

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
Paulette Williams	Principal	ptwilliams@cps.edu
Valerie Williams-Johnson	Inclusive & Supportive Learning Lead	vwilliams-johnso@cps.edu
Wanda Williamson-Jackson	Connectedness & Wellbeing Lead	wrjackson2@cps.edu
Tabitha Spraggins	Parent	trspraggins@cps.edu
Crystal Denton	Inclusive & Supportive Learning Lead	cmdenton@cps.edu
Sinda Wilson	LSC Member	swilson36@cps.edu
Danielle Gross	Teacher Leader	degross@cps.edu
Laura Wallace	Teacher Leader	llwallace@cps.edu
Tabitha Spraggins	Teacher Leader	trspraggins@cps.edu
Corey Wolf	Connectedness & Wellbeing Lead	cwolf1@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	5/24/23	6/9/23
Reflection: Curriculum & Instruction (Instructional Core)	5/24/23	6/9/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/24/23	6/9/23
Reflection: Connectedness & Wellbeing	5/24/23	6/9/23
Reflection: Postsecondary Success	5/24/23	6/9/23
Reflection: Partnerships & Engagement	5/24/23	6/9/23
Priorities	5/24/23	8/18/23
Root Cause	5/24/23	8/18/23
Theory of Acton	5/24/23	8/18/23
Implementation Plans	5/24/23	8/18/23
Goals	5/24/23	8/18/23
Fund Compliance	5/24/23	9/1/23
Parent & Family Plan	5/24/23	9/1/23
Approval	5/24/23	9/14/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates 📅

Quarter 1	10/27/23
Quarter 2	12/22/23
Quarter 3	04/01/24
Quarter 4	06/07/24

Jump to...

[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

<p>Yes</p>	<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>-ILT should be proactive in ensuring equitable access to high-quality instruction and access to high-quality curricular materials. </p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
<p>Yes</p>	<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>Partially</p>	<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>-High-quality curricular materials requested in core content areas. Are we leveraging research-based, culturally responsible powerful practices What does that look like in the classroom? </p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p>
<p>Partially</p>	<p>The ILT leads instructional improvement through distributed leadership.</p>	<p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>		

			ACCESS
Yes	<p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p>		TS Gold
Yes	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</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 are exploring and in process of choosing high-quality curricular in Math & Science. 📝</p>	Interim Assessment Data
<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>-Tier 1 instruction should include rigor and student engagement. 📝</p>			

[Return to Top](#) **Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and</p>	<p>MTSS Integrity Memo</p>	<p>-All teachers (general education and EL endorsed) should have knowledge of the Tier 1 language supports provided to EL students. 📝</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p>

Yes	implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Continuum Roots Survey
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

-How are general education and EL endorsed teachers working together to support EL students? Need clearly defined roles or supports. 📝

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

-ACCESS testing for EL students. Are students progressing as ELs over the years? 📝

[MTSS Continuum](#)

[Roots Survey](#)

[ACCESS](#)

[MTSS Academic Tier Movement](#)


[Annual Evaluation of Compliance \(ODLSS\)](#)

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)


What student-centered problems have surfaced during this reflection?

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

-Are EL endorsed teachers maximizing Tier 1 instructional services? Are language objectives used across the content? 

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>Yes <input type="radio"/></p>	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>-We need a more detailed chronic absence plan for students returning to school; in addition to a parent note and/or doctor's statement. </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> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p>
<p>Partially <input type="radio"/></p>	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</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.

Partially

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

What student-centered problems have surfaced during this reflection?

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

-We would like to re-establish the Restorative Justice committee (student-voice). -We need a re-entry plan for students returning to school after chronic absenteeism.

What is the feedback from your stakeholders?

-There are no re-entry plans in place for students who are absent for a month (specifically Pre-K).

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?

-Current daily attendance-check practices are impactful. Obstacles involve students being absent for extended periods of time that have not been confirmed as medical-related.

[Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)

[Cultivate \(Belonging & Identity\)](#)

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

[Enrichment Program Participation: Enrollment & Attendance](#)

[Student Voice Infrastructure](#)

[Reduction in number of students with dropout codes at EOY](#)

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

<p>Yes</p>	<p>An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).</p>	<p>College and Career Competency Curriculum (C4)</p>
<p>Yes</p>	<p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>	<p>Individualized Learning Plans</p>
<p>Yes</p>	<p>Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).</p>	<p>Work Based Learning Toolkit</p>
<p>N/A</p>	<p>Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).</p>	
	<p>Industry Recognized Certification Attainment is</p>	<p>ECCE Certification List</p>

CPS Success Bound successfully implemented with intermediate and upper grades by the Counselor. 🙌

What is the feedback from your stakeholders?

-Counselor does well with implementing College & Career Readiness curriculum (Success Bound). Additionally college and career readiness schoolwide activities would benefit students. 🙌

- [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](#)
- [9th and 10th Grade On Track](#)
- [Cultivate \(Relevance to the Future\)](#)
- Freshmen Connection Programs Offered (School Level Data)

N/A	Industry recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager

What, 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?

-Some schoolwide activities implemented such as Network 13 high school fair and college t-shirt day. 📌

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.

-N/A 📌

[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	-Strong community and family partnerships and engagement. 📌	Cultivate 5 Essentials Parent Participation Rate

Jump to...

[Curriculum & Instruction](#)

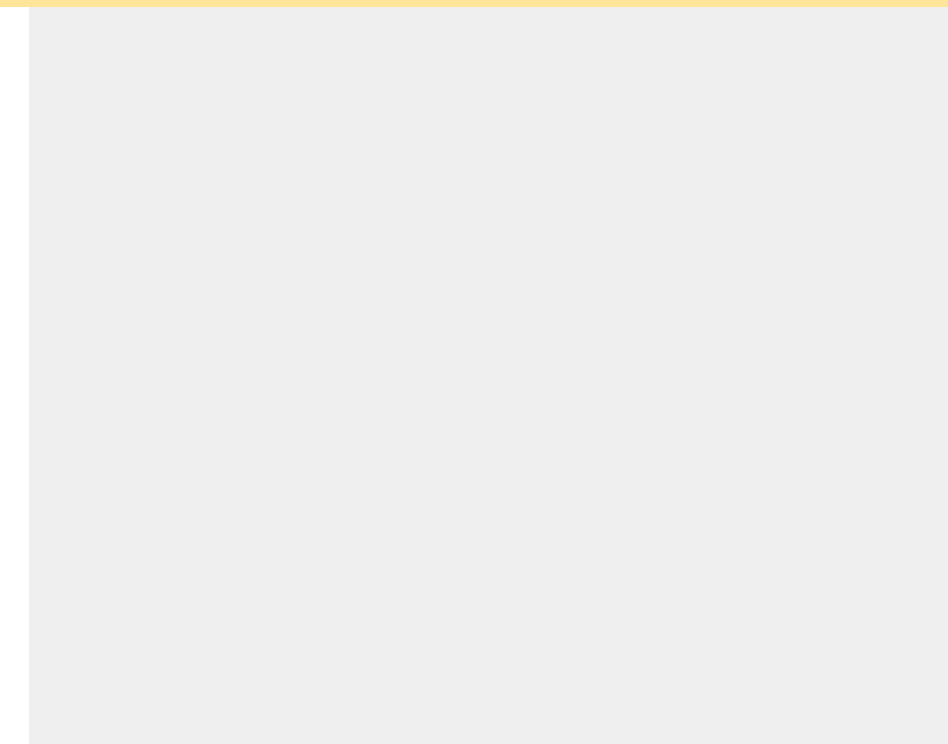
[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)

Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit
Yes	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric



What is the feedback from your stakeholders?
 -Strong community and family partnerships and engagement. 🙌

[5E: Involved Families](#)

[5E: Supportive Environment](#)

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

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

What 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.

