




### 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 
Frederick Williams	Principal	fwilliams@cps.edu
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Laura Huerta-Wilson	Teacher Leader	lhuerta-wil@cps.edu
Aribania Cosey	Connectedness & Wellbeing Lead	acosey4@cps.edu
Kara Cvik	Teacher Leader	kjcvik@cps.edu
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Brenda Martinez	LSC Member	bmartinez56@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	3/28/2023	6/6/23
Reflection: Curriculum & Instruction (Instructional Core)	3/28/2023	5/23/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	3/28/2023	5/23/23
Reflection: Connectedness & Wellbeing	3/28/2023	5/23/23
Reflection: Postsecondary Success	3/28/2023	5/23/23
Reflection: Partnerships & Engagement	3/28/2023	5/23/23
Priorities	3/28/2023	5/23/23
Root Cause	5/2/23	7/13/23
Theory of Acton	5/2/23	7/13/23
Implementation Plans	5/2/23	7/13/23
Goals	5/2/23	7/13/23
Fund Compliance	5/2/23	8/18/23
Parent & Family Plan	5/2/23	8/18/23
Approval	5/2/23	8/18/23

### 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	10/27/2023
Quarter 2	12/22/2023
Quarter 3	4/1/2023
Quarter 4	6/7/2023

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>	K-2 grades employ Skyline for ELA, while grades 3-8 utilize EL Learning for ELA. For both ELA and Math, grades K-8 benefit from the well-regarded Illustrative Math curriculum. Additionally, Skyline is chosen for Social Studies and Science across K-8. All these curricula meet high standards, evaluated by CPS rubric & EdReports.org. A notable shift is towards Illustrative Math due to its superior alignment with CCSSM, offering focused, coherent, rigorous, and practice-connected materials. This curriculum also provides Teacher Support and Student Assessments.	<a href="#">IAR (Math)</a>
Yes	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a>  <a href="#">Teacher Team Learning Cycle Protocols</a>  <a href="#">Quality Indicators Of Specially Designed Instruction</a>		<a href="#">IAR (English)</a>  Rigor Walk Data (School Level Data)  <a href="#">PSAT (EBRW)</a>  <a href="#">PSAT (Math)</a>  <a href="#">STAR (Reading)</a>
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.	<a href="#">Powerful Practices Rubric</a>  <a href="#">Learning Conditions</a>		<a href="#">STAR (Math)</a>  <a href="#">iReady (Reading)</a>  <a href="#">iReady (Math)</a>
Partially	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a>  <a href="#">Distributed Leadership</a>		<a href="#">Cultivate</a>  <a href="#">Grades</a>  <a href="#">ACCESS</a>  <a href="#">TS Gold</a>
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.	<a href="#">Customized Balanced Assessment Plan</a>  <a href="#">ES Assessment Plan Development Guide</a>  <a href="#">HS Assessment Plan Development</a>		<a href="#">Interim Assessment Data</a>
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>		

What is the feedback from your stakeholders?

The feedback trends from our stakeholders highlight the requirement for increased support in the instructional core, particularly in curriculum and instruction, including balanced assessments and grading. There is also a continued emphasis on student discourse, with a focus on utilizing claim-evidence practices in responses across subjects. Additionally, explicit writing instruction is deemed necessary across content areas.

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

The ongoing improvement efforts encompass teaching and learning through the implementation of high-quality curriculum. This includes the development of valid and consistent student assessments, as well as increased teacher learning and training related to the new curriculum. These efforts have resulted in noticeable impacts on individual teacher development, as well as increased student engagement and learning. Our initiatives aim to address the need for change in our current practices, perspectives and ideas, with a specific focus on better serving student groups that face the greatest barriers to educational opportunities.

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.

Although a curriculum is established, there is a school-wide necessity for refining teacher practices in consistent and well-suited differentiated small group instruction. Enhanced resources and instructional strategies are imperative to provide robust support for Diverse Learners within General Education settings, particularly English Language (EL) Learners, including those who are newcomers and require comprehensive language assistance.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	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.	<a href="#">MTSS Integrity Memo</a>  <a href="#">MTSS Continuum</a>  <a href="#">Roots Survey</a>	Based on the MTSS continuum provided by CPS SY24 and internal metrics, it can be determined that our systems and infrastructure as well as our teaming systems and meeting quality fall within the developed level. This is consistent with the scoring for primary instruction and core curriculum in both academic and behavioral domains. An area for improvement identified is the need for high-quality, well documented student supports and support plans.	<a href="#">Unit/Lesson Inventory for Language Objectives (School Level Data)</a>  <a href="#">MTSS Continuum</a>  <a href="#">Roots Survey</a>
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Integrity Memo</a>		<a href="#">ACCESS</a>  <a href="#">MTSS Academic Tier Movement</a>  <a href="#">Annual Evaluation of Compliance (ODLSS)</a>
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.	<a href="#">LRE Dashboard Page</a>		<a href="#">Quality Indicators of Specially Designed Curriculum</a>  <a href="#">EL Program Review Tool</a>

What is the feedback from your stakeholders?

