives Practices Trainings.
Every teacher receives support from a dedicated coach. Lead coach dedicated to all DL teachers.

Determine Priorities

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

Students...

-have lower growth than their grade level peers when they are identified as Diverse Learners
-inconsistency across the grade levels receiving small group support.
-Are not consistently exposed to the Gen Ed. curriculum

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.

Root Cause

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

As adults in the building, we...

-have varying levels of proficiency when it comes to providing students with productive struggle, and do not want to push students beyond what they are capable of emotionally

Resources: 🖋

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

Indicators of a Quality CIWP: Root Cause Analysis

Inclusive & Supportive Learning Environment

struggle, and do not want to push students beyond what they are capable of emotionally.
-have difficulty finding time in the day to support and push all of our students.
-having varying levels of comfortability with modifying the curriculum to make it more rigorous

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.

Theory of Action

What is your Theory of Action?

If we....

implement daily, targeted small group instruction, employ strategic interventions and teach students how to track and monitor their growth

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.

then we see....

increased student ownership and teacher monitoring over their individual goals and implementation of just in time supports

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...

Growth as measured by STAR 360 assessments and IAR and improvements to our Rigor Walk data

Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✋

MTSS Team

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	4/1/24
Q2	12/22/23	Q4	6/7/24

SY24 Implementation Milestones & Action Steps ✋	Who ✋	By When ✋	Progress Monitoring
Implementation Milestone 1 BOY professional learning that focused on Branching Minds implementation/utilization, small group instruction, as well as differentiation and acceleration	MTSS Lead	8/14/23	Completed
Action Step 1 BOY presentation to teachers regarding Small Group Instruction	MTSS Lead	8/14/23	Completed
Action Step 2 BOY presentation to teachers regarding intervention and acceleration best practices	MTSS Lead	8/14/23	Completed
Action Step 3 BOY presentation reviewing/introducing Branching Minds	MTSS Lead	8/14/23	Completed
Action Step 4 BOY professional development work time--looking at incoming class data and planning for small groups by Week 2 (returning teachers)	MTSS Lead	8/14/23	Completed
Action Step 5			*Select Status*
Implementation Milestone 2 Utilizing Cluster meetings for professional learning as it pertains to implementation and utilization of Branching Minds, Intervention cycles, small group instruction, and differentiation/acceleration best practices	MTSS Lead	Ongoing	In Progress

Inclusive & Supportive Learning Environment

Action Step 1	Plan monthly MTSS cluster meetings	MTSS Team	Ongoing	In Progress
Action Step 2	Utilize MTSS cluster meetings for teachers to present on students that are not making progress and grade-band support using the problem-solving protocol	MTSS Team	Ongoing	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	MTSS lead/team reviews data from STAR 360/IAR/iReady assessments as well as the data that is in Branching Minds in order to problem-solve and make adjustments to instruction (whole group and small group)	MTSS Team	Ongoing	In Progress
Action Step 1	Schedule data meetings that align with BOY, MOY, and EOY testing	MTSS Team, Interventionist	Ongoing	In Progress
Action Step 2	Review and adjust (as needed) the data analysis protocol tool for teacher utilization	MTSS Team, Interventionist	Ongoing	Not Started
Action Step 3	Regularly review intervention data in Branching Minds to ensure students are making adequate progress toward their goals	MTSS Team, Interventionist	Ongoing	Not Started
Action Step 4	Meet with teachers as needed to review intervention plans and student progress	MTSS Team, Interventionist, SBC, Admin	Ongoing	Not Started
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	By May of 2025, 75% of Chalmers educators will see progress for Tier 2 and Tier 3 students throughout the school year.
SY26 Anticipated Milestones	By May of 2026, 100% of Chalmers educators will see progress for Tier 2 and Tier 3 students throughout the school year.