-N/A



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?

-N/A



Jump to...

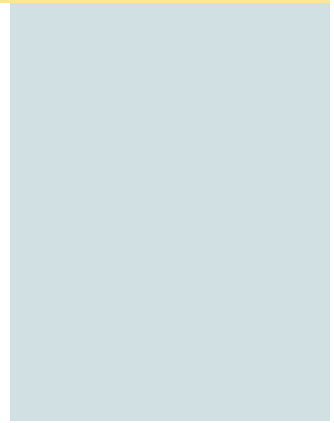
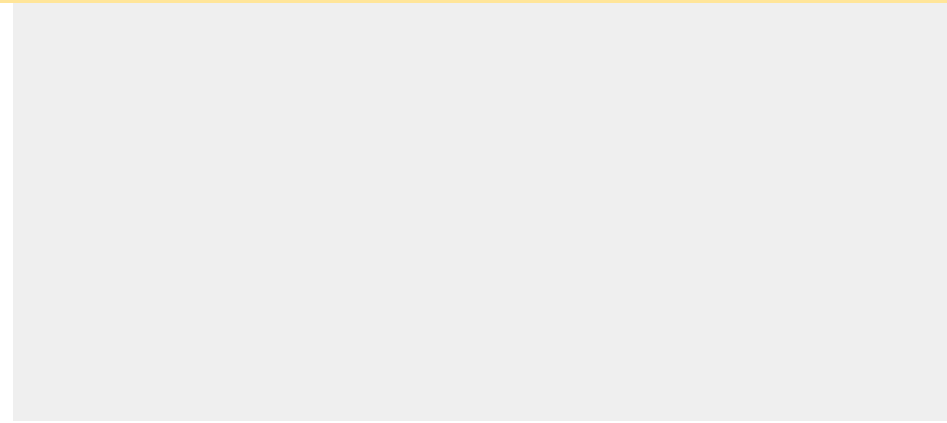
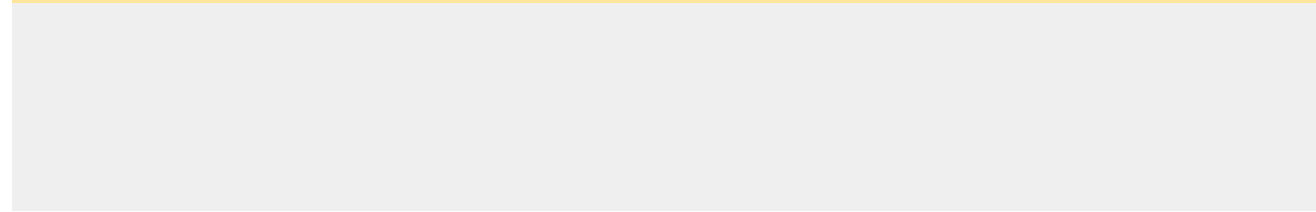
[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

-ILT should be proactive in ensuring equitable access to high-quality instruction and access to high-quality curricular materials.

What is the feedback from your stakeholders?

-High-quality curricular materials requested in core content areas. Are we leveraging research-based, culturally responsible powerful practices What does that look like in the classroom?

What student-centered problems have surfaced during this reflection?

-Tier 1 instruction should include rigor and student engagement.

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?

-We are exploring and in process of choosing high-quality curricular in Math & Science.

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

1. Students will develop a better understanding of modeling and reasoning (Math) and reading to understand.
2. Students engagement and academic discourse



Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources: 

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

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

As adults in the building, we...

1. As adults in the building we focus on the implementation and timeline fo the curriculum/scope and sequence more than demanding more depth of understanding, student explanation, and opportunites for more critical and analytical thinking. As adults in the building we don't regularly focus on content to collaboratively plan across grand bands.
2. As adults in the building we have to assist students in navigating to formulate questions, interpret/synthesize, and push peers thinking.



Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.


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Theory of Action

What is your Theory of Action?

If we....

Resources: 

1. If we have content focused meetings, around data, to collaborate and plan across all grade bands (Pre-K-8th) 
 2. If we buy high quality curriculum


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.


then we see....

1....then we will see school-wide focuses that are aligned academically within and across grade bands; we will also see data driven instruction. 
 2.then we will see meaningful practice, academic discourse, and more critical thinking.

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...

1.which leads to student developing a better understanding of concepts, modeling with mathematics, reasoning and constructing arguments in reference to their work. This will also lead to cohesion of grade levels. 
 2.which leads to student growth and connection to text.




[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 

Dates for Progress Monitoring Check Ins
 Q1 10/27/23 Q3 04/01/24
 Q2 12/22/23 Q4 06/07/24

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	100% of the teachers implementing the high quality curriculum with fidelity.	ILT, Interventionist, Teachers	August 22, 2023	In Progress

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction
Reflection	Root Cause	Implementation Plan				
Action Step 1	All teachers sign up for PD of the new curriculum		ILT, teachers	Ongoing	In Progress	
Action Step 2	Tier 2 Teachers provided support of curriculum implementation		ILT, teachers	Ongoing	In Progress	
Action Step 3	Tier 3 Teachers provided support of curriculum implementation (if needed)		ILT, teachers	Ongoing	In Progress	
Action Step 4	ILT and colleagues will conduct observation walks with feedback (as needed) to observe high quality curriculum		ILT, teachers	Ongoing	Not Started	
Action Step 5						
Implementation Milestone 2	100% of the teachers will receive admin/collegial feedback		ILT, teachers	Ongoing	In Progress	
Action Step 1	ILT provide feedback - lesson observations and compare to lesson plans, learning targets and assessments		ILT, teachers	Ongoing	Not Started	
Action Step 2	Peer Observations with feedback among ILT and staff		ILT, teachers	Ongoing	In Progress	
Action Step 3					Select Status	
Action Step 4					Select Status	
Action Step 5					Select Status	
Implementation Milestone 3					Select Status	
Action Step 1					Select Status	
Action Step 2					Select Status	
Action Step 3					Select Status	
Action Step 4					Select Status	
Action Step 5					Select Status	
Implementation Milestone 4					Select Status	
Action Step 1					Select Status	
Action Step 2					Select Status	
Action Step 3					Select Status	
Action Step 4					Select Status	
Action Step 5					Select Status	

SY25-SY26 Implementation Milestones

SY25
Anticipated
Milestones

100% of the students receiving high quality, rigorous instruction; 100% of the teachers implementing the curriculum with fidelity



Jump to...
Reflection

Priority
Root Cause

TOA
Implementation Plan

Goal Setting

Progress
Monitoring

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

SY26 Anticipated Milestones

Use various assessments (data points) to make sure enrichment and interventions students are receiving targeted teacher-led and/or student-led small group instruction on a regular basis; 100% of the teachers progress monitoring students and adjusting interventions as needed.



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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
80% or better of the students earning a B or better	Yes <input type="checkbox"/>	3 - 8 On Track <input type="checkbox"/>	Overall <input type="checkbox"/>	82%	84%	84%	85%
			Male <input type="checkbox"/>	77%	75%	75%	76%
100% of the teachers use high quality-rigorous instruction by implementing	No <input type="checkbox"/>	Learn Plan Succeed <input type="checkbox"/>	Overall <input type="checkbox"/>	80%	100%	100%	100%

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction				
Reflection	Root Cause	Implementation Plan	NO		Learn, Plan, Succeed					
rigorous instruction by implementing curriculum with fidelity.						Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 📌

Specify your practice goal and identify how you will measure progress towards this goal. 📌

		SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	We will monitor the progress of the practice goal by monitoring the high stakes and low stakes assessment. All teachers using high quality curriculum.		Most teachers implementing high quality curriculum.	100% teachers implementing high quality curriculum.
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT members will support colleagues by peer observations and lead PD as needed. Evaluations and staff feedback will be collected to determine the effectiveness of the support.		ILT teacher rate "Developing" on the ILT continuum.	ILT members rate better than "developing" on the continuum rating.
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
80% or better of the students earning a B or better	3 - 8 On Track	Overall	82%	84%	Select Status	Select Status	Select Status	Select Status
		Male	77%	75%	Select Status	Select Status	Select Status	Select Status
100% of the teachers use high quality-rigorous instruction by implementing curriculum with fidelity.	Learn, Plan, Succeed	Overall	80%	100%	Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	We will monitor the progress of the practice goal by monitoring the high stakes and low stakes assessment. All teachers using high quality curriculum.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT members will support colleagues by peer observations and lead PD as needed. Evaluations and staff feedback will be collected to determine the effectiveness of the support.	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	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?

-We need a more detailed chronic absence plan for students returning to school; in addition to a parent note and/or doctor's statement.

What is the feedback from your stakeholders?

-There are no re-entry plans in place for students who are absent for a month (specifically Pre-K).

What student-centered problems have surfaced during this reflection?

-We would like to re-establish the Restorative Justice committee (student-voice). -We need a re-entry plan for students returning to school after chronic absenteeism.

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?

-Current daily attendance-check practices are impactful. Obstacles involve students being absent for extended periods of time that have not been confirmed as medical-related.

[Return to Top](#) **Determine Priorities**

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

Resources: 

[Determine Priorities Protocol](#)

Students...

1. Students lack some trust in staff members
2. Students have safety concerns traveling to & from school and around the building.
3. Some students have chronic absences



Indicators of a Quality CIWP: Determine Priorities

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

[Return to Top](#) **Root Cause**

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

Resources: 

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

As adults in the building, we...

1. As adults in the building, we may approach common situation with a bias and varied levels of tolerances, which leads to inconsistent responses & results.
2. As adults in the building, we have dismissed students in an orderly manner and remained visibility to ensure all students were picked up.
3. As adults in the building, we sometimes have challenges motivating some students to attend daily



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: 

1. If we create and post school- wide rules & consequences and collaborate about staff's appr
2. If we are visible & strategically posted along students travel arriving and existing the buildir

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....

1.then we see staff accountability and consistency with approaches & outcomes related to student affairs
2.then we see students more comfortable & composed entering and existing the building
- 3..... then we see students more aware and/or motivated to attend school

which leads to...

1.which leads to improved teacher-student morale.
- 2....which leads to students feeling safe traveling to and from school.

[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	Dates for Progress Monitoring Check Ins
	Q1 10/27/23 Q3 04/01/24
	Q2 12/22/23 Q4 06/07/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	94% of students will attend school	Attendance Team	June, 2024	In Progress

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress](#) [Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

Connectedness & Wellbeing

Action Step 1	Begin to track daily attendance for students to locate gradebands, classes and individual students with poor or chronic absences	attendance team	On-going	In Progress
Action Step 2	Will monitor Tier 2 and 3 students to set individual attendance goals.	attendance team	On-going	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Students will conduct meetings and implement plans to address the interest and concerns of the student-body. Student inquiries will be address by the staff.	Student Council, Principal, Staff	On-going	In Progress
Action Step 1	Have conversation with the students regarding the varied needs of every student	Staff, Student Council, Principal	On-Going	In Progress
Action Step 2	Increase student voice in the building to make sure 5E is green for student-staff trust.	Students, Staff	On-Going	In Progress
Action Step 3	Increase staff ability to connect with students by making sure students can connect to staff by implementing quarterly activities.	Staff, Student Council, Principal	On-Going	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

- SY25 Anticipated Milestones**
By increasing student voice throughout the building, students will feel more involved, which will be evident in the 5 essentials progressing to yellow 📌
- SY26 Anticipated Milestones**
By increasing student voice throughout the building, students will feel more involved, which will be evident in the 5 essentials progressing to green 📌

