

CIWP Team & Schedules

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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
Eileen Considine	Principal	emconsidine@cps.edu
Veronica Barrera	AP	vramos2@cps.edu
Beth West	AP	bborsch@cps.edu
Ricka Martinez	Teacher Leader	riguerrero@cps.edu
Simone Norris	Curriculum & Instruction Lead	smnorris1@cps.edu
Amber Mescall	Teacher Leader	acmescall@cps.edu
Sofia Aguinaga	Connectedness & Wellbeing Lead	svaguinaga@cps.edu
Ana Cuevas	Inclusive & Supportive Learning Lead	acuevas42@cps.edu
Jenny Kuang	Teacher Leader	jkuang3@cps.edu
Jennifer Ford	Teacher Leader	jparise@cps.edu
Simon Toledano	Teacher Leader	stoledano@cps.edu
Olivia Kirchner	MTSS Lead	okirchner@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	5/25/23	7/6/23
Reflection: Curriculum & Instruction (Instructional Core)	7/13/23	7/26/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/10/23	7/26/23
Reflection: Connectedness & Wellbeing	7/13/23	8/31/23
Reflection: Postsecondary Success	7/13/23	9/5/23
Reflection: Partnerships & Engagement	7/13/23	9/5/23
Priorities	7/13/23	9/5/23
Root Cause	7/13/23	9/5/23
Theory of Acton	7/13/23	9/5/23
Implementation Plans	7/13/23	9/6/23
Goals	7/13/23	9/6/23
Fund Compliance	7/13/23	9/1/23
Parent & Family Plan	7/13/23	9/1/23
Approval	9/7/23	9/7/23

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	9/7/2023
Quarter 2	11/9/2023
Quarter 3	4/4/2024
Quarter 4	6/6/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics	
Yes	CPS High Quality Curriculum Rubrics All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	IAR students in 5th grew over time but comparatively need more supports so that more students would be on grade level in both ELA and MATH. (current 6th graders) Only 21% of students schoolwide are meeting expectations in math. Most of our students are EL students. There was a great amount of growth within preschool. At the BOY we had 28.5% meeting or exceeding in Preschool. At EOY we had 93.4% meeting or exceeding in preschool. For i-ready Reading and Math all grade levels grew in proficiency. Schoolwide our i-ready Reading Proficiency started at 16% and increased to 62% at EOY. All students in i-ready Reading demonstrated growth. For Math i-ready K-2 went from 8% proficient to 65% at EOY with 100% of students demonstrating growth. Grade 3-8 we made a significant amount of GROWTH from BOY to EOY. A few highlights include one of our 7th grade homerooms having 100%, and another at 95% growth in Math. The highest proficiency in Math was in a 3rd Grade at 95%. The highest growth in Reading was at 95% in one of our 3rd Grade classrooms. We also noticed that our Reading scores overall are higher than our Math scores on the state assessment again this year. Teachers utilize the scope and sequence aligned with the CCSS. Teachers' plans are reviewed by a team of teachers and feedback is provided.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math)	
Yes	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction Students experience grade-level, standards-aligned instruction.		What is the feedback from your stakeholders? Students in grades 6th-8th, take the Elevate survey. Students in grades PreK to 5 are given a survey that mirrors the Elevate Surveys. The results are analyzed and teachers create lessons, engage students in talking circles, etc. based on the data. The surveys allow teachers to get to know their students and create relationships. Parents are also given teacher created surveys which allows teachers some insight into students' home life. The ILT meets monthly to analyze assessment data and to create schoolwide powerful practices. The ILT observes colleagues and provides feedback to teachers. The ILT creates PD for teachers based on teacher needs, test data, student needs, etc. We have a variety of teacher teams who support teachers with unit planning, making sure that teachers are following the Scope and Sequence of IL state standards, providing accommodations and modifications for students, addressing student behavior, etc. Our MTSS Coordinator works closely with admin and teachers to monitor student progress and goals. Teachers work with their grade level teams and their grade band teams to create assessments, analyze student work, etc. to inform decision making and monitor progress toward EOY goals. Teachers create and implement assessments, utilize curricular assessments, Skyline assessments, Amplify assessments, etc.	iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Yes	Powerful Practices Rubric Learning Conditions 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.		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? Teachers are planning within grade levels and across grade bands on content areas in order to vertically align unit plans, instruction, etc. Within this planning, teachers are able to address gaps, create assessments together, share ideas, etc. Teachers are working together to create ELA/Writing rubrics for students to become familiar with and utilize across the content areas. Teachers are including differentiated learning practices within their unit plans that can be observed by colleagues and admin.	
Yes	Continuum of ILT Effectiveness Distributed Leadership The ILT leads instructional improvement through distributed leadership.			
Yes	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development 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	Assessment for Learning Reference Document Evidence-based assessment for learning practices are enacted daily in every classroom.			
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. Many students are struggling to meet or exceed the math standards. As an ILT, we need to analyze the gaps and how we can improve our instruction and increase the rigor across the grade levels in math.				