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

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
By May of 2024 100% of teachers will have implemented targeted small	Yes	% of Students receiving Tier 2/3 interventions	Overall	50	100	100	100

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

Inclusive & Supportive Learning Environment

group instruction for Tier 2 and Tier 3 students — Yes — Tier 2/3 interventions meeting targets

			Select Group or Overall				

| By May of 2024 100% of teachers will have created SMART goals and monitored progress for Tier 2 and Tier 3 students | Yes | % of Students receiving Tier 2/3 interventions meeting targets | Overall | 0 | 50 | 100 | 100 |
| | | | 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&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	By May of 2024 100% of teachers will have implemented targeted small group instruction for Tier 2 and Tier 3 students	By May of 2025, 100% of Chalmers educators will have implemented small groups targeted at Tier 2/3 students and 75% of Tier 2/3 students will see progress on their goals.	By May of 2026, 100% of TCA educators will have implemented small groups targeted at Tier 2/3 students and 90% of Tier 2/3 students will see progress on their goals.
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
By May of 2024 100% of teachers will have implemented targeted small group instruction for Tier 2 and Tier 3 students	% of Students receiving Tier 2/3 interventions meeting targets	Overall	50	100	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By May of 2024 100% of teachers will have created SMART goals and monitored progress for Tier 2 and Tier 3 students	% of Students receiving Tier 2/3 interventions meeting targets	Overall	0	50	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:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	By May of 2024 100% of teachers will have implemented targeted small group instruction for Tier 2 and Tier 3 students	Select Status	Select Status	Select Status	Select Status

Jump to...
Reflection

Priority
Root Cause

TOA
Implementation Plan

Goal Setting

Progress
Monitoring

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

Inclusive & Supportive Learning Environment

Select a Practice

Select
Status

Select
Status

Select
Status

Select
Status

Select a Practice

Select
Status

Select
Status

Select
Status

Select
Status

Jump to...
Reflection

Priority
Root Cause

TOA
Implementation Plan

Goal Setting

Progress
Monitoring

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

Inclusive & Supportive Learning Environment

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

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	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.
Yes	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?

-BHT team is led by DeShauna Johnson and as of now we do not have a culture and climate team for SY 22-23.
-Our goal for SY 23-24 is to train all educators on Branching Minds, collaborate with teachers on SEL lessons and make lessons more engaging where students feel connected to the lesson, and track student progress which will help with data collection for tier 1, 2, & 3 SEL supports.
-We will implement small groups by using BHT and Powerschool that work to target specific behaviors such as bullying, leaving the classroom without permission, engaging in disrupting classroom behaviors, and initiating & participating in minor infractions.
-Most teachers use tier 1 supports called Leader In Me, Branching Minds, Powerschool(Kickboard), and Calm Classroom, which helps support tier 1 supports.
-For tier 3 support we partner with SGA-Youth & Family Services and will progress monitor
-Currently all teachers use restorative practices and we do realize that all of our teachers have not yet received training on restorative practices. Our goal is for all teachers and educators to receive effective training in restorative professional development opportunities. We will schedule a date for all of our educators to receive an annual restorative professional development training.
-By June of SY23-24 we will reduce the amount of in-school suspension with our current 6th grade boys from 57% to 50%.

What is the feedback from your stakeholders?

-Our plan is to become more collaborative & involved with families to build stronger student-teacher relationships by:
-We have started weekly communication by using the Cavalier Press, which communicates all important updates and our students' weekly SEL and academic progress.
-We make daily robo calls to families right before the start of school that express our interest in seeing the student in school and on-time.
-This SY we will start a monthly coffee with the principal meeting where families are able to communicate and give feedback.
-A monthly town hall meeting where families are able to express their issues/concerns and give us feedback.
-This SY we will have 4 quarterly family events (steam night, literacy night, family game night, and ?
-We will utilize Powerschool for a reward and accountability effort that helps support the student and teacher.
-We will engage in more restorative practices that will help create or build student-teacher relationships.
-We are working on building a system where student voices can be heard such as; a student council and debate team.