Chopin nurtures an inclusive learning environment, prioritizing student well-being. Our dedicated staff offers timely, exceptional instruction, personalized interventions,

Yes	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>
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier 1 instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

crucial modifications, accommodations, and individualized education plans (IEPs). These provisions are seamlessly integrated into the least restrictive educational setting, fostering optimal learning for all students. The commitment to improving accessibility persists, catering comprehensively to diverse learners. Collaborative teams adeptly create, implement, and monitor academic interventions via the Branching Minds platform, actively participating in the Multi-Tiered System of Supports (MTSS) process.

**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?**

Ongoing initiatives focus on strengthening teacher proficiency with English language learners and their language goals. These efforts aim to enhance the impact of tier 1 instructional services. 🍌

**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.

Enhancing support for Ukrainian and Russian students in terms of instruction and school engagement is a priority. This includes providing targeted English Language instruction for newcomers. Monitoring student progress during interventions and maintaining consistent utilization of Branching Minds are essential aspects. Establishing a well-defined point for transitioning out of interventions and support is crucial. Additionally, refining the range of in-class interventions and documenting in-class supports prior to interventionist referral is being pursued. 🍌

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**Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">BHT Key Component Assessment</a>  <a href="#">SEL Teaming Structure</a>	The Cultivate data highlights growth areas as: Feedback for Growth, Classroom Community, Supportive Teaching, Teacher Caring, Student Voice, Learning Goals, Meaningful Work, Affirming Identities, and Well-Organized Classroom. Notably, attendance planning will require a distinct emphasis on primary grades and students with IEPs. 🍌	<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>  <a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<p><b>What is the feedback from your stakeholders?</b></p> Stakeholders acknowledge the imperative of fostering a stronger community, involving student input and heightened parental engagement. The team will also persist in prioritizing Social and Emotional Learning (SEL), cultivating classroom cohesion, delivering constructive feedback, facilitating immediate support for all students, and ensuring the integration of those with IEPs and English Learners, particularly newcomers. Furthermore, stakeholders identify a pressing need for substantial enhancements in attendance. 🍌	<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>  <a href="#">Student Voice Infrastructure</a>  <a href="#">Reduction in number of students with dropout codes at EOY</a>
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		

**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.

Primary student attendance registers at under 80%, while Cluster student attendance remains below 75%. The average daily attendance for the entire SY23 is recorded at 85.6%. Notably, 42 students exhibit a final average attendance rate below 75%. Analysis of cultivated data indicates scores below 35 in critical areas such as Growth Mindset, Academic Risk-Taking, Agency, Identity Safety, Belonging, and Motivation. It is noteworthy that a substantial majority of students deemed off-track are so primarily due to attendance concerns rather than their academic grades. 🍌

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

The school's overall standards are upheld, evidenced by robust engagement in the PBIS School Store among K-5 students. A Student Voice committee for grades 6-8 contributes feedback for school-wide events. Additionally, student surveys gather input for enhancing instruction, motivation, incentives, and programs. However, these endeavors warrant expansion to encompass a broader range of grade levels and a more diverse representation of student perspectives. 🍌

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics	
Yes	<a href="#">College and Career Competency Curriculum (C4)</a> 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).	Post-Secondary Week yielded a highly positive experience for both educators and students. The School Counselor orchestrated a seamless collaboration involving the community, teachers, staff, and students, resulting in a captivating and well-rounded week of activities that garnered enthusiastic feedback from all stakeholders. Notably, satisfaction levels among participants reached 75%. Particularly noteworthy was the resounding success of the community field trips, where students engaged with various businesses and explored diverse job opportunities within the neighborhood. The chosen destinations were highly praised, with students actively participating and gaining meaningful insights into career paths. One significant highlight was a bike shop visit, which underscored the role of such establishments in community-building.	<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>	
Yes	<a href="#">Individualized Learning Plans</a> Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).			
Yes	<a href="#">Work Based Learning Toolkit</a> Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).			
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	<a href="#">ECCE Certification List</a> Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).			
N/A	<a href="#">PLT Assessment Rubric</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	<a href="#">Alumni Support Initiative One Pager</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).	<p><b>What is the feedback from your stakeholders?</b></p> Analyzing the data collected from the 10 post-secondary events, our stakeholders have reached the consensus that the learning activities were meticulously designed and executed in alignment with The Success Bound Curriculum. The data underscores how the depth and breadth of the materials significantly contributed to the curriculum's ability to assist all school personnel in delivering effective postsecondary instruction. Notably, the CPS Success Bound Curriculum actively fostered collaboration among the entire school staff, thereby enhancing the impact of Tier 1 support. Among the stakeholders surveyed, 48% rated the postsecondary week as excellent, 25% as great, 23% as good, and a marginal 2% as fair.	<a href="#">Cultivate (Relevance to the Future)</a>  Freshmen Connection Programs Offered (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> Students are progressively showcasing competence in the C4 competencies, culminating in the creation of personalized postsecondary plans aligned with CPS' Learn.Plan.Succeed initiative. The Integrated Learning Plan (ILP) activities have been thoughtfully woven into the curriculum. The curriculum serves as a guiding framework, leading students and educators through ILP activities. This approach aims not only to enhance completion rates but, more crucially, to elevate the significance and practicality of each activity in the context of students' postsecondary exploration and decision-making.
Offering assistance to English Language (EL) students and their families during the Post-Secondary (High School) phase remains a priority. Notably, the Post-Secondary activities are concentrated within the Middle School level and are led exclusively by the School Counselor.				