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	MTSS Integrity Memo MTSS Continuum Roots Survey 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.	After reviewing Access data we can see that the percent of students reaching proficiency has increased since last year. Students are also trending higher than the district in reaching proficiency. Students in the upper grades need ESL endorsed teachers in order to have ESL across the contents. The majority of students in Tier 2 and Tier 3 are meeting the goals. Roots survey indicated we need to use Branching Minds more consistently across the grade levels. We also need to utilize Branching Minds to capture SEL interventions. Language objectives were not clear across the content areas. Only 43% of T3 students in math have interventions logged and 41% of T3 students in Reading have interventions logged.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement
Yes	MTSS Integrity Memo 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.	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
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
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

Stakeholders including parents are looking for supports with language. Many newcomers have enrolled and there are SEL interventions and language services that need to be provided. Students need to be supported with language objectives. 52% of students with IEPs receive instruction in the LRE. We continue to increase this number every year. Our IEPs are well written and developed by our team. Diverse learners receive high quality instruction.

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?

Teachers received PD to practice creating Language Objectives within content area units. Teachers hired are either ESL, Bilingual endorsed, and/or in the process of getting endorsed. Teachers received PD around the Branching Minds platform, BHT and counselor referrals so that we can begin to capture interventions more consistently. Teacher providing Native Language in small group for 5th-8th grade newcomers. As a staff, we strive to increase the number of Diverse learners who are learning in the LRE.

- [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.

Some of our teachers struggle with providing appropriate accommodations and modifications consistently and across the content for Diverse Learners as well as English Language Learners. As a school, our teacher leaders and admin are supporting these teachers, providing teachers access to observing other teachers, providing teachers with non-evaluative observations, etc.

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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	The BHT meets twice a month to go over referrals. There is a specific referral process teachers must follow that has been communicated to the entire staff. All staff members are invited to participate in the meetings as well. Climate and Culture meets once a month and will begin to hold bi-monthly staff events to provide team building opportunities amongst staff. Culture and Climate works collaboratively to make school wide goals and implement structures to achieve said goals.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	School wide we practice Calm Classroom in the morning as a school and then each classroom does the exercises at least one more time throughout the day and whenever they need. Calm Corner Kits are going to be provided for all of the homeroom classes and resource classrooms. Second Step and Harmony are also accessible to staff members to use with their classes. Talking circles are also held weekly for students.	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
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.	What is the feedback from your stakeholders? 25% of students reported that they either do not feel safe/ or only somewhat safe in the bathrooms. 21% of students reported that they either do not feel safe/ or only somewhat safe in the hallways. Our schools supportive environment rating dropped from strong to neutral. Student teacher trust decreased by 10%. Students report they felt teachers do not keep their promises. Teacher teacher trust also decreased by 10%. Teachers reported some teachers do not respect each other and 7% disagree that teachers respect teachers who take the lead in school improvement efforts.	
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Admin and School Counselors individualize a plan per case based on the student needs. Once a plan has been developed, the plan is then disseminated to appropriate stakeholders to better assist the student in re-entering school. School Counselors have also put in place an attendance incentive for classroom, whole school, and individual.	

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.

Provide all students with Tier 1 interventions consistently. Assure all students feel safe in and around the school community. Currently 14.8% of our students are chronically truant and 6.8% are chronically absent.

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?

We included PD in WEEK O around student safety. With our Culture and Climate Team, we developed plans to be intentional about student safety. We also participated in

and staff are chronically absent. intentional about student safety. We also participate in community building activities daily with all staff to strengthen relationships. The counselors have contacted the parents of all chronically truant and/or absent students. Parents were invited to a meeting to discuss attendance and its importance.

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Select Rating	<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>Success Bound is implemented in grades 6th-8th during advisory time. School Counselors have implement college and career week. Students partake in activities that allow them to create career and college goals that will motivate them to further their postsecondary education.</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p>
Select Rating	<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>School Links is implemented by the School Counselors. This program has individualized learning plans for students in grades 6th-8th in which the students complete throughout the school year. Staff allows the students to work on this during advisory time and during the push in by school counselors.</p>	<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
Select Rating	<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>What is the feedback from your stakeholders?</p> <p>Students are given a pre/post college and career assessment throughout the school year to better serve our students. School Counselors have implement college and career week to expose our students to postsecondary education. This school year School counselors will be exposing our student body throughout the year through morning announcements on college and career and events that are planned during college and career week. 56% of students do not know what college or career they would like in the future. 76% of students are not aware if the career they would like to have requires a college degree.</p>	<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
Select Rating	<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>		
Select Rating	<p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		
Select Rating	<p>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).</p>		
Select Rating	<p>Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).</p>		
<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>Trying to provide more opportunities for students to engage in College and Career activities...activities that spark interest in them.</p>			

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Select Rating	<p>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.</p>	<p>Our school's supportive environment rating decreased from strong to neutral. We have a strong parent participation at LSC, BAC, and PAC meetings. Parents participate as mentors in classrooms. There are parents who volunteer as patrol members daily. Feedback received from the district and the network is that Columbia has strong parent participation and engagement.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
	<p>Reimagining With Community Toolkit</p>		<p>5E: Supportive Environment</p>

<p>Select Rating</p>	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
<p>Select Rating</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>Feedback from stakeholders has increased for parent engagement/family nights. Parents are looking for opportunities to engage with their children in the school setting. 📌</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?</p> <p>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>Stuents who may not have parents that can attend or volunteer. Students want to see their parents engaged in the school community. 📌</p>		<p>Recruiting parents to volunteer. Encouraging teachers to communicate using Remind. Emphasizing contacting parents to praise students. Encouraging parents to attend meetings in person and/or virtually for parent meetings, Open House, Report Card Pick Up, etc. 📌</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.
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?

IAR students in 5th grew over time but comparatively need more supports so that more students would be on grade level in both ELA and Math. (current 6th graders) Only 21% of students schoolwide are meeting expectations in math. Most of our students are EL students. There was a great amount of growth within preschool. At the BOY we had 28.5% meeting or exceeding in Preschool. At EOY we had 93.4% meeting or exceeding in preschool. For i-ready Reading and Math all grade levels grew in proficiency. Schoolwide our i-ready Reading Proficiency started at 16% and increased to 62% at EOY. All students in i-ready Reading demonstrated growth. For Math i-ready K-2 went from 8% proficient to 65% at EOY with 100% of students demonstrating growth. Grade 3-8 we made a significant amount of GROWTH from BOY to EOY. A few highlights include one of our 7th grade homerooms having 100%, and another at 95% growth in Math. The highest proficiency in Math was in a 3rd Grade at 95%. The highest growth in Reading was at 95% in one of our 3rd Grade classrooms. We also noticed that our Reading scores overall are higher than our Math scores on the state assessment again this year. Teachers utilize the scope and sequence aligned with the CCSS. Teachers' plans are reviewed by a team of teachers and feedback is provided.

What is the feedback from your stakeholders?

Students in grades 6th-8th, take the Elevate survey. Students in grades PreK to 5 are given a survey that mirrors the Elevate Surveys. The results are analyzed and teachers create lessons, engage students in talking circles, etc. based on the data. The surveys allow teachers to get to know their students and create relationships. Parents are also given teacher created surveys which allows teachers some insight into students' home life. The ILT meets monthly to analyze assessment data and to create schoolwide powerful practices. The ILT observes colleagues and provides feedback to teachers. The ILT creates PD for teachers based on teacher needs, test data, student needs, etc. We have a variety of teacher teams who support teachers with unit planning, making sure that teachers are following the Scope and Sequence of IL state standards, providing accommodations and modifications for students, addressing student behavior, etc. Our MTSS Coordinator works closely with admin and teachers to monitor student progress and goals. Teachers work with their grade level teams and their grade band teams to create assessments, analyze student work, etc. to inform decision making and monitor progress toward EOY goals. Teachers create and implement assessments, utilize curricular assessments, Skyline assessments, Amplify assessments, etc.

What student-centered problems have surfaced during this reflection?

Many students are struggling to meet or exceed the math standards. As an ILT, we need to analyze the gaps and how we can improve our instruction and increase the rigor across the grade levels in math.

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?

Teachers are planning within grade levels and across grade bands on content areas in order to vertically align unit plans, instruction, etc. Within this planning, teachers are able to address gaps, create assessments together, share ideas, etc. Teachers are working together to create ELA/Writing rubrics for students to become familiar with and utilize across the content areas. Teachers are including differentiated learning practices within their unit plans that can be observed by colleagues and admin.

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Determine Priorities

Resources:

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

Students...
Students need opportunities to engage in writing in math. Students need consistent differentiated instruction. Students need exposure to rigorous math instruction.

[Determine Priorities Protocol](#)



Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources:

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

As adults in the building, we...
are not seeing the growth and proficiency we would like in Mathematics from BOY to EOY schoolwide. After analyzing iReady, Star 360 and IAR, we identified a need for more rigorous Math instruction, while providing interventions when needed. We will also continue to focus on differentiated instruction, with a focus on Math groups by using BOY and MOY data. We are also focusing on Writing throughout content areas and providing PD & resources for teachers to support with Writing instruction.



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....
If we focus on rigorous instruction and equitable access utilizing teacher expertise and targeted growth opportunities

Resources:




Indicators of a Quality CIWP: Theory of Action

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

then we see...
more productive outcomes for student academic and psychological growth



which leads to...
increased development of the whole child. 




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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 
Admin Team, ILT, Teacher Teams

Dates for Progress Monitoring Check Ins
Q1 9/7/2023 Q3 4/4/2024
Q2 11/9/2023 Q4 6/6/2024

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	100% of teachers will provide rigorous instruction to all students by utilizing grade level academic standards and behavior standards.	ILT, N8TLs, Grade Level Teams	May, 2024	In Progress
Action Step 1	Provide Tier 1 instruction for Reading, Math, and SEL.	ALL Staff	May, 2024	In Progress
Action Step 2	Continue to unit plan with grade level team focusing on grade level standards	ALL Staff	May, 2024	In Progress
Action Step 3	Conduct peer observations	ALL Staff	June, 2024	In Progress
Action Step 4	Begin to implement rigor walks	ILT	May, 2024	In Progress
Action Step 5	Include SEL standards and behavior in everyday instruction and weekly Advisory class	Teachers and Interventionists	June, 2024	In Progress
Implementation Milestone 2	All teachers will use a variety assessments based on our our school assessment plan across all grade levels and content areas.	Grade Level Teams	June, 2024	In Progress
Action Step 1	Utilizing peer assessments & self assessments	Grade Level Teams	June, 2024	In Progress
Action Step 2	Continue to design summative assessments collaboratively with grade level teams	Grade Level Teams	May, 2024	In Progress
Action Step 3	Plan for a variety of assessments within units.	Grade Level Teams	May, 2024	In Progress
Action Step 4	Engage teachers in LASW Protocol	Grade Bands	May, 2024	In Progress
Action Step 5	Meet with N8TLs to review and provide feedback for Unit Plans.	N8TLs and GLTs	May, 2024	In Progress
Implementation Milestone 3	Through utilizing data frequently to differentiate instruction, 100% of teachers will provide small group instruction daily throughout content areas.	Grade Level Teams	June, 2024	In Progress
Action Step 1	Look at BOY data to tier students	ALL staff	Sept., 2024	In Progress
Action Step 2	Meet monthly with BHT to discuss behavior/SEL interventions for students	BHT Team	June, 2024	In Progress
Action Step 3	Plan for small group instruction using individual students' learning paths and learning goals.	ALL staff	June, 2024	In Progress
Action Step 4	Review school-wide academic and SEL data at MOY and EOY.	ALL staff	June, 2024	In Progress
Action Step 5	GLM- discuss class assessments, tasks, and progress monitoring and document evidence in Branching Minds	All staff	June, 2024	In Progress
Implementation Milestone 4	100% of teachers will include language objectives in all units to demonstrate how students will use language across the content.	ELPT, EL Team, grade levels	June, 2024	In Progress
Action Step 1	Provide PD on language objectives to ALL staff.	ELPT	June, 2024	In Progress
Action Step 2	Meet with N8TLs to provide feedback around language objectives.	N8TLs/GLTs	May, 2024	In Progress
Action Step 3	Conduct walks to observe how students are learning language across the contents.	ILT, ELPT	June, 2024	In Progress
Action Step 4	Provide PD on supporting ELs across the content.	ELPT	June, 2024	In Progress
Action Step 5	Conduct peer observations focused on how students are using language across the content.	ILT	May, 2024	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones 
When observing classroom instruction, we will see at least 60% or more of teachers will providing rigorous instruction to all students by teaching to grade level academic and behavior standards. 75% of all teachers will incorporate a variety assessments throughout the school year in all content areas in order to meet students' individual needs and differentiate accordingly. At least 80% of teachers will include language objectives in all units to demonstrate how students will use language across the content.

SY26 Anticipated Milestones 
100% of teachers are providing all students instruction at grade level using academic and behavior standards. 100% of teachers are using a variety assessments based on our our school assessment plan throughout the school year. We will continue to llok at a variety of data and 100% of teachers will group students to differentiate instruction on a daily basis. We will continue to review unit plans every 5 weeks with the N8TL team & 100% of teachers will include language objectives in all units to demonstrate how students will use language across the content.

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

Resources: 

Indicators of a Quality CIWP: Goal Setting
Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).
Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

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

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.

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
Each year we will increase the number of students who meet or exceed standards in Mathematics on the IAR. We will also continue to decrease the number of students who scored in the red (DID NOT YET MEET EXPECTATIONS).	Yes <input type="checkbox"/>	IAR (Math)	Overall	17% met and/or exceeded standards	20%	22%	25%
			Select Group or Overall				
Each year we will continue to increase the number of students who score proficient on ACCESS and within the BRIDGING/REACHING levels. Last year 28 students were proficient.	Yes <input type="checkbox"/>	Quality Indicators of Specially Designed Curriculum	English Learners	10% of our students reached Proficiency on ACCESS	13%	16%	20%
			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:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Unit plans will demonstrate a variety of assessments including peer, self, classroom based, and standardized assessments in 50% of content areas (ELA & Math units.)	Unit plans will demonstrate a variety of assessments including peer, self, classroom based, and standardized assessments in 75% of content areas.	100% of unit plans will demonstrate a variety of assessments including peer, self, classroom based, and standardized assessments across the content areas and resource classes.
C&I:3 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.	After looking at BOY Star 360 & iReady Math Data, we will group students in order to differentiate to meet their needs and see adequate growth- 5% points by MOY and 10% by EOY.	By SY 25, we will see more overall student growth percentiles by 15% by EOY on the STAR 360 & iReady.	By SY26 our goal will be to see an increase of at least 20% growth for students in RED, YELLOW AND BLUE, with an increase of students ending the year in gree, which is our overall goal

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Each year we will increase the number of students who meet or exceed standards in Mathematics on the IAR. We will also continue to decrease the number of students who scored in the red (DID NOT YET MEET EXPECTATIONS).	IAR (Math)	Overall	17% met and/or exceeded	20%	Limited Progress	Select Status	Select Status	Select Status
		Select Group or Overall			Limited Progress	Select Status	Select Status	Select Status
Each year we will continue to increase the number of students who score proficient on ACCESS and within the BRIDGING/REACHING levels. Last year 28 students were proficient.	Quality Indicators of Specially Designed Curriculum	English Learners	10% of our students reached	13%	Limited Progress	Select Status	Select Status	Select Status
		Select Group or Overall			Limited Progress	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.	While conducting Rigor Walks, we will determine if the lesson is at least partially addressing grade level standards and is at the Comprehension taxonomy level.	Limited Progress	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Unit plans will demonstrate a variety of assessments including peer, self, classroom based, and standardized assessments in 50% of content areas (ELA & Math units.)	Limited Progress	Select Status	Select Status	Select Status
C&I:3 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.	After looking at BOY Star 360 & iReady Math Data, we will group students in order to differentiate to meet their needs and see adequate growth- 5% points by MOY and 10% by EOY.	Limited Progress	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.
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.
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?

After reviewing Access data we can see that the percent of students reaching proficiency has increased since last year. Students are also trending higher than the district in reaching proficiency. Students in the upper grades need ESL endorsed teachers in order to have ESL across the contents. The majority of students in Tier 2 and Tier 3 are meeting the goals. Roots survey indicated we need to use Branching Minds more consistently across the grade levels. We also need to utilize Branching Minds to capture SEL interventions. Language objectives were not clear across the content areas. Only 43% of T3 students in math have interventions logged and 41% of T3 students in Reading have interventions logged.

What is the feedback from your stakeholders?

Stakeholders including parents are looking for supports with language. Many newcomers have enrolled and there are SEL interventions and language services that need to be provided. Students need to be supported with language objectives. 52% of students with IEPs receive instruction in the LRE. We continue to increase this number every year. Our IEPs are well written and developed by our team. Diverse learners receive high quality instruction.

What student-centered problems have surfaced during this reflection?

Some of our teachers struggle with providing appropriate accommodations and modifications consistently and across the content for Diverse Learners as well as English Language Learners. As a school, our teacher leaders and admin are supporting these teachers, providing teachers access to observing other teachers, providing teachers with non-evaluative observations, etc.

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?

Teachers received PD to practice creating Language Objectives within content area units. Teachers hired are either ESL, Bilingual endorsed, and/or in the process of getting endorsed. Teachers received PD around the Branching Minds platform, BHT and counselor referrals so that we can begin to capture interventions more consistently. Teacher providing Native Language in small group for 5th-8th grade newcomers. As a staff, we strive to increase the number of Diverse learners who are learning in the LRE.

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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...

expressed the need to feel more safe throughout the school day, especially during transitions and in the bathroom on their survey.



Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources:

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

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

As adults in the building, we...

need to ensure that our students feel safe in the school building throughout the day, including the bathrooms and hallways. After reviewing the 5 Essentials Survey data, we feel like this is an area of need that we need to work on. We will also continue to work on building trust with our students, and administering student surveys throughout the year.



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

Resources:

What is your Theory of Action?

If we....

Connectedness - If we prioritize respect and healthy relationships between youth and adults of the CEA community, then we see students feeling more connected; building integrity; and feeling safer in a variety of situations which leads to higher quality experiences for all stakeholders.



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....

students feeling more connected, building integrity, and feeling safer in a variety of situations



which leads to...
higher quality of experiences for all.

[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
Climate and Culture Team, Teachers, Staff

Dates for Progress Monitoring Check Ins
Q1 9/7/2023 Q3 4/4/2024
Q2 11/9/2023 Q4 6/6/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100 % of teachers will implement community building activities to create community weekly during advisory, before or after lunch/recess, etc. Our school counselors will assist with this also when situations arise.	Teachers, ILT, Counselors	May, 2024	In Progress
Action Step 1	Daily Calm Classroom led by students each morning	Teachers and students	Daily	In Progress
Action Step 2	Second Step and Success Bound lessons taught weekly	Teachers and counselors	Daily	In Progress
Action Step 3	Harmony Cards	Teachers and counselors	Daily	In Progress
Action Step 4	Elevate Surveys (5th-8th) & Classroom Surveys (K-4)	Teachers and MGN	Quarterly	In Progress
Action Step 5	Talking Circles based on student survey results	Teachers and Culture and Climate	Daily as needed	In Progress
Implementation Milestone 2	100% of teachers will continue to monitor the hallways, bathrooms, etc., reminding students to continue to make positive choices during transitions, inside the bathroom, during lunch, recess, etc.	Teachers and Staff	May, 2024	In Progress
Action Step 1	Bathroom Protocols/Sign Out	Teachers and Staff	Review data biweekly	In Progress
Action Step 2	Hallway Protocols	Teachers and Staff	Daily	In Progress
Action Step 3	Recess Activities and Expectations	Teachers and Staff	Daily	In Progress
Action Step 4	Lunchroom Protocols	Teachers and Staff	Daily	In Progress
Action Step 5	Arrival and Dismissal Protocol	Teachers and Staff	Daily	In Progress
Implementation Milestone 3	100% of teachers will stay after school to engage students in after school activities, academic and/or extracurricular.	Teachers and staff	May, 2024	In Progress
Action Step 1	Provide opportunities for teachers and staff to plan and implement OST Programs.	Teachers and staff	May, 2024	In Progress
Action Step 2	Engage students in after school programs to support their social emotional health.	Teachers and counselors	May, 2024	In Progress
Action Step 3	Provide opportunities for teachers and staff to engage students in sports through CPS Score.	Teachers and staff	Each CPS Sports Season	In Progress
Action Step 4	Middle School Students, under the guidance of teachers, will serve as mentors for primary students.	Student Council Sponsors	May, 2024	Not Started
Action Step 5	Begin to offer after school activities to our earliest learners in PK.	Teachers and Staff	May, 2024	In Progress
Implementation Milestone 4	Columbia Explorers will end the year with a schoolwide attendance rate of 94.5%.	Counselors,		In Progress
Action Step 1	Students who are chronically absent/truant are on an attendance plan.	Counselors	June, 2024	In Progress
Action Step 2	Tier 1 Incentives - Schoolwide	Counselors, clerks, admin	June, 2024	In Progress
Action Step 3	Tier 2 Incentives - grade levels/homerooms	Counselors, clerks, admin	June, 2024	In Progress
Action Step 4	Tier 3 Incentives - specific students	Counselors, clerks, admin	June, 2024	In Progress
Action Step 5	Student attendance is monitored daily.	Teachers, clerks, counselors, admin.	Daily	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	80% of teachers are engaging students in community building activities throughout the school day. 85% of teachers and staff are reinforcing entry, dismissal, hallway, bathroom, recess and lunch behavior. 85% of teachers are engaging students and/or parents in after school activities throughout the week.	
SY26 Anticipated Milestones	100% of teachers are utilizing community building activities throughout the school day. 100% of teachers and staff are reinforcing entry, dismissal, hallway, bathroom, recess, and lunch protocols on a weekly basis. 100% of teachers are engaging students and/or parents in after school activities.	

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

Resources:

Indicators of a Quality CIWP: Goal Setting
Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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](#).

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

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

IL-EMPOWER 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
We want Supportive Environment to move from neutral to strong.	Yes	5E: Supportive Environment	Overall	neutral	strong	very strong	very strong
			NA				
Increase student average daily attendance to 94.5%.	Yes	Increase Average Daily Attendance	Overall	93%	94.50%	95%	96%
			NA				

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:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Language objectives will demonstrate how students use language in 50% of content areas (ELA & Math units.)	Language objectives will demonstrate how students will use language in 75% of content area unit plans.	Language objectives will demonstrate how students will use language in 100% of content area unit plans.
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.	50% of students in Tier 3 will have interventions logged within Branching Minds for Reading and Math. 25% of students receiving SEL interventions will have those interventions logged in Branching Minds.	60% of students in Tier 3 and Tier 2 will have interventions logged within Branching Minds for Reading and Math. 30% of students receiving SEL interventions will have those interventions logged in Branching Minds.	70% of students receiving academic interventions will have them logged within Branching Minds. 45% of students receiving SEL interventions will have the interventions logged within Branching Minds.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Students experience Tier 1 SEL curricula/instruction daily, in addition to calm classroom.	Students experience Tier 1 SEL curricula/SEL instruction twice a day in addition to calm classroom.	Students experience SEL curricula/SEL instruction 3 times daily including calm classroom.

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SY24 Progress Monitoring

Resources: 🏆

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
We want Supportive Environment to move from neutral to strong.	5E: Supportive Environment	Overall	neutral	strong	Limited Progress	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
Increase student average daily attendance to 94.5%.	Increase Average Daily Attendance	Overall	93%	94.50%	Limited Progress	Select Status	Select Status	Select Status
		NA			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:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Language objectives will demonstrate how students use language in 50% of content areas (ELA & Math units.)	Limited Progress	Select Status	Select Status	Select Status
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.	50% of students in Tier 3 will have interventions logged within Branching Minds for Reading and Math. 25% of students receiving SEL interventions will have those interventions logged in Branching Minds.	Limited Progress	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Students experience Tier 1 SEL curricula/instruction daily, in addition to calm classroom.	Limited Progress	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
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	<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.

The overarching goals for Parent engagement will be the following: Goal 1: Provide parents educational workshops around MTSS and the different Tiers of support, in addition to, how parents can support interventions in place at school including academic, attendance, and SEL interventions. Goal 2: Increase supports for students who are newcomers through available resources and our school community. Provide parents with tools and the knowledge to support students who are new to the country. Our partnership education parent meetings are held monthly following the organizational meeting and the parents select their meeting dates. Parents have the opportunity to provide feedback and give suggestions about topics for upcoming workshops and meetings. PAC members meet regularly with the Family and Community Engagement Coordinator to collaborate on ongoing plans. Our parent meeting calendar is edited and revised with the input of parent and community members to reflect the needs and suggