

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
Maureen Delgado	Principal	mdelgado3@cps.edu
Chor Ng	AP	clng@cps.edu
Stephen Laslo	AP	salaslo@cps.edu
Magil John	Connectedness & Wellbeing Lead	mjohn@cps.edu
Miguel Melchor	Curriculum & Instruction Lead	mamelchor2@cps.edu
Cleosemie Liakouras	Curriculum & Instruction Lead	aglykofridis@cps.edu
Shweta Shah	Teacher Leader	skshah@cps.edu
Brittany Lee	Teacher Leader	bclee4@cps.edu
Elisha Brandes	Inclusive & Supportive Learning Lead	erbrandes@cps.edu
Niki Karas	Inclusive & Supportive Learning Lead	nchronopoul@cps.edu
William Wenzel	Teacher Leader	rwenzel@cps.edu
Ashley Danoff	Teacher Leader	aconroy@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	4/21/23	4/21/23
Reflection: Curriculum & Instruction (Instructional Core)	6/8/23	6/23/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/8/23	6/23/23
Reflection: Connectedness & Wellbeing	6/8/23	6/23/23
Reflection: Postsecondary Success	6/8/23	6/23/23
Reflection: Partnerships & Engagement	6/8/23	6/23/23
Priorities	7/17/23	7/28/23
Root Cause	7/17/23	7/28/23
Theory of Acton	7/17/23	7/28/23
Implementation Plans	7/31/23	8/11/23
Goals	7/31/23	8/11/23
Fund Compliance	8/28/23	9/1/23
Parent & Family Plan	8/28/23	9/1/23
Approval	9/6/23	9/6/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates

Quarter 1	9/22/23
Quarter 2	10/27/23
Quarter 3	2/9/24
Quarter 4	4/1/24

Indicators of a Quality CIWP: Reflection on Foundations




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

Resources 

[Reflection on Foundations Protocol](#)

[Return to Top](#)

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p>CPS High Quality Curriculum Rubrics</p>	<p>The teams responsible for curriculum development have created a scope and sequence for every grade level. This scope and sequence outline each grade's specific content, skills, and learning objectives. </p> <p>Pre-k utilizes creative curriculum which is standards based. They have access to the Skyline resources to supplement with their core curriculum.</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p>
Yes	<p>Students experience grade-level, standards-aligned instruction.</p> <p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>	<p>In grades K-5, teams have access to the GoMath and Skyline curriculum, which are both standards based and aligned. The middle school curriculum for grades 6-8 is based on personalized learning strategies, some utilizing the Skyline platform. Personalized learning recognizes each student's unique needs and interests and tailors instruction to their individualized learning paths. Skyline, a customized learning platform, likely provides adaptive assessments, targeted content, and progress tracking to support students' personalized learning experiences.</p>	<p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Yes	<p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p> <p>Powerful Practices Rubric</p> <p>Learning Conditions</p>	<p>What is the feedback from your stakeholders?</p> <p>Varying the taxonomy level of the lesson learning target: Stakeholders have emphasized incorporating higher-order thinking skills, such as analysis and knowledge utilization, into the lesson learning targets. By varying the taxonomy level of the learning targets, educators can provide students with opportunities to engage in more profound levels of thinking. This can involve designing learning targets that require students to analyze information, synthesize ideas, evaluate arguments, and apply their knowledge to real-world scenarios. By setting higher expectations for student work at these levels, educators can encourage students to develop critical thinking skills and enhance their ability to utilize knowledge effectively. </p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p>
Yes	<p>The ILT leads instructional improvement through distributed leadership.</p> <p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership Foundational Pillars</p>	<p>Student work expectations to facilitate student-to-student discourse: Stakeholders have suggested incorporating performance tasks requiring students to work in groups and interact to achieve the learning target. Educators can foster student-to-student discourse by designing collaborative activities and projects and creating an environment where students challenge and question one another. This interaction promotes critical thinking, as students must articulate their ideas, defend their positions, and engage in constructive discussions with their peers. By facilitating these interactions, educators can enhance students' ability to analyze different perspectives, consider alternative viewpoints, and deepen their understanding of the subject matter.</p> <p>Increasing the frequency of students' self-monitoring of progress: Stakeholders have also highlighted the importance of students self-monitoring their progress toward the learning target. By encouraging students to assess their understanding and skills regularly, educators can empower them to take ownership of their learning. This can be achieved through various strategies, such as self-reflection exercises, goal setting, progress check-ins, and rubrics or checklists. By increasing the frequency of self-monitoring, students become more aware of their strengths and areas for improvement, allowing them to make necessary adjustments to their learning strategies. This approach promotes metacognitive skills, essential for students to become self-directed learners who can effectively analyze their progress and make informed decisions to achieve their learning goals.</p>	<p>Cultivate</p> <p>Grades</p> <p>ACCESS</p>
Partially	<p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p> <p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development Guide</p>	<p>Feedback for Gifted includes opportunities for students to engage with same-age peers outside of the gifted program. Creating interest-based spaces might be a good way to broaden social groups but still meet their academic needs.</p> <p>By incorporating these suggestions from stakeholders, educators can create a learning environment that fosters higher-order thinking, facilitates collaborative discourse, and encourages self-directed learning. By focusing on analysis and knowledge utilization, students can develop critical thinking skills and apply their knowledge effectively, preparing them for success in academic and real-world contexts.</p>	<p>TS Gold</p> <p>Interim Assessment Data</p>
Partially	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p>Assessment for Learning Reference Document</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Standards-based grading and common assessments: Teachers are transitioning towards standards-based grading, aligning assessments and grading practices with specific learning standards. This approach provides clarity and transparency in evaluating student performance and progress. By creating rubrics and common grade-level assessments, educators can ensure consistent expectations and improve the validity and reliability of grading. This effort allows for a more accurate evaluation of student learning and helps identify areas where students may need additional support or intervention. </p> <p>Rigor walks: Rigor walks involve instructional leaders or administrators observing classrooms to assess the level of rigor in teaching and learning. This ongoing effort allows for identifying effective instructional practices and areas for improvement. By conducting rigor walks, educators can share best practices, provide feedback, and promote professional growth among teachers. This initiative contributes to enhancing the overall quality of instruction and increasing the rigor and depth of learning experiences for students.</p>	

What student-centered problems have surfaced during this reflection?

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

The curriculum is not tailored to meet the diverse needs and learning styles of individual students, resulting in some students falling behind or feeling unchallenged. Students have limited input in their own learning experiences, resulting in reduced ownership and engagement in the curriculum.

the rigor and depth of learning experiences for students. Professional development on EL (English Learner) strategies: Providing professional development on specific strategies for supporting English Learners ensures consistent implementation of practical instructional approaches. By equipping teachers with the necessary knowledge and tools to meet the diverse needs of EL students, this effort promotes equitable opportunities for learning and academic success. It addresses barriers and obstacles EL students face by focusing on language development, cultural responsiveness, and differentiated instruction.

Student tracker resources: Sharing and implementing student tracker resources across grade levels and grade bands allows for consistently tracking student progress and performance. Student trackers visually represent individual student data, allowing teachers and students to monitor growth and set personalized learning goals. Using trackers, educators can identify struggling students, provide targeted interventions, and tailor instruction to meet individual needs. This effort supports customized learning and addresses barriers for student groups furthest from opportunity by providing targeted support and interventions.


Creating differentiation activities: The focus on creating differentiation activities aims to address the diverse learning needs of students. Educators can accommodate different learning styles, abilities, and interests by providing a range of activities and instructional strategies. Differentiation promotes equity by ensuring all students have access to meaningful learning experiences and opportunities to demonstrate their understanding. This effort helps overcome barriers and obstacles by fostering inclusivity and supporting student success across various abilities and backgrounds.

These improvement efforts collectively contribute to enhancing the quality of instruction, promoting equity and inclusivity, and addressing barriers and obstacles for student groups furthest from opportunity. By implementing these initiatives, educators are working towards creating an environment that supports the diverse needs of all students and maximizes their learning potential.

[Return to Top](#)


Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p>	<p>Teachers throughout the school have been trained to use Branching Minds and input data about academic needs/progress monitor.</p> <p>Clinton has an MTSS coordinator who collaborates with other schools and districts on our continuum.</p> <p>Clinton has an intervention team that correlates data on students, provides small group instruction, and monitors progress.</p> <p>Teachers completed insight surveys in Branching Minds for ALL students to document strengths and weaknesses, including collaboration between interventionists and classroom teachers when necessary.</p> <p>DL and EL teachers collaborate to progress monitor student growth especially for Tier 2 and Tier 3 students.</p> <p>IEP teams determine and discuss LRE placement for each individual student. The data shows most students receive direct services in LRE 1 and LRE 2.</p> <p>DL and classroom teachers collaborate to write IEPs and provide feedback to parents. DL teachers co-teach and deliver instruction with fidelity.</p> <p>Students are placed with endorsed EL teachers to receive quality Tier 1 instruction and ELPTs provide coaching and lead school-wide professional development.</p> <p>Teachers have been trained to use the language objectives but few teachers use the language objectives consistently.</p> <p>Clinton has a Comprehensive Gifted Program and Building Gifted Committee to identify Tier 2 intervention and supports for students for acceleration and enrichment.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
Partially	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p>	<p>DL and EL teachers collaborate to progress monitor student growth especially for Tier 2 and Tier 3 students.</p> <p>IEP teams determine and discuss LRE placement for each individual student. The data shows most students receive direct services in LRE 1 and LRE 2.</p> <p>DL and classroom teachers collaborate to write IEPs and provide feedback to parents. DL teachers co-teach and deliver instruction with fidelity.</p> <p>Students are placed with endorsed EL teachers to receive quality Tier 1 instruction and ELPTs provide coaching and lead school-wide professional development.</p> <p>Teachers have been trained to use the language objectives but few teachers use the language objectives consistently.</p> <p>Clinton has a Comprehensive Gifted Program and Building Gifted Committee to identify Tier 2 intervention and supports for students for acceleration and enrichment.</p>	<p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
Yes	<p>Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.</p> <p>LRE Dashboard Page</p>	<p>What is the feedback from your stakeholders?</p> <p>Feedback for Branching Minds: MTSS coordinator has helped support other teachers and schools with Branching Minds. Teachers would like more support and training on Branching Minds. Teachers would also like more support on what to do when strong trends are not clear. More training on how to find the correct intervention for specific needs. More ways to support the tiering system in Branching Minds and ways to clarify the tiers.</p> <p>Feedback for Intervention: Intervention is difficult for teachers to support in large classes. Scheduling needs to support different small group interventions. Establish criteria to determine what subject in intervention is most needed.</p>	<p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>
Yes	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p> <p>IDEA Procedural Manual</p>	<p>Feedback for EL: Teachers need more support with EL strategies for differentiating and intervention. Teacher's need the ELPT's to provide tangible takeaways and classroom support. ELPT will work with Transitions Committee to support newcomers and their transition into classrooms. Teachers need more resources and technology for translations in multiple languages.</p> <p>Feedback for DL: Co-teaching styles and expectations need to be clear. More mentoring and discussion about partnerships. More collaboration and consistency within the school.</p> <p>Feedback for Gifted: Schoolwide enrichment is a goal but a purposefully designed plan to meet the needs of all students should be considered. The Department of Advanced Learning observed a lack of opportunities for students to engage with</p>	<p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>



Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	<p>observed a lack of opportunities for students to engage with same-age peers outside of the gifted program and suggested creating interest-based spaces might help broaden social groups but still meet academic needs.</p> <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Personalized Learning (i.e. Modern Classrooms) and Differentiating training addresses student pacing, differentiation, and individual needs. </p> <p>Branching minds is used to keep comprehensive records on student progress, growth, and needs. This can be seen by teachers year to year.</p> <p>We have created an EL intervention period to support newcomers.</p> <p>MTSS Coordinator has created and continues to update a menu of interventions to be utilized with interventionists and in the general education classroom.</p> <p>Interventionists are meeting with small groups and monitoring progress from year to year.</p>
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		

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.


Student ability to access content based on their individual learning needs. 

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


Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	<p>Overall attendance rates increased from 2021/2022 (89.1% to 91.46%) in 2022-2023. The attendance rates have not risen back to pre pandemic levels. This same dynamic is also evidenced in truancy and chronic absenteeism. Clinton rates on both measures have decreased but are still yet to reach pre pandemic levels. Our attendance team meets and has worked with students, parents, staff, and community partners to support student in need. On the Cultivate Survey the greatest opportunities for growth at Clinton were in: Growth Mindset, Academic Risk Taking, and Agency. In regards to "Belonging" our students reported a difference score of 51 in the winter and 61 in the spring. In the "Identity Safety" category students were surveyed at 54 (winter) and 62 (spring). These increases signal growth in these areas and point towards reinforcing existing supports. </p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p>
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		<p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p>
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.	<p>What is the feedback from your stakeholders?</p> <p>Parents and community members have expressed a need for greater access to student mental health care and other student supports that may assist in addressing overall student attendance. A more student centered process for supporting students returning from prolonged absence is needed. Families and students sometimes do not utilize CSI opportunities and teachers sometimes experience difficulty in achieving desired level of participation. Stakeholders have uncertainty about what programs are offered, to whom they are offered, etc. Enrollment in programs is inconsistent or students or procedures pertaining to enrollment are ambiguous. The Culture and Climate Team needs to be more student-centered. Restorative practice needs to be more formalized, more universally and consistently implemented and developed further on a school-wide basis. </p>	<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p>
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		<p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>

What student-centered problems have surfaced during this reflection?

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

Students engage in social activities online that teachers and staff can observe and don't fully understand and it bleeds over into school and there are limited ways for us to directly control. Student engagement and involvement needs to be more deeply cultivated for students to develop higher motivation and enthusiasm so that attendance and participation are maximized. 

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?

Clinton is partnered with many organizations: refugee, medical, mental health, and community. Students have access to two counselors and can receive support and participate in group activities focused on mental health and social emotional learning. Development of student groups was based on students self-identifying their needs using a SEL survey. A Behavioral Health Team meets weekly and facilitates a variety of interventions and support based on student need. Students are offered a variety of afterschool enrichment opportunities including tutoring and academic support. We are partnered with an outside Loyola University through the CPS Community Schools Initiative (CSI) and offer before school, after school, summer, parent, and community programming. Restorative practices are implemented schoolwide but need to be cohesively implemented for best effect. The Culture and Climate Team led kindness initiatives during the 2022-2023 school year. 

[Return to Top](#)

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	College and Career Competency Curriculum (C4) An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	The College and Careers Committee collaborated on designing a 10 week plan to implement College and Careers education from PK-8. This plan included Success Bound being delivered to students in grades 6-8. The plan also included career fairs and career explorations. Lessons on career clusters as well as HS readiness. Visits from professionals in various fields were scheduled for K-5. Goals of ILPs were embedded in various tasks (i.e. Learners Profile, HS application process, etc.), but timeline was not followed per ILP scope and sequence. Work Based Learning activities were planned and executed. The Career Fair and guest speakers were successful and provided enriching opportunities for students to engage with professionals. Opportunities for site visits/job shadowing/interviews should be introduced as part of the College and Career plan.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Partially	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		9th and 10th Grade On Track
Partially	Work Based Learning Toolkit Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	What is the feedback from your stakeholders? Students and staff enjoyed the activities, especially the guest speakers and the career fair. PK-5 in particular enjoyed intimate visits from professionals who were able to answer questions regarding their chosen fields. The 6-8th grade felt that the virtual format allowed for a wider range of careers to be introduced. Suggestions include adding more visits for the primary grades so that more career clusters could be introduced. For the middle school, an in-person component would provide a more personal experience. Students and staff also commented on being able to see professionals that reflected their backgrounds, providing a role model. As for the lessons, 6-8th will continue to use Success Bound as the curriculum, but PK-5 will narrow their focus on a particular career cluster to provide more depth into their explorations.	Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
N/A	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	PLT Assessment Rubric There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).		
N/A	Alumni Support Initiative One Pager Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).		
What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.			
Our students come from various parts of the world and college and many careers have never seemed attainable. Changing student mindsets would be a priority, so students are able to visualize themselves at various post-secondary institutions as well as compete for careers that may not have seemed possible. Our newcomers and EL students struggle with adapting to a new language and culture, let alone think about the future. Providing more opportunities to engage in early learning and experiential learning will hopefully begin to erode the barriers our students face.			

[Return to Top](#)

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Spectrum of Inclusive Partnerships 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.	The first area of focus for partnership and engagement is our Clinton parents. The data provided in the 2023 5-Essentials Survey shows our strongest ratings occur for parents in the areas of influence on school decisions and trust in teachers. Areas where there is opportunity for growth: Parent involvement (58) and parent supportiveness (40). Clinton is focused on building larger parent participation in: Local school Council, Parent Advisory Council, Bilingual Advisory Committee, Wellness Committee, CPS Surveys, Community Schools Initiative parent programming, and school events. Clinton looks to build the student voice infrastructure by increasing student participation and ownership of: Student Voice Committee, National Junior Honors Society, Service Learning, Gender and Sexualities Alliance, Student member of the Local School Council, Clinton Student Ambassadors, and Wellness Committee. Community Partners play an integral role in supporting students and families. Clinton is part of the CPS Community Schools Initiative. Clinton partners with Loyola University to provide before school, after school, parent, and community programming. This partnership allows for greater outreach and variety of programming that Clinton is able to offer. The incredible diversity at Clinton affords our school the opportunity to partner with other organizations that provide much needed support to segments of our population: Refugee One, Catholic Charities, FORA, Indo American Center, ICNA Relief (Islamic Circle of North America) and Asian Human	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)
Partially	Reimagining With Community Toolkit Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.		

		<p>Center (Islamic Circle of North America), and Asian Human Services.</p>	<p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
<p>Partially</p>	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p>Student Voice Infrastructure Rubric</p>	<p>What is the feedback from your stakeholders?</p> <p>Our community is kept aware of school and community happenings through the principal's weekly newsletter. This information provided relates to resources that are available at, through, or outside Clinton Elementary. Our students, parents, and community have expressed a greater need for mental health services. Parents and community have responded very favorably to the increased opportunities to visit the school and through student showcases, meetings, and performances. Students have responded energetically and vocally to the opportunities to participate in school-wide actions: student-led service learning, heritage month celebrations, and feedback on school policies. Our community has expressed a need for more variety of before and after school programming.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
	<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>We have been able to partner with Asian Health Services to provide mental health resources to students and families when the services needed fall beyond the scope that CPS can provide. We have also partnered with the Indo- American Center to provide a parent workshop on mental health. We have instituted procedures where we act on the parent, student and feedback throughout the school year. Our student and parent committees meet periodically throughout the year and set the next meeting topic based on the community feedback we are receiving. Students and parents define the direction (with Clinton staff support) of the group or committee. We have been able to bring on a new Community School Initiative coordinator on staff that will work to bring more programming and outside providers into the much needed primary and intermediate students as well as interested based parent programming.</p>	
	<p>Students presented feedback informally (locally), as well in in the 5-Essentials and Cultivate surveys. Students perceived a low level of parent supportiveness in the 5-Essentials survey (40). On the Cultivate Survey the opportunities for growth were in: Growth Mindset, Academic Risk Taking, and Agency.</p>		

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

What are the takeaways after the review of metrics?

The teams responsible for curriculum development have created a scope and sequence for every grade level. This scope and sequence outline each grade's specific content, skills, and learning objectives.

Pre-k utilizes creative curriculum which is standards based. They have access to the Skyline resources to supplement with their core curriculum.

In grades K-5, teams have access to the GoMath and Skyline curriculum, which are both standards based and aligned. The middle school curriculum for grades 6-8 is based on personalized learning strategies, some utilizing the Skyline platform. Personalized learning recognizes each student's unique needs and interests and tailors instruction to their individualized learning paths. Skyline, a customized learning platform, likely provides adaptive assessments, targeted content, and progress tracking to support students' personalized learning experiences.

Teacher and administrator teams engage in a Grading Professional Learning Community (PLC) to determine standards for Standards-Based Grading. This collaborative group works together to establish grading practices that align with educational standards and promote

What is the feedback from your stakeholders?

Varying the taxonomy level of the lesson learning target: Stakeholders have emphasized incorporating higher-order thinking skills, such as analysis and knowledge utilization, into the lesson learning targets. By varying the taxonomy level of the learning targets, educators can provide students with opportunities to engage in more profound levels of thinking. This can involve designing learning targets that require students to analyze information, synthesize ideas, evaluate arguments, and apply their knowledge to real-world scenarios. By setting higher expectations for student work at these levels, educators can encourage students to develop critical thinking skills and enhance their ability to utilize knowledge effectively.

Student work expectations to facilitate student-to-student discourse: Stakeholders have suggested incorporating performance tasks requiring students to work in groups and interact to achieve the learning target. Educators can foster student-to-student discourse by designing collaborative activities and projects and creating an environment where students challenge and question one another. This interaction promotes critical thinking as students

What student-centered problems have surfaced during this reflection?

The curriculum is not tailored to meet the diverse needs and learning styles of individual students, resulting in some students falling behind or feeling unchallenged. Students have limited input in their own learning experiences, resulting in reduced ownership and engagement in the curriculum.

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?

[Return to Top](#)

Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

The student-centered problem that our school aims to address in this priority is the inconsistency in implementing standards-based grading and common assessments, which has led to confusion and disparities in evaluating student performance and progress. Additionally, there is limited access to clear and transparent rubrics and grade-level assessments, making it challenging for some students to understand expectations and assess their own learning. Furthermore, the inconsistency of personalized learning goals and individualized instruction, along with limited differentiation activities and instructional strategies, has resulted in some students' needs being insufficiently supported.



Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

[Return to Top](#)

Root Cause

Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

As adults in the building, the root cause for the student-centered problem identified in the school is the need for a cohesive and standardized approach to implementing standards-based grading and common assessments. This inconsistency has led to confusion and disparities in evaluating student performance and progress.



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.

One contributing factor is the limited access to clear and transparent rubrics and grade-level assessments. With well-defined criteria and expectations, it becomes easier for students to understand what is required of them and how their learning will be assessed. As a result, students may need help to gauge their progress and make informed decisions about their learning.

Another underlying issue is the need for personalized learning goals and individualized instruction. When instruction is not tailored to meet each student's unique needs and abilities, some students may be left behind or not adequately supported in their learning. This lack of personalization and differentiation activities can hinder students' growth and achievement.

Furthermore, the school's instructional strategies and practices may not effectively address students' diverse learning needs. Insufficient differentiation activities and instructional strategies can result in students' needs not being adequately addressed, leading to disengagement, frustration, and limited progress.

[Return to Top](#)

Theory of Action

What is your Theory of Action?

If we....

If we transition to standards-based grading, align common assessments and grading to grade-level standards, implement self-paced structures with trackers and learning plans, and utilize blended instruction to support personalized learning



Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

Resources:

then we see...
 then we will see the development of a differentiated curriculum that effectively addresses the diverse needs and learning styles of individual students

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

which leads to...
 which leads to students having a personalized learning experience where they are actively involved in, developing their growth mindset, setting goals, making choices, taking academic risks, and feeling supported throughout their educational journey.

[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
 CIWP TEAM, ILT and Teachers

Dates for Progress Monitoring Check Ins
 Q1 9/22/23 Q3 2/9/24
 Q2 10/27/23 Q4 4/1/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	SMART Goal: By the end of the second quarter, 75% of grade-level teams will have developed and implemented rubrics aligned with the learning targets.	CIWP TEAM and ILT	Second Quarter	In Progress
Action Step 1	Complete the scope and sequence which was started in SY23.	CIWP TEAM, ILT and Teachers	Second Quarter	In Progress
Action Step 2	Have rubrics completed for the entire year for each learning target.	CIWP TEAM, ILT and Teachers	Second Quarter	In Progress
Action Step 3	Review and revise the initial draft of their rubrics based on feedback and reflection.	CIWP TEAM, ILT and Teachers	Second Quarter	In Progress
Action Step 4	Communicate rubrics to students and fostering a shared understanding of the assessment criteria through Grading for Equity.	CIWP TEAM, ILT and Teachers	Second Quarter	Not Started
Action Step 5	Use rubrics align with grading practices to ensure consistency in assessing student work.	CIWP TEAM, ILT and Teachers	Second Quarter	Not Started
Implementation Milestone 2	SMART Goal: By the end of third quarter, 75% of grade-level teams will have developed and implemented common assessments aligned with the learning targets and rubrics.	CIWP TEAM, ILT and Teachers	Third Quarter	In Progress
Action Step 1	Have common assessments completed for the entire units.	CIWP TEAM, ILT and Teachers	Third Quarter	In Progress
Action Step 2	Implement the common assessments to collect data.	CIWP TEAM, ILT and Teachers	Third Quarter	In Progress
Action Step 3	Meet in grade-levels to discuss common assessment data	CIWP TEAM, ILT and Teachers	Third Quarter	In Progress
Action Step 4	Gother the data to plan for next steps in planning such as small groups or interventions.	CIWP TEAM, ILT and Teachers	Third Quarter	In Progress
Action Step 5				Select Status
Implementation Milestone 3	SMART Goal: By the end of the third quarter, 75% of grade-level teams will have planned lessons aligned with the standards, incorporating formative assessments, checks for understanding, and opportunities for feedback.	CIWP TEAM, ILT and Teachers	Fourth Quarter	In Progress
Action Step 1	Review the unpacked standards and rubrics to identify the learning objectives and skills to be addressed in each lesson.	CIWP TEAM, ILT and Teachers	Fourth Quarter	In Progress
Action Step 2	Complete units plans that clearly align with the standards and learning targets.	CIWP TEAM, ILT and Teachers	Fourth Quarter	In Progress
Action Step 3	Plan for differentiation within the lessons to accommodate the learning needs and styles of students. Identify strategies to challenge advanced learners, provide support to struggling students, and engage all learners effectively.	CIWP TEAM, ILT and Teachers	Fourth Quarter	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	SMART Goal: By the end of the fourth quarter, 75% of grade-level teams will have implemented a system for reassessments and interventions to support student learning and growth.	CIWP TEAM, ILT and Teachers	Fourth Quarter	Select Status
Action Step 1	Develop a comprehensive reassessment action plan. This plan should outline the procedures and criteria for allowing students to request reassessments on specific learning objectives or assessments. Define the timeline, eligibility criteria, and any necessary documentation for the reassessment process.	CIWP TEAM, ILT and Teachers	Fourth Quarter	Select Status
Action Step 2	Develop a revision plan identifying essential concepts and skills students may struggle with and require additional support. This plan should also outline the intervention strategies and resources that will be used to address these challenges effectively. Collaborate with teachers and instructional specialists to ensure the revision plan aligns with the curriculum and learning objectives.	CIWP TEAM, ILT and Teachers	Fourth Quarter	Select Status
Action Step 3	Regularly review the outcomes of the reassessment and intervention system. Analyze the data to determine its effectiveness in supporting student learning and growth. Identify areas of success and areas for improvement.	CIWP TEAM, ILT and Teachers	Fourth Quarter	Select Status

Action Step 4	Establish a monitoring system to track the progress of the reassessment and intervention plan throughout the fourth quarter.	CIWP TEAM, ILT and Teachers	Fourth Quarter	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Teachers will embark on a series of milestones to implement self-paced learning structures and empower students to take ownership of their education. The first milestone involves introducing the concept of self-paced learning to teachers through Modern Classroom Project training on designing and implementing such structures. In the second milestone, teachers will collaborate to adapt the existing curriculum to suit self-paced learning, defining clear learning objectives and milestones for students to achieve within specific time frames. The third milestone entails the development of user-friendly progress trackers that enable students to visualize their progress, set goals, and access additional resources. In milestone four, teachers will work individually with students to create personalized learning plans, aligning them with the established curriculum and learning objectives. Teachers will evaluate the overall impact of self-paced learning, celebrating achievements, and fostering a dynamic and student-centered learning environment.

SY26 Anticipated Milestones By the third year, teachers will have incorporated blended learning into their self-paced teaching methodologies creating a more personalized and customized learning experience for each student. By leveraging technology and digital resources, teachers can offer diverse learning materials, interactive activities, and multimedia content that cater to individual learning styles and preferences. This approach allows students to progress through the curriculum at their own pace, accessing and revisiting learning materials as needed while receiving targeted support and interventions from their teachers when required. By embracing blended learning in their self-pacing framework, teachers will be better equipped to meet the unique needs of their students, enhance engagement and motivation, and ultimately achieve the goal of providing personalized learning experiences that support each student's academic growth and success.

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

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
iReady data will be use to track student progress in grades K-2 math.	Yes	iReady (Math)	Overall	60	64	68	72
			Select Group or Overall				
Star360 data will be use to track student progress in grade 3-8 in math.	Yes	STAR (Math)	Overall	35	40	45	50
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	To achieve the practice goal of providing students with a grade-level, standards-aligned learning experience, teachers will engage in collaborative efforts. This collaboration involves a thorough review of grade-level standards, aiming to identify key skills and concepts. These identified elements will then serve as the foundation for the development of consistent and well-rounded assessments. To aid in evaluating student progress, teachers will also have access to rubrics designed to assess the extent of learning achieved.	By the SY25, with the aim of achieving the practice goal of providing students with a grade-level, standards-aligned instructional experience, teachers will have successfully developed all the necessary common assessments. Furthermore, they will have commenced efforts to implement self-paced structures that enable students to independently access grade-level content.	By SY26, in pursuit of the practice goal to deliver students a grade-level, standards-aligned instructional experience, teachers will have effectively crafted all essential common assessments and formulated units featuring self-paced structures. This progress will lead teachers to initiate the implementation of the self-paced learning model within their classrooms. To ensure its effectiveness, regular rigor walks will be undertaken to gather updates on the model's integration and impact.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Teachers will collaborate within their teams to fulfill the practice goal of implementing evidence-based assessment for learning practices on a daily basis across all classrooms. This collaboration involves a comprehensive review of standards, facilitating the selection or creation of suitable common assessments that effectively gauge students' performance against those standards. Subsequently, teachers will convene to analyze the gathered data, enabling them to determine the subsequent instructional steps with precision.	By SY25, teachers will strive to implement evidence-based assessment for learning practices daily in every classroom. They will have successfully designed common assessments along with corresponding rubrics, developed comprehensive units, and initiated the planning phase for the incorporation of self-paced structures. To ensure the effectiveness of these efforts, regular rigor walks will be carried out to provide updates on the progress being made.	By SY26, educators will be dedicated to the integration of evidence-based assessment practices for daily learning in every classroom. They will have curated or chosen the relevant common assessments for implementation within their teaching environments. Simultaneously, efforts will be directed towards the adoption of a self-paced learning model, aimed at achieving personalized and tailored learning experiences for students.
Select a Practice			

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
iReady data will be use to track student progress in grades K-2 math.	iReady (Math)	Overall	60	64	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Star360 data will be use to track student progress in grade 3-8 in math.	STAR (Math)	Overall	35	40	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	To achieve the practice goal of providing students with a grade-level, standards-aligned learning experience, teachers will engage in collaborative efforts. This collaboration involves a thorough review of grade-level standards, aiming to identify key skills and concepts. These identified elements will then serve as the foundation for the development of consistent and well-rounded assessments. To aid in evaluating student progress, teachers will also have access to rubrics designed to assess the extent of learning achieved.	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Teachers will collaborate within their teams to fulfill the practice goal of implementing evidence-based assessment for learning practices on a daily basis across all classrooms . This collaboration involves a comprehensive review of standards, facilitating the selection or creation of suitable common assessments that effectively gauge students' performance against those standards. Subsequently, teachers will convene to analyze the gathered data, enabling them to determine the subsequent instructional steps with precision.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Teachers throughout the school have been trained to use Branching Minds and input data about academic needs/progress monitor.

Clinton has an MTSS coordinator who collaborates with other schools and districts on our continuum.

Clinton has an intervention team that correlates data on students, provides small group instruction, and monitors progress.

Teachers completed insight surveys in Branching Minds for ALL students to document strengths and weaknesses, including collaboration between interventionists and classroom teachers when necessary.

DL and EL teachers collaborate to progress monitor student growth especially for Tier 2 and Tier 3 students.

IEP teams determine and discuss LRE placement for each individual student. The data shows most students receive direct services in LRE 1 and LRE 2.

What is the feedback from your stakeholders?

Feedback for Branching Minds: MTSS coordinator has helped support other teachers and schools with Branching Minds. Teachers would like more support and training on Branching Minds. Teachers would also like more support on what to do when strong trends are not clear. More training on how to find the correct intervention for specific needs. More ways to support the tiering system in Branching Minds and ways to clarify the tiers.

Feedback for Intervention: Intervention is difficult for teachers to support in large classes. Scheduling needs to support different small group interventions. Establish criteria to determine what subject in intervention is most needed.

Feedback for EL: Teachers need more support with EL strategies for differentiating and intervention. Teacher's need the ELPT's to provide tangible takeaways and classroom support. ELPT will work with Transitions Committee to support newcomers and their transition into classrooms. Teachers need more resources and technology for translations in multiple languages.

Feedback for DL: Co-teaching styles and expectations need to be clear. More mentoring and discussion about partnerships. More collaboration and consistency within the school.

Feedback for Gifted: Schoolwide enrichment is a goal but a purposefully designed plan to meet the needs of all students should be considered. The Department of Advanced Learning observed a lack of opportunities for students to engage with same-age peers outside of the gifted program and suggested creating interest-based spaces might help broaden social groups but still meet academic needs.

What student-centered problems have surfaced during this reflection?

Student ability to access content based on their individual learning needs.

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?

[Return to Top](#)

Determine Priorities

Resources:

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

Students...

The student-centered problem that our school aims to address in this priority is the inconsistency to provide differentiated instruction to meet the needs of our various learners including EL, DL, gifted, tier 2, and tier 3 students. The lack of personalized learning goals and individualized instruction, along with limited differentiation activities and instructional strategies, has resulted in students' needs being insufficiently supported.

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

[Return to Top](#)

Root Cause

Resources:

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

As adults in the building, we...

As adults in the building, the root cause for the student-centered problem identified in the school is the need for differentiation across all content areas. The lack of consistent differentiation has led to disparities in access to curriculum which leads to lack of student advocacy.

One contributing factor is the limited implementation of interventions within the general education setting. With utilization of the menu of interventions on a consistent basis students would be able to engage in content at their instructional level. Another underlying issue is the inconsistent use of language objectives (WIDA) in all content areas. With coaching from ELPTs teachers will build consistency with utilizing language objectives in order to meet the needs of our EL students. In order to address DL needs, general education and DL inclusion teachers, will increase collaborative efforts in planning including assessment development and implementation of instruction.

Furthermore, the school's instructional strategies and practices may not effectively address students' diverse learning needs. Insufficient differentiation activities and instructional strategies can result in students' needs not being adequately addressed, leading to disengagement, frustration, and limited progress.

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

Indicators of a Quality CIWP: Root Cause Analysis

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

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

[Return to Top](#)

Theory of Action

What is your Theory of Action?

If we.... [Resources:](#)

If we prioritize differentiation across all content areas, implement interventions within the general education setting, ensure consistent use of language objectives (WIDA), increase collaboration between general education and diverse learner (DL) inclusion teachers, and enhance instructional strategies, and practices to address diverse learning needs

then we see....

then we will see an increased access to curriculum, improved student advocacy, and enhanced academic progress for all students

which leads to...

which leads to improved student advocacy as seen in differentiated and inclusive practices, equitable access to grade-level curriculum, meaningful progress and academic success, promote language development and academic growth for EL students across content areas, and foster a culture of collaboration and coherence among teachers, leading to improved instructional outcomes for all students.

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.

[Return to Top](#) **Implementation Plan**

Indicators of a Quality CIWP: Implementation Planning [Resources:](#)

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	Dates for Progress Monitoring Check Ins
ILT/CIWP Teams	Q1 9/22/23 Q3 2/9/24
	Q2 10/27/23 Q4 4/1/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	By the end of Quarter 2, all teachers will implement specific EL strategies aligned with their curriculum in order to meet the needs of the varying EL levels within their classrooms.	ILT members	Quarter 2	In Progress
Action Step 1	ELPTs will introduce EL strategies within grade level meetings determined by SY23 ACCESS scores.	ELPT	Quarter 1	In Progress
Action Step 2	Within grade level meetings teachers will review the strategy and determine ways to implement the strategy within their content area.	ELPT, Teachers	Quarter 1	Not Started
Action Step 3	Impact of strategies will be determined through peer observation, data collection, and student feedback.	Teachers, ILT Members, ELPT	Quarter 2	Not Started
Action Step 4	Teachers will continue to utilize new EL strategies following the same implementation cycle.	ELPT, Teachers	Ongoing throughout the year	Not Started
Action Step 5				Select Status
Implementation Milestone 2	By the end of Quarter 2, 100% of teachers will use research based interventions consistently and with fidelity in their classrooms.	MTSS Coordinator and Interventionists	Quarter 2	In Progress
Action Step 1	MTSS coordinator will lead grade level meetings focused on supporting implementation and facilitation of classroom interventions.	MTSS coordinator, teachers	Quarter 1	In Progress
Action Step 2	Interventionists will collaborate with general education teachers to identify Tier 2 needs and create intervention plans	Intervention Team, teachers	Quarter 1	In Progress
Action Step 3	Grade level teams will meet to discuss and identify trends in Branching Minds, F&P data, Amira, Freckle Math, and other research based interventions being utilized in the classroom.	MTSS Coordinator, Teachers	Quarter 2	In Progress
Action Step 4	Review and reflect on interventions utilized and their overall effectiveness.	MTSS coordinator	Quarter 4	Not Started
Action Step 5	CGP teachers will meet monthly to discuss, identify and implement	CGP Coordinator, CGP	Quarter 4	In Progress
Implementation Milestone 3	By the end of the 23/24 school year, 75% of teachers will be using PL and Modern Classroom strategies to differentiate instruction, and support learning needs.	ILT members	Quarter 4	In Progress
Action Step 1	Teachers who have completed Modern Classrooms will be given release time to plan and collaborate.	All Modern Classrooms Teachers, Miguel Melchor	Quarter 1	In Progress
Action Step 2	Teachers will create short term learning plans for their units including culturally relevant texts, mastery checks, and various ways to assess student learning.	All Modern Classrooms Teachers, Miguel Melchor	Quarter 2 & Throughout the year	Not Started
Action Step 3	Teachers will utilize technology and create a shared document with technology resources and accessibility features that enhance student learning.	Teachers	Quarter 2	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	By the end of the year, 75% of co-teaching teams, as well as resource teachers, will collaborate in grade level teams to meet the needs of both DL, gifted and general education students.	ILT members	Quarter 4	In Progress
Action Step 1	Teachers will participate PD to revisit co-teaching models and strategies.	ILT members	Quarter 1	In Progress
Action Step 2	Co-teaching teams will create a contract reinforcing shared responsibility and teacher roles in the classroom.	ILT members	Quarter 1	Not Started
Action Step 3	Teachers will observe classrooms to identify successful co-teaching strategies.	ILT members	Quarter 2	In Progress
Action Step 4	Co-teaching teams will create a shared folder and meet weekly to plan for instruction	ILT members	Quarter 3	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones EL strategies and language objectives from SY24 will be embedded in all content area plans. All teachers will use the list of interventions to support specific skills needed in their classrooms in order to make yearly gains that would allow students to be on grade level by 8th grade graduation. All teachers use inclusive practices that will allow students to transition to a less restrictive environment.

SY26 Anticipated Milestones EL strategies and language objectives from SY25 will be embedded in all content area plans. All teachers will continue to use the list of interventions to support specific skills needed in their classrooms in order to make yearly gains that would allow students to be on grade level by 8th grade graduation. All teachers will continue to use inclusive practices that will allow students to transition to a less restrictive environment.

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

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Increase the percent of students achieving CPS benchmark on the Star360 math assessment by 3%	Yes	STAR (Math)	Overall	49%	52%	54%	56%
			Select Group or Overall				
12% of EL students transitioning out of of the program yearly	Yes	ACCESS	English Learners	10%	12%	14%	16%
			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:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All classroom teachers will create and monitor student intervention plans in Branching Minds tiers 2/3. Teachers will collaborate in monthly MTSS meetings focused on planning/implementing interventions, and progress monitoring.	MTSS team will continue to reinforce and monitor the use of Branching Minds in all classrooms.	MTSS team will work with teachers to reflect on effective interventions and find ways to integrate these practices into tier 1 instruction.
I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	Focused collaboration between DL /general education and DL resource/inclusion teachers will gather baseline data on the instructional strategies utilized in all diverse learning settings.	Implement DL strategies across all inclusion and resource setting with fidelity.	Focused collaboration between teachers will create a pathway for the most appropriate level of support for all diverse learners. This will be tracked by the number of DL students being included in the general education setting.
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Continue to push for 100% of Clinton teachers to be EL endorsed. Continue to make teachers aware of programs where they can obtain an EL endorsement. Schedule EL instructional support for all students placed in settings where a teacher is not EL endorsed. ELPT will lead monthly PD to increase the use of speaking and writing EL strategies.	Continue to push for 100% of Clinton teachers to be EL endorsed. Continue to make teachers aware of programs where they can obtain an EL endorsement. Schedule EL instructional support for all students placed in settings where a teacher is not EL endorsed. ELPT will lead monthly PD to increase the use of SWRL (speaking, writing, reading, listening) EL strategies in all lessons.	Continue to push for 100% of Clinton teachers to be EL endorsed. Continue to make teachers aware of programs where they can obtain an EL endorsement. Schedule EL instructional support for all students placed in settings where a teacher is not EL endorsed. ELPT will lead monthly PD to embed the use of SWRL (speaking, writing, reading, listening) EL strategies in lessons school-wide.

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the percent of students achieving CPS benchmark on the Star360 math assessment by 3%	STAR (Math)	Overall	49%	52%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

12% of EL students transitioning out of of the program yearly	ACCESS	English Learners	10%	12%	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:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All classroom teachers will create and monitor student intervention plans in Branching Minds tiers 2/3. Teachers will collaborate in monthly MTSS meetings focused on planning/implementing interventions, and progress monitoring.	Select Status	Select Status	Select Status	Select Status
I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	Focused collaboration between DL /general education and DL resource/inclusion teachers will gather baseline data on the instructional strategies utilized in all diverse learning settings.	Select Status	Select Status	Select Status	Select Status
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Continue to push for 100% of Clinton teachers to be EL endorsed. Continue to make teachers aware of programs where they can obtain an EL endorsement. Schedule EL instructional support for all students placed in settings where a teacher is not EL endorsed. ELPT will lead monthly PD to increase the use of speaking and writing EL strategies.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Overall attendance rates increased from 2021/2022 (89.1% to 91.46%) in 2022-2023. The attendance rates have not risen back to pre pandemic levels. This same dynamic is also evidenced in truancy and chronic absenteeism. Clinton rates on both measures have decreased but are still yet to reach pre pandemic levels. Our attendance team meets and has worked with students, parents, staff, and community partners to support student in need. On the Cultivate Survey the greatest opportunities for growth at Clinton were in: Growth Mindset, Academic Risk Taking, and Agency. In regards to "Belonging" our students reported a difference score of 51 in the winter and 61 in the spring. In the "Identity Safety" category students were surveyed at 54 (winter) and 62 (spring). These increases signal growth in these areas and point towards reinforcing existing supports.

What is the feedback from your stakeholders?

Parents and community members have expressed a need for greater access to student mental health care and other student supports that may assist in addressing overall student attendance. A more student centered process for supporting students returning from prolonged absence is needed. Families and students sometimes do not utilize CSI opportunities and teachers sometimes experience difficulty in achieving desired level of participation. Stakeholders have uncertainty about what programs are offered, to whom they are offered, etc. Enrollment in programs is inconsistent or students or procedures pertaining to enrollment are ambiguous. The Culture and Climate Team needs to be more student-centered. Restorative practice needs to be more formalized, more universally and consistently implemented and developed further on a school-wide basis.

What student-centered problems have surfaced during this reflection?

Students engage in social activities online that teachers and staff can observe and don't fully understand and it bleeds over into school and there are limited ways for us to directly control. Student engagement and involvement needs to be more deeply cultivated for students to develop higher motivation and enthusiasm so that attendance and participation are maximized.

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?

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

The student-centered problem that our school aims to address in this priority is more consistent and differentiated social emotional support that meet the needs of our various learners. The lack of engagement for some students and inability to resolve student-to-student conflict in and out of school independently has resulted in attendance and truancy concerns and inadequate commitment to academics.



Indicators of a Quality CIWP: Determine Priorities

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

Return to Top Root Cause

Resources:

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

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

As adults in the building, we...

As adults in the building, the root cause for the student-centered problem identified in the school is the need for more differentiated, integrated, and consistent SEL supports school-wide. The lack of consistent implementation and integration of restorative practices, digital citizenship, Second Step instruction, truancy and chronic absenteeism prevention/reintegration, and after school student engagement has led to schoolwide opportunities to improve student motivation, attendance, mental health, and academic performance.



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?

Resources:

If we....

If we prioritize differentiated, integrated, and consistent Social Emotional Learning (SEL) supports across committees, teams, and programs by fostering targeted collaboration school-wide



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....

then we will see more student led culture initiatives, an increased use of restorative practices, defined structures to combat chronic absenteeism and truancy, expansion of digital citizenship curriculum, augmentation of Second Step curriculum, and coordinated school wide efforts to increase awareness of student mental health



which leads to...

which will lead to an increase in student attendance, higher participation in out of school time programs, elevated student perceptions of belonging, lower incidents of student misconducts, and enhanced academic progress. 




[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 
 Counselor/BHT Team

Dates for Progress Monitoring Check Ins
 Q1 9/22/23 Q3 2/9/24
 Q2 10/27/23 Q4 4/1/24

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	All grade level teams will create a SEL scope and sequence aligning Second Step, Digital Citizenship, and other SEL supports resulting in an increase in students social competency.	Grade Level Teams	Second Quarter	In Progress
Action Step 1	Designate scheduled time for Tier 1 instruction (Second Step) to be provided to every group of students across all grade levels.	Grade Level Teams	Second Week of School	In Progress
Action Step 2	Ensure that all teachers have access to necessary Second Step resources based on schedule.	Counselor	Second Week of School	In Progress
Action Step 3	Grade level team meet to review second step curriculum and develop SEL Scope & Sequence	Grade Level Teams & Counselor	September 22, 2023	Not Started
Action Step 4	At the end of the first year of implementation, teams will meet to review and revise the scope and sequence to ensure maximum completion rate including a reduction in impulsivity, high risk aggressive behaviors, and an increase in student's social competency.	Grade Level Teams, Counselor, BHT, Culture & Climate Team	Fourth Quarter	Not Started
Action Step 5				Select Status
Implementation Milestone 2	Increase student participation in OST programming including summer 2024	SEL Teams, Resource Coordinator	Summer 2024	In Progress
Action Step 1	SEL Teams (BHT, Attendance, Culture & Climate) work with Resource Coordinator to develop OST programming based on student's needs and interests.	SEL Teams	September-October 2023	In Progress
Action Step 2	SEL Teams will meet to review Tier 2 students and determine appropriate interventions. (BHT will meet weekly, Attendance Team will meet bi-weekly, Culture & Climate Team will meet monthly)	SEL Teams	Ongoing based on meeting schedule	Not Started
Action Step 3	SEL Teams will utilize OST programming as an intervention for Tier 2 academic, SEL, or attendance concerns.	SEL Teams, Resource Coordinator	Ongoing based on meeting schedule	Not Started
Action Step 4	SEL teams and OST partners will meet quarterly to review Tier 2 students' progress.	SEL Teams, Resource Coordinator	End of Each Quarter	Not Started
Action Step 5				Select Status
Implementation Milestone 3	100% of teachers receive internal restorative practice training in grade level meetings resulting in a decrease in BHT referrals and discipline infractions.	Counselor, BHT Team, Admin	June 2024	In Progress
Action Step 1	Determine staff responsible for delivery of restorative practice training.	Counselor	August 2023	Completed
Action Step 2	Determine scope and sequence of restorative training to be delivered within grade level meetings	Counselor & Admin	September 2023	In Progress
Action Step 3	Restorative Practices will be delivered at grade-level meetings	Counselor	Ongoing throughout SY23	Not Started
Action Step 4	Classroom teachers/staff will reflect on Restorative Practices training	Counselor & Teacher Teams	Ongoing throughout SY23	Not Started
Action Step 5				Select Status
Implementation Milestone 4	Development of Student-led/centered Culture and Climate team	Counselor	First Quarter	In Progress
Action Step 1	Designate staff advisers.	Counselor	First Quarter	In Progress
Action Step 2	Create an interest form and have it disseminated to all 5-8th graders.	Counselor	First Quarter	In Progress
Action Step 3	Determine participants and hold initial meeting to determine schedule for meetings.	Counselor	First Quarter	In Progress
Action Step 4	Student team creates and implements 2 schoolwide events that facilitate a sense of student belonging.	Counselor	Second Semester	Not Started
Action Step 5	Student committee reflects and creates goals for next year.	Counselor	June 2024	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 All grade level teams will facilitate a talking circle session, at least one per quarter, by the end of SY25. 100% of primary grade level teachers will have instructed classroom students in the Zones of Regulation and integrated these elements into their classroom structures, resulting in a decrease of primary behavior incidents, as documented through BHT referrals and Aspen incident reports. 

SY26 Anticipated Milestones
 All grade level teams will facilitate a peace circle, at least one per quarter, by the end of SY26. Zones of Regulation elements will be incorporated into enrichment classes and ancillary spaces throughout the school day. 

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Clinton will see a decrease of 10% in number of repeated disruptive behaviors (4-6 SCC).	Yes <input type="checkbox"/>	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	34	30	27	24
			Select Group or Overall				
Clinton students experience an increase in their "sense of belonging" as a part of the Clinton Community by 10% as measured by the Cultivate survey.	Yes <input type="checkbox"/>	Cultivate	Overall	56	61	65	69
			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:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Utilize monthly SEL grade level meeting time to reflect and assess existing SEL curriculum, and reinforce and expand the use of restorative practices school-wide.	Utilize monthly SEL grade level meeting time to modify/augment existing SEL curriculum, and implement restorative practice talking circles school-wide.	Utilize monthly SEL grade level meeting time to vertically align SEL curriculum, and implement restorative practice peace circles school-wide.
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.	Attend CPS PD to support our Clinton Culture and Climate Team (CCT). Create collaborative links between Behavioral Health Team (BHT).	Plan school-wide SEL CCT initiatives with student CCT members that focus on the community needs identified in collaboration with BHT.	Build student leadership in Culture and Climate Team by facilitating student led school-wide initiatives.
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Collaborate with students, partners, staff, and community to both offer more programming and programming that is based on community interest/need.	Reflect on our Community School Initiative (CSI) partnership with Loyola University and apply to continue in the CPS program.	Continue to provide quality out-of-school-time programming as a part of CSI programming or independently utilizing CPS OST funding.

[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
Clinton will see a decrease of 10% in number of repeated disruptive behaviors (4-6 SCC).	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	34	30	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Clinton students experience an increase in their "sense of belonging" as a part of the Clinton Community by 10% as measured by the Cultivate survey.	Cultivate	Overall	56	61	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:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Utilize monthly SEL grade level meeting time to reflect and assess existing SEL curriculum, and reinforce and expand the use of restorative practices school-wide.	Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Connectedness & Wellbeing				
Reflection	Root Cause	Implementation Plan								
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.	Attend CPS PD to support our Clinton Culture and Climate Team (CCT). Create collaborative links between Behavioral Health Team (BHT).				Select Status	Select Status	Select Status	Select Status		
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Collaborate with students, partners, staff, and community to both offer more programming and programming that is based on community interest/need.				Select Status	Select Status	Select Status	Select Status		

If Checked:
Complete
IL-Empower
Section below

Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

If Checked:
No action needed

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



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

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	Our school is a Title I school operating a Schoolwide Program This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		
If Checked:	<input type="checkbox"/>	Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)
No action needed		

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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


SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Parent engagement priorities will center on: 1. Early Childhood Education: Helping parents understand child development milestones and providing resources to support learning at home. 2. Literacy: Encouraging parents to read with their children and providing strategies for improving reading skills. 3. STEM education: Promoting science, technology, engineering, and math education by offering workshops or information on STEM activities for parents and students. 4. Special education: Assisting parents in understanding their child's individual needs and providing resources, support, and advocacy. 5. College and career readiness: Providing guidance to parents on preparing their children for post-secondary education and future career paths. 6. Social-emotional learning: Offering resources and workshops to help parents support their child's emotional well-being and develop positive social skills. 

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