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">Spectrum of Inclusive Partnerships</a> 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.	Enhancing the transparency of community partnerships is imperative to ensure that all stakeholders are well-informed about the coordinated support and resources available for students, families, and staff. The school has the potential to further enhance the frequency and variety of communication channels to foster improved connections.	<a href="#">Cultivate</a>  <a href="#">5 Essentials Parent Participation Rate</a>  <a href="#">5E: Involved Families</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	<a href="#">Reimagining With Community Toolkit</a> Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.		

Partially

School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

[Student Voice Infrastructure Rubric](#)

Formal and informal family and community feedback received locally. (School Level Data)

**What is the feedback from your stakeholders?**

Fostering transparency in our community partnerships is a crucial step towards ensuring that all stakeholders are fully informed about the synchronized support and resources offered to students, families, and staff. Moreover, the school has the opportunity to not only expand the frequency of communication but also diversify the modes through which information is shared. It's essential to acknowledge that stakeholders have expressed a desire for greater consistency and a wider range of communication channels. Additionally, involving student voice in these improvement efforts is imperative, as it has been identified by students themselves as an area that requires attention and enhancement.

**What student-centered problems have surfaced during this reflection?**

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

The Student Voice Committee has the potential for expansion beyond middle school, allowing for increased feedback to students, stakeholders, and school administration. Teachers can capitalize on student input to shape instructional planning, student activities, and incentive programs.

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

The Student Voice Committee (SVC) was established in the academic year SY23, marking its inaugural year. Throughout this year, the SVC maintained regular and productive meetings, which notably exerted influence over various school activities. Moving forward, there is a clear determination to further enhance both the range of opportunities available to the SVC and the level of support it receives, solidifying its integral role within the school community.



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.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

K-2 grades employ Skyline for ELA, while grades 3-8 utilize EL Learning for ELA. For both ELA and Math, grades K-8 benefit from the well-regarded Illustrative Math curriculum. Additionally, Skyline is chosen for Social Studies and Science across K-8. All these curricula meet high standards, evaluated by CPS rubric & EdReports.org. A notable shift is towards Illustrative Math due to its superior alignment with CCSSM, offering focused, coherent, rigorous, and practice-connected materials. This curriculum also provides Teacher Support and Student Assessments.

What is the feedback from your stakeholders?

The feedback trends from our stakeholders highlight the requirement for increased support in the instructional core, particularly in curriculum and instruction, including balanced assessments and grading. There is also a continued emphasis on student discourse, with a focus on utilizing claim- evidence practices in responses across subjects. Additionally, explicit writing instruction is deemed necessary across content areas.

What student-centered problems have surfaced during this reflection?

Although a curriculum is established, there is a school-wide necessity for refining teacher practices in consistent and well-suited differentiated small group instruction. Enhanced resources and instructional strategies are imperative to provide robust support for Diverse Learners within General Education settings, particularly English Language (EL) Learners, including those who are newcomers and require comprehensive language assistance.

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

The ongoing improvement efforts encompass teaching and learning through the implementation of high-quality curriculum. This includes the development of valid and consistent student assessments, as well as increased teacher learning and training related to the new curriculum. These efforts have resulted in noticeable impacts on individual teacher development, as well as increased student engagement and learning. Our initiatives aim to address the need for change in our current practices, perspectives and ideas, with a specific focus on better serving student groups that face the greatest barriers to educational opportunities.

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Resources:

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

[Determine Priorities Protocol](#)

Students...

Students would greatly benefit from increased authentic writing opportunities across diverse curricula, coupled with comprehensive feedback. It's essential to provide them with exposure to rigorous instruction that comes with appropriate support mechanisms, ensuring their potential for success is maximized. Leveraging student input in instructional planning can significantly enhance their sense of belonging and connection. Moreover, embracing the richness of various student cultures in the instructional approach is essential. Notably, addressing the current limitations in intervention referrals and support systems within the Middle School setting is of paramount importance.



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...

Our primary focus centers on the diligent implementation of the new ELA and Math curriculum. However, there's been a recognized challenge regarding the comfort and flexibility required to effectively differentiate and scaffold instruction. Furthermore, the tri-lingual instructional approach has inadvertently shortened instructional time for all students. Addressing academic support for newcomers has been constrained by staffing limitations in specific grade levels, particularly the absence of a Spanish support teacher in 6-8 and limited Ukrainian-Russian support.



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.

While writing is an integrated component of the curriculum, there's room for improvement through a more explicit emphasis within the curriculum or an additional writing-focused curriculum. While student voices have been harnessed effectively for social-emotional learning (SEL) activities, their involvement in academic decisions has been comparatively limited.

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What is your Theory of Action?

If we....

Primary Root Cause Priority 1: By meticulously implementing our curriculum across various subject areas, placing emphasis on differentiated student assignments that encompass both English and Dual Language (DL) supports, facilitating Small Group Instruction, and employing explicit strategies for fostering student discourse and writing....



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...

This will manifest in the form of data-informed small group structures, timely intervention measures, and observable instances of student discourse along with their written artifacts accompanied by teacher feedback.



which leads to...

This collective effort is expected to yield 75% of students meeting or exceeding growth expectations on student achievement metrics (TSGold, iReady, Star360), demonstrating substantial growth from the beginning to the end of the academic year.



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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**   
 ILT Team, Grade Level Teams, Special Education Team, MTSS Team

**Dates for Progress Monitoring Check Ins**  
 Q1 10/27/2023 Q3 4/1/2023  
 Q2 12/22/2023 Q4 6/7/2023

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	After BOY, MOY Assessments, Teachers will review curriculum resources and develop Data-Driven small groups for Just In Time Supports in Literacy and Mathematics	Teachers and Grade Level Teams	Two weeks after the close of the assessment window	Not Started
<b>Action Step 1</b>	Following the Beginning-of-Year (BOY) assessments, teachers will engage in Goal Setting conferences as a pivotal checkpoint during the Mid-Year (MOY) phase.	Teachers and Grade Level Teams	Two weeks after the close of the assessment window	Select Status
<b>Action Step 2</b>	Teachers will utilize both iReady Data and Star360 Data in conjunction with classroom assessments to formulate small groups tailored for personalized instruction and targeted support.	Teachers and Grade Level Teams	Two weeks after the close of the assessment window	Select Status
<b>Action Step 3</b>	The MTSS Team will analyze student data to pinpoint interventions that will be enacted by both teachers during intervention blocks and the dedicated MTSS Interventionist.	MTSS and Grade Level Teams	Two weeks after the close of the assessment window	Select Status
<b>Action Step 4</b>	The school will leverage the partnerships with OST and CIS to offer targeted tutoring for crucial grade levels, specifically focusing on 2nd and 5th grades.	School Administration, CSI Partner	Starting Oct 1, 2023 then Ongoing	Select Status
<b>Action Step 5</b>	Grade Level Teams will convene on a weekly basis to oversee pacing advancements, exchange exemplary strategies, assess student data, review student assignments, and evaluate teacher input regarding student work. This collaborative effort will particularly emphasize rigor, Depth of Knowledge (DOK), and the caliber of student writing.	Teachers and Grade Level Teams	Ongoing	Select Status
<b>Implementation Milestone 2</b>	100 % of our general education Teachers will adhere to the Core Subject Curriculum with fidelity, while also crafting weekly differentiation plans. These plans will serve to pinpoint the necessary supports for both English Learners and students with diverse learning needs.	Teachers and Grade Level Teams	Ongoing- Differentiation plans are under development by school administration and GLT	Select Status
<b>Action Step 1</b>	Teachers will utilize the Core Curricula to construct daily learning objectives across all core subjects, ensuring alignment with the Common Core State Standards (CCSS). Additionally, student learning tasks will be crafted to directly mirror the stipulations of these learning objectives.	Teachers and Grade Level Teams	Ongoing	Select Status
<b>Action Step 2</b>	Teachers will engage in collaborative efforts with their peers within the same grade level to formulate comprehensive differentiation plans. These plans will encompass pre-planned supports tailored to English Language (EL) students and learners with diverse needs. Regular reviews by both peers and administrators will serve to monitor the effectiveness and execution of these plans.	Teachers and Grade Level Teams	Weekly and ongoing	Select Status
<b>Action Step 3</b>	Teachers will engage in collaborative planning alongside Diverse Learner teachers to ensure the active involvement of Diverse Learner (DL) students in daily instructional activities. This partnership will manifest through the clear implementation of accommodations and modifications that cater to the unique needs of DL students.	Teachers and Grade Level Teams	Weekly and Ongoing	Select Status
<b>Action Step 4</b>	The ELPT will extend support to teachers with English Language (EL) students through various avenues. This includes delivering targeted professional development on WIDA best practices, fostering collaboration during Grade Level Team meetings, and offering direct assistance to EL students as identified.	ELPT	5 Week Cadence and Professional Development Days	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Based on input from the Grade Level Teams, the Instructional Leadership Team will collaboratively formulate comprehensive School-Wide Writing guidelines. These guidelines will encompass explicit writing tasks integrated across all core subjects, encompassing the development of dedicated writing blocks and provisions for constructive writing feedback.	Grade Level Team, Instructional Leadership Team	Ongoing	Select Status
<b>Action Step 1</b>	With backing from the district, the Instructional Leadership Team (ILT) will spearhead the creation of a comprehensive school-wide writing strategy. This strategy will encompass the identification of writing resources within both the Core Curricula and supplementary materials.	Grade Level Team, Instructional Leadership Team	Ongoing	Select Status
<b>Action Step 2</b>	Grade Level Teams will collaboratively strategize the integration of writing across all subject areas, devising a cohesive approach to ensure consistent evidence of writing throughout the grade level. This might entail practices like journaling, maintaining writers' notebooks, and utilizing platforms such as Google Classroom.	Grade Level Team, Instructional Leadership Team	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>	Under the guidance of the ILT, teachers will adeptly execute an array of student discourse techniques and tools. These measures aim to enhance both peer-to-peer and balanced student-teacher interactions, which will, in turn, act as a reflective mirror for refining writing strategies. 40% percent of the teachers are expected to engage end of SY24, 60% by end of SY25 and 80% by end of SY26.	Grade Level Team, Instructional Leadership Team	Ongoing	Select Status

<b>Action Step 1</b>	The ILT and school administration will engage in classroom observations to closely monitor instructional practices. A dedicated rubric will be employed to meticulously document and gather data pertaining to student discourse during these observations.	Instructional Leadership Team and School Administration	Starting Dec 2023 and Ongoing	Select Status
<b>Action Step 2</b>	Throughout Grade Level Team meetings, teachers will be offered time to comprehensively review, engage in discussions about, and actively practice the utilization of various discussion strategies. These strategies will subsequently be incorporated into their instructional approach, facilitating their application with students during lessons.	Grade Level Team Meetings	Every 5 Weeks, Ongoing	Select Status
<b>Action Step 3</b>	Teachers will leverage tools like graphic organizers and response stems to offer students the necessary scaffolding for transitioning their discussions into meaningful and purposeful written expressions.	Instructional Leadership Team and Grade Level Teams	Graphic Organizer Development will be Ongoing as part of developing writing Structures starting by 3rd Quarter SY24	Select Status
<b>Action Step 4</b>	The collaboration between the Professional School Counselor, along with the Middle School and 3rd-5th Grade Teams, will involve co-teaching Success Bound lessons. These lessons aim to foster the growth of student advocacy skills, empowering Chopin Scholars to assert more influence and agency within the academic learning milieu.	3-8 Grade Teachers and School Counselor	Starting 1st Quarter SY24 and ongoing	Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	The school is embarking on the implementation of a school-wide writing plan that emphasizes explicit writing activities catering to all students. This plan aligns closely with the ISBE IAR Writing Evidence Tables for Grades 3-8.	
<b>SY26 Anticipated Milestones</b>	Fully articulated writing plan will be in place for the entire school year including rubrics, graphic organizers, writing assessments, classroom structures and teacher feedback cycles.	

[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
Annually, the objective is for 75% of students to achieve Growth Expectations from the Beginning-of-Year (BOY) to the End-of-Year (EOY) assessments in ELA iReady.	Yes	iReady (Reading)	Overall				
			English Learners				
The goal is for 75% of students to attain Growth Expectations from Beginning-of-Year (BOY) to End-of-Year (EOY) assessments in ELA using Star360.	Yes	STAR (Reading)	Overall				
			English Learners				

**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.	Monitor that teachers have necessary resources for Core Instruction including teacher materials, student materials and supplemental materials for EL students	Monitor that teachers have necessary resources for Core Instruction including teacher materials, student materials and supplemental materials for EL students	Monitor that teachers have necessary resources for Core Instruction including teacher materials, student materials and supplemental materials for EL students
C&I:2 Students experience grade-level, standards-aligned instruction.	Classroom Observations from School administration, network and ILT will be focused on Standards task alignment by asking two questions with every classroom visit: Question #1: Is the standards-aligned learning target provided to the students (Is the learning objective posted)? Question #2: Is there evidence of student learning aligned to the learning target (Is what the students are doing aligned to the objective posted)?	Classroom Observations from School administration, network and ILT will be focused on Standards task alignment by asking two questions with every classroom visit: Question #1: Is the standards-aligned learning target provided to the students (Is the learning objective posted)? Question #2: Is there evidence of student learning aligned to the learning target (Is what the students are doing aligned to the objective posted)?	Classroom Observations from School administration, network and ILT will be focused on Standards task alignment by asking two questions with every classroom visit: Question #1: Is the standards-aligned learning target provided to the students (Is the learning objective posted)? Question #2: Is there evidence of student learning aligned to the learning target (Is what the students are doing aligned to the objective posted)?



C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT will composed of the Grade Level Team Leads and Content specialists who will develop plans related to instructional goals and lead the learning of all teachers through grade level team meetings and leading professional development.	ILT will composed of the Grade Level Team Leads and Content specialists who will develop plans related to instructional goals and lead the learning of all teachers through grade level team meetings and leading professional development.	ILT will composed of the Grade Level Team Leads and Content specialists who will develop plans related to instructional goals and lead the learning of all teachers through grade level team meetings and leading professional development.
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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
Annually, the objective is for 75% of students to achieve Growth Expectations from the Beginning-of-Year (BOY) to the End-of-Year (EOY) assessments in ELA iReady.	iReady (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status
The goal is for 75% of students to attain Growth Expectations from Beginning-of-Year (BOY) to End-of-Year (EOY) assessments in ELA using Star360.	STAR (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		English Learners			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.	Monitor that teachers have necessary resources for Core Instruction including teacher materials, student materials and supplemental materials for EL students	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Classroom Observations from School administration, network and ILT will be focused on Standards task alignment by asking two questions with every classroom visit: Question #1: Is the standards-aligned learning target provided to the students (Is the learning objective posted)? Question #2: Is there evidence of student learning aligned to the learning target (Is what the students are doing aligned to the objective posted)?	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT will composed of the Grade Level Team Leads and Content specialists who will develop plans related to instructional goals and lead the learning of all teachers through grade level team meetings and leading professional development.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

The Cultivate data highlights growth areas as: Feedback for Growth, Classroom Community, Supportive Teaching, Teacher Caring, Student Voice, Learning Goals, Meaningful Work, Affirming Identities, and Well-Organized Classroom. Notably, attendance planning will require a distinct emphasis on primary grades and students with IEPs.

What is the feedback from your stakeholders?

Stakeholders acknowledge the imperative of fostering a stronger community, involving student input and heightened parental engagement. The team will also persist in prioritizing Social and Emotional Learning (SEL), cultivating classroom cohesion, delivering constructive feedback, facilitating immediate support for all students, and ensuring the integration of those with IEPs and English Learners, particularly newcomers. Furthermore, stakeholders identify a pressing need for substantial enhancements in attendance.

What student-centered problems have surfaced during this reflection?

Primary student attendance registers at under 80%, while Cluster student attendance remains below 75%. The average daily attendance for the entire SY23 is recorded at 85.6%. Notably, 42 students exhibit a final average attendance rate below 75%. Analysis of cultivated data indicates scores below 35 in critical areas such as Growth Mindset, Academic Risk-Taking, Agency, Identity Safety, Belonging, and Motivation. It is noteworthy that a substantial majority of students deemed off-track are so primarily due to attendance concerns rather than their academic grades.

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

The school's overall standards are upheld, evidenced by robust engagement in the PBIS School Store among K-5 students. A Student Voice committee for grades 6-8 contributes feedback for school-wide events. Additionally, student surveys gather input for enhancing instruction, motivation, incentives, and programs. However, these endeavors warrant expansion to encompass a broader range of grade levels and a more diverse representation of student perspectives.

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Determine Priorities

Resources:

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

Students...  
Throughout SY23, student attendance remained consistently at or below 90% across all grade levels and subgroups. Feedback data from students underscores a keen aspiration to foster a stronger connection with the school, spanning instruction, extracurricular activities, and social-emotional learning (SEL) provisions. The student body has been directly affected by staffing hurdles, particularly concerning the maintenance of continuity during teacher absences. There's a pronounced desire for heightened responsiveness from both teachers and administration regarding safety and conflict-related concerns, aimed at cultivating an environment where students feel more secure and engaged throughout the school day.

[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...  
It is imperative to prioritize the cultivation of a school culture that places a strong emphasis on fostering connections within the school community, encompassing student-to-student, student-to-teacher, teacher-to-teacher, and school-to-family relationships.

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

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

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Theory of Action

What is your Theory of Action?

If we...  
Establish a framework and provide professional development around the importance of making connections so that stakeholders positively engage in interactions with students This approach will also bolster responsiveness when addressing behavioral and social challenges as they arise.

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...  
A heightened sense of connectedness among students, families, and staff within the school community, prioritizing the core principles of Creativity, Whole-Child development, and Engagement that define the essence of Chopin's educational ethos. This emphasis will be underscored and commemorated throughout.

which leads to...

An increase in student attendance across all grade levels, amplified parental involvement in school committees (LSC, BAC, PAC), and events, coupled with a reduction in student behavior conduct reports. 🏡

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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** 🏡  
 PBIS Team, Culture Climate Team, BHT, School Administration

**Dates for Progress Monitoring Check Ins**  
 Q1 10/27/2023 Q3 4/1/2023  
 Q2 12/22/2023 Q4 6/7/2023

	<b>SY24 Implementation Milestones &amp; Action Steps</b> 🏡	<b>Who</b> 🏡	<b>By When</b> 🏡	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Teachers will develop strong classroom communities using Social Emotional Learning best practices	Teachers, PBIS Team	Ongoing	Select Status
<b>Action Step 1</b>	Within the school day, students will engage in designated Social Emotional Learning (SEL) periods, during which they will receive evidence-based SEL instruction. This will involve programs such as Calm Classroom, Second Step, School Links, and Success Bound, constituting Tier 1 interventions.	Teachers	Ongoing	Select Status
<b>Action Step 2</b>	The school's administration and leadership team will collaboratively orchestrate training sessions centered on SEL activities and programs. This training will be designed to address both Student SEL and Adult SEL, ensuring a comprehensive approach to fostering emotional growth and well-being.	School Administration, PBIS Team, Culture and Climate Team	Ongoing	Select Status
<b>Action Step 3</b>	The PBIS Team and Culture and Climate Team will convene on a regular basis (either bi-weekly or monthly) to examine student data, devise student-informed incentives, and diligently oversee the fidelity of SEL instruction.	PBIS Team, Culture and Climate Team	Ongoing	Select Status
<b>Action Step 4</b>	The BHT Team will gather every two weeks to assess student data and teacher referrals, thereby identifying suitable in-school and external agency-based social emotional supports for students requiring Tier 2 and Tier 3 interventions.	BHT Team	Ongoing	Select Status
<b>Action Step 5</b>	Collaboratively with community partners, Arts programming, the school will provide Daily Arts instruction, including in-class Arts integrated activities, that will be cross-curricular and inclusive of SEL support and inclusive activities tailored to the needs of diverse learners and English Language (EL) students.	Fine Arts Team, Community Arts Partners	Ongoing	Select Status
<b>Implementation Milestone 2</b>	Parent engagement initiatives will be systematically scheduled to ensure regularity and inclusivity, embracing the rich diversity within our school community.	School Administration, PBIS Team, School Counselor		Select Status
<b>Action Step 1</b>	Collaboratively, the PBIS Team and School Administration will curate parent-oriented activities, encompassing PAC and BAC meetings, alongside Parent Cafes. These endeavors aim to disseminate crucial information to families, foster a sense of community, and actively solicit parent feedback.	School Administration, PBIS Team, School Counselor	Ongoing development of activity calendar	Select Status
<b>Action Step 2</b>	All forms of communication and meetings will be conducted to effectively accommodate the diverse languages represented within our facility.	School Administration, All School Staff	Ongoing	Select Status
<b>Action Step 3</b>	The school website will undergo bi-weekly updates to ensure it features the most current information about school activities, programs, and available resources.	School Administration, Website Manager (TBD)	Bi-Weekly	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	The Attendance team will engage in proactive monitoring of student data and promptly deliver necessary assistance to both students and families.	School Administration, School Clerk, Culture and Climate Team, Classroom Teachers	Daily, Weekly, Monthly as needed	Select Status
<b>Action Step 1</b>	Attendance data will be reviewed on a weekly basis and subsequently disseminated to all staff members through a regular newsletter.	School Administration	Weekly	Select Status
<b>Action Step 2</b>	The Attendance team will create a comprehensive attendance plan that encompasses incentives for both Average Daily Attendance and Attendance Growth, alongside targeted interventions designed to support students facing attendance challenges.	Attendance Team	September of each school year and revised after monthly review	Select Status
<b>Action Step 3</b>	The PBIS Team will craft a Student Activity calendar strategically targeting days where data anticipates lower attendance trends.	PBIS Team	Monthly	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	Both students and teachers will collaborate to establish practices and opportunities that facilitate active engagement, allowing students to enhance and elevate their On-Track Rate.	3rd-8th Grade Teachers, School Counselor	5 Week Cadence of On-track data review	Select Status
<b>Action Step 1</b>	At intervals of 2-3 weeks, teachers will work with students during intervention/SEL blocks, diligently overseeing and tracking the On-Track rate.	Classroom teachers, School Counselor	3-5 Week intervals	Select Status
<b>Action Step 2</b>	Grade Level Teams will receive a bi-weekly list of students holding Ds and Fs, enabling them to identify necessary supplementary support, such as re-take opportunities and making up missed assignments.	School Administration, School Counselor	Data will be shared as available (On-Track Rates, Chavez Reports)	Select Status
<b>Action Step 3</b>	Collaboratively, the Professional School Counselor and Middle School Teachers will co-facilitate Success Bound lessons, placing a concentrated emphasis on data and skill-building that directly influences the On-Track Rate.	School Counselor, 5-8 Grade CTeachers	Starting by October of each school year, with ongoing lessons throughout the year	Select Status

<b>Action Step 4</b>	The Professional School Counselor and School Social Worker, alongside Primary Grade Teachers, will jointly conduct concise Tier 1 lessons. These lessons, drawn from resources like Character Education, Second Step, Calm Classroom, or the 3rd-5th Grade Supplemental Curriculum of Success Bound, will target the acquisition of essential skills pivotal for attaining On-Track objectives and actively participating in Post-Secondary opportunities.	School Counselor and Primary Teachers	Starting November of each school year extending for 2 10 week cycles	Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	The evolution of the attendance plan persists, incorporating amplified input from parents, students, and other stakeholders. Within school, comprehensive whole-child support is extended to both students and families, encompassing academic and behavioral health assistance.	
<b>SY26 Anticipated Milestones</b>	The school demonstrates consistent advancement in students' daily attendance rates, consistently achieving or surpassing the district's elementary school average.	

**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:**

<p><b>IL-EMPOWER Goal Requirements</b></p> <p>For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:</p> <ul style="list-style-type: none"> <li>-The CIWP includes a reading Performance goal</li> <li>-The CIWP includes a math Performance goal</li> <li>-The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets</li> <li>-Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals</li> </ul>
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**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Attendance will increase by 2% points each year	Yes	Increase Average Daily Attendance	Overall				
Comprehensive team structures are firmly established to bolster student connectedness and well-being. These include a Behavioral Health Team and a Climate and Culture Team, convening at consistent intervals (weekly, bi-weekly, or monthly), supported by ongoing rolling agendas.	Yes	SE: Supportive Environment	Select Group or Overall				

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	100 % of Team structures convene at predetermined intervals throughout the school year, (GLT Weekly, ILT bi-weekly, MTSS & PBIS Monthly with additional meetings as needed) maintaining rolling agendas that encompass key discussions, actionable items, and designated responsibilities. Oversight will be upheld through administrative engagement, regular agenda evaluations, and the inclusion of Beginning-of-Year (BOY) to End-of-Year (EOY) assessments from the Office of Social and Emotional Learning (OSEL).	100 % of Team structures convene at predetermined intervals throughout the school year, (GLT Weekly, ILT bi-weekly, MTSS & PBIS Monthly with additional meetings as needed) maintaining rolling agendas that encompass key discussions, actionable items, and designated responsibilities. Oversight will be upheld through administrative engagement, regular agenda evaluations, and the inclusion of Beginning-of-Year (BOY) to End-of-Year (EOY) assessments from the Office of Social and Emotional Learning (OSEL).	100 % of Team structures convene at predetermined intervals throughout the school year, (GLT Weekly, ILT bi-weekly, MTSS & PBIS Monthly with additional meetings as needed) maintaining rolling agendas that encompass key discussions, actionable items, and designated responsibilities. Oversight will be upheld through administrative engagement, regular agenda evaluations, and the inclusion of Beginning-of-Year (BOY) to End-of-Year (EOY) assessments from the Office of Social and Emotional Learning (OSEL).
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	The attendance plan will encompass a dedicated strategy for students facing prolonged absences or chronic absenteeism. This strategy will entail referencing research-based interventions like Check In Check Out, mentoring, or counseling support to effectively address this issue. Goal is for 40% of qualified students to participate in an attendance intervention.	The attendance plan will encompass a dedicated strategy for students facing prolonged absences or chronic absenteeism. This strategy will entail referencing research-based interventions like Check In Check Out, mentoring, or counseling support to effectively address this issue. Goal is for 60% of qualified students to participate in an attendance intervention.	The attendance plan will encompass a dedicated strategy for students facing prolonged absences or chronic absenteeism. This strategy will entail referencing research-based interventions like Check In Check Out, mentoring, or counseling support to effectively address this issue. Goal is for 80% of qualified students to participate in an attendance intervention.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Every student (100%) from Pre-K to 8th grade will actively participate in the Tier 1 Social-Emotional Learning (SEL) Curriculum, including programs such as Second Step, Calm Classroom, Sanford Harmony, and Success Bound. The implementation of Tier 1 practices will be closely supervised by the Culture and Climate Team.	Every student (100%) from Pre-K to 8th grade will actively participate in the Tier 1 Social-Emotional Learning (SEL) Curriculum, including programs such as Second Step, Calm Classroom, Sanford Harmony, and Success Bound. The implementation of Tier 1 practices will be closely supervised by the Culture and Climate Team.	Every student (100%) from Pre-K to 8th grade will actively participate in the Tier 1 Social-Emotional Learning (SEL) Curriculum, including programs such as Second Step, Calm Classroom, Sanford Harmony, and Success Bound. The implementation of Tier 1 practices will be closely supervised by the Culture and Climate Team.



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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
Attendance will increase by 2% points each year	Increase Average Daily Attendance	Overall			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status
Strategy established to bolster student connectedness and well-being. These include a Behavioral Health Team and a Climate and Culture Team, convening at consistent intervals (weekly, bi-weekly, or monthly), supported by ongoing rollins	5E: Supportive Environment	Select Group or 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&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	100 % of Team structures convene at predetermined intervals throughout the school year. (GLT Weekly, ILT bi-weekly, MTSS & PBIS Monthly with additional meetings as needed) maintaining rolling agendas that encompass key discussions, actionable items, and designated responsibilities. Oversight will be upheld through administrative engagement, regular agenda evaluations, and the inclusion of Beginning-of-Year (BOY) to End-of-Year (EOY) assessments from the Office of Social and Emotional Learning (OSEL).	Select Status	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	The attendance plan will encompass a dedicated strategy for students facing prolonged absences or chronic absenteeism. This strategy will entail referencing research-based interventions like Check In Check Out, mentoring, or counseling support to effectively address this issue. Goal is for 40% of qualified students to participate in an attendance intervention.	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.	Every student (100%) from Pre-K to 8th grade will actively participate in the Tier 1 Social-Emotional Learning (SEL) Curriculum, including programs such as Second Step, Calm Classroom, Sanford Harmony, and Success Bound. The implementation of Tier 1 practices will be closely supervised by the Culture and Climate Team.	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"/>					
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Parent and Family Plan

<p>If Checked:</p> <p>Complete School &amp; Family Engagement Policy, School &amp; Family Compact, and Parent &amp; Family Engagement Budget sections</p>	<input checked="" type="checkbox"/>	<p><b>Our school is a Title I school operating a Schoolwide Program</b></p> <p>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.</p>
<p>If Checked:</p> <p>No action needed</p>	<input type="checkbox"/>	<p><b>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</b></p>

**SCHOOL & FAMILY ENGAGEMENT POLICY**

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

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


**SCHOOL & FAMILY COMPACT**

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

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

**PARENT & FAMILY ENGAGEMENT BUDGET**

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

The allocated Parent Engagement Budget for the academic year SY24 is \$2,547. The utilization of these funds will be deliberated and determined by the Parent Advisory Committee (PAC) during their routinely scheduled meetings. 

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