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

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

Resources: 📌

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

Performance Goals

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📌	Numerical Targets [Optional] 📌		
					SY24	SY25	SY26
Staff will identify students with poor or chronic absences	Yes	Increased Attendance for Chronically Absent Students	Overall	92%	94%	95%	96%
			Overall	26%	24%	24%	22%
Students will share, collaborate, and discuss their concerns and ideas.	No	5E: Supportive	Overall	Neutral	Neutral	Strong	Very Strong

Jump to... Reflection	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Connectedness & Wellbeing				
Students voices will be recognized and addressed by staff.		NO			Environment	Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 📌

Specify your practice goal and identify how you will measure progress towards this goal. 📌

	SY24	SY25	SY26
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Goal: 94% Using attendance data, staff will check-in w/ students; Communicate & assist (when needed) with complete e-Absent forms; Contact parents when required.	Goal: 95% Using attendance data, staff will check-in w/ students; Communicate & assist (when needed) with complete e-Absent forms; Contact parents when required	Goal: 96% Using attendance data, staff will check-in w/ students; Communicate & assist (when needed) with complete e-Absent forms; Contact parents when required "
P&E:3 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).	Students, who require support, will be paired with a staff member for routine check-ins Students will collaborate with classmates and peers across grade bands to share and discuss concerns within the student body. Students concerns and/or ideas will be recognized and addressed by staff.	Students, who require support, will be paired with a staff member for routine check-ins Students will collaborate with classmates and peers across grade bands to share and discuss concerns within the student body. Students concerns and/or ideas will be recognized and addressed by staff.	Students, who require support, will be paired with a staff member for routine check-ins Students will collaborate with classmates and peers across grade bands to share and discuss concerns within the student body. Students concerns and/or ideas will be recognized and addressed by staff.

[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
Staff will identify students with poor or chronic absences	Increased Attendance for Chronically Absent Students	Overall	92%	94%	Select Status	Select Status	Select Status	Select Status
		Overall	26%	24%	Select Status	Select Status	Select Status	Select Status
Students will share, collaborate, and discuss their concerns and ideas. Students voices will be recognized and addressed by staff.	5E: Supportive Environment	Overall	Neutral	Neutral	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:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Goal: 94% Using attendance data, staff will check-in w/ students; Communicate & assist (when needed) with complete e-Absent forms; Contact parents when required.	On Track	Select Status	Select Status	Select Status
P&E:3 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).	Students, who require support, will be paired with a staff member for routine check-ins. Students will collaborate with classmates and peers across grade bands to share and discuss concerns within the student body. Students concerns and/or ideas will be recognized and addressed by staff.	On Track	Select Status	Select Status	Select Status
		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)**





<p data-bbox="699 580 1715 614">Select a Goal</p>					
<p data-bbox="699 802 1715 836">Select a Goal</p>					
<p data-bbox="699 1024 1715 1058">Select a Goal</p>					

Parent and Family Plan

If Checked:
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections



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.

If Checked:
No action needed



Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)

SCHOOL & FAMILY ENGAGEMENT POLICY

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



The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.



At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.



Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.



Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.



Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.



Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.



Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.



Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.



Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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



The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.



The school will hold parent-teacher conferences.



The school will provide parents with frequent reports on their children's progress.



The school will provide parents reasonable access to staff.

- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

Parents WILL: Engage in SEL and academic events and workshops including - Attend Open House to share the high quality curriculum via curriculum, ELA , Skyline social studies, math and science nights; Attend Open House for student-led goal setting sessions; Attend Meet and Greet to ensure clear expectations and home-school communication; To attend quarter 1 and 3 Report Card Pick up days to have conference with teacher and staff as needed; To support at-home fluency activities to support the reading stamina efforts of the school; To attend field trips, assemblies and volunteer at events in order to support the students academically and increase academic discourse at home. Parents will select annual workshops based on needs assesments.



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