What student-centered problems have surfaced during this reflection?

Do students have access to after school programs that align with their interest? Do families have opportunities to coordinate meeting times with teachers? How effective are our tier 1 supports such as calm classrooms and have staff in the building been able to engage in any second step training?

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?

Staff have been recently trained in Powerschool which is a tool where students and staff are able to hold themselves accountable with specific behaviors. This program will address disrupting behaviors where efforts of accountability will lead to a decrease in barriers and obstacles.

Determine Priorities

Resources: 🚀

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

Students...

We see some of our students engaging in challenging disruptive classroom behaviors which leads to a decrease in instructional time. Our middle school students will benefit from more SEL/BHT support focusing on behaviors that limit excessive time outside of the classroom and in-school suspensions.

[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.

Root Cause

Resources: 🚀

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

[5 Why's Root Cause Protocol]

Connectedness & Wellbeing

As adults in the building, we...

have noticed a lack of systems and structures in place to promote preventative and restorative practices. Additionally, we are needing specific behavior tracking tools to monitor both positive and negative behaviors. This data will not only promote positive reinforcement but will also help hone in on the specific students who may benefit from Tier 2/3 interventions. In terms of Tier 1 interventions, our students are receiving Tier 1 SEL but there is an increased need in discussion of feelings/coping of feelings throughout lessons. We need to create spaces for our middle school boys to be able to address all types of feelings. These discussions will lend a helping hand in normalizing emotional regulation so as to minimize classroom disruptions based around behaviors.

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....

Become more data-driven we can provide the proper tier 1, 2, and 3 supports with more accuracy and examine data quarterly through an equity lens that decreases disparities, and have the ability to respond with an culturally responsive practice, implement and collaborate with teachers on tier 1 SEL supports, provide restorative professional development opportunities implementation practices yearly, examine data quarterly through an equity lens that decreases disparities, and the ability to respond with an culturally responsive practice.

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....

teachers who are more equipped to meet the academic, social and emotional needs of each individual student

which leads to...

fewer classroom disruptions, a reduction in in-school suspensions, an increase in students complex problem-solving skills, higher academic achievement and more trusting teacher-student relationships

---

Return to Top | **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍

BHT/Counselors

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	4/1/24
Q2	12/22/23	Q4	6/7/24

SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1 — Ensure all classroom teachers are trained in tier 1 restorative practice training and second step	BHT	May 2024	In Progress
Action Step 1 Continue weekly classroom SEL lessons by counselors	DeShauna and Brigid	SY 23-24	In Progress
Action Step 2 Plan for a professional development day for Second Step and Restorative practices	AP Sanks	Jan 2024	Completed
Action Step 3 Counselors will collaborate with curriculum and instruction leads to create engaging lessons	DeShauna, Brigid, and McClintock	October 2023	In Progress
Action Step 4 Create a PL plan with dedicated time for restorative practices PD follow ups that include our PSRPs including recess and lunch coaches	AP Sanks	December 2023	In Progress
Action Step 5 Create a climate and culture team		June 2024	Not Started

<div align="right">Connectedness & Wellbeing</div>

Implementation Milestone 2	Ensure all teachers are implementing the prescribed tier 1 SEL curriculum at least 1x a week and engaging in restorative conversations that lead to logical consequences and rewards	BHT	February 2024	In Progress
Action Step 1	Create and send out restorative practice survey to staff BOY, MOY, EOY	Admin and counselors	June 2024	Completed
Action Step 2	Review progress on Second Step platform and provide additional support for staff who are not implementing	BHT	June 2024	In Progress
Action Step 3	Review data from restorative practice survey to determine an accurate restorative approach	BHT	August 2024	Completed
Action Step 4	Provide adults with explicit SEL teaching and conflict resolution skills;	BHT	March 2024	In Progress
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Organize and facilitate a schoolwide culture and climate team, optimize data analysis of behavioral issues to better implement restorative practices, Solidify the structures and organization of the behavioral health team, provide equitable access and advising to better support our students post-secondary needs, have counseling team complete a full EBIP to solidify the counseling department (their goals, grows, and data tracking) so that they may take on a counseling intern
SY26 Anticipated Milestones	Solidify the schoolwide culture and climate team, Reinforce the Behavioral Health Team, Have counselors continue to submit full EBIPs so that they can take on an intern, enforce restorative practices, schoolwide, to eliminate in school suspensions and consistent classroom disruptions

---

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
By June of SY26 we will reduce the amount of in-school suspension of our African American boys group 3 serious repeated disrupting	Yes	% of Students receiving Tier 2/3	African American Male	51%	37%	30%	25%

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

<div align="right">

Connectedness & Wellbeing

</div>

serious repeated disrupting behaviors from 51% to 25%.	Yes	interventions meeting targets	*Select Group or Overall*			
			Select Group or Overall			
	Select Answer	*Select Metric*	*Select Group or Overall*			

<div align="center">

Practice Goals

</div>

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	**SY25**	**SY26**
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Classroom teachers PK-8 will be trained in PowerSchool Curriculum by the end of the 1st quarter and expected to use the system daily.	Classroom PK-8 teachers will incorporate the strategies from PowerSchool and will be progressed monitored quarterly.	All classroom PK-8 teachers will implement PowerSchool Curriculum Weekly as measured by the PowerSchool dashboard that will assist with data-driven outcomes.
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).	Staff members will engage in Restorative practices PD at least three times in the year.	All staff will implement and engage in restorative practices with students and admin will progress monitor quarterly by using a teacher and student survey.	All staff will implement and engage in restorative practices and disruptive behaviors will decrease.
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Counselors will monitor students on and off-track through ASPEN on a quarterly basis		Counselors will monitor students on and off-track through ASPEN BOY, MOY, EOY

Return to Top	**SY24 Progress Monitoring**

<div align="center">

Resources: 🚀

</div>

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.

<div align="center">

Performance Goals

</div>

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By June of SY26 we will reduce the amount of in-school suspension of our African American boys group 3 serious repeated disrupting behaviors from 51% to 25%.	% of Students receiving Tier 2/3 interventions meeting targets	African American Male	51%	37%	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
	Select Metric	*Select Group or Overall*			*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*

<div align="center">

Practice Goals   Progress Monitoring

</div>

Identified Practices	SY24		Quarter 1	Quarter 2	Quarter 3	Quarter 4

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

Connectedness & Wellbeing

		Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Classroom teachers PK-8 will be trained in PowerSchool Curriculum by the end of the 1st quarter and expected to use the system daily.	Select Status	Select Status	Select Status	Select Status
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).	Staff members will engage in Restorative practices PD at least three times in the year.	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Counselors will monitor students on and off-track through ASPEN on a quarterly basis	Select Status	Select Status	Select Status	Select Status

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

Connectedness & Wellbeing

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)**

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.

☑ The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).

☑ The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.

☑ Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

☑ Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

☑ Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to-four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.

☑ School Improvement Reports (SIR) are due on a triannual basis.

☑ Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.

☑ As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

☑ As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	STAR (Math): 60% of students will score at or benchmark in Math in grades 3-8	**Overall**	28	35	50	60
		Students with an IEP	17	23	30	42
Required Reading Goal	STAR (Reading): 55% of students will score at benchmark in Reading in grades 3-8	**Overall**	15	30	42	55
		Students with an IEP	3	15	28	40
Optional Goal	Select a Goal					

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		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.
If Checked: No action needed	☐	**Our school is a non-Title I school that does not receive any Title I funds.** **(Continue to Approval)**

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.

As a school, we will re-establish a functioning PAC. All funds will be used to enhance connectedness and well-being, by improving the quality of instruction and MTSS practices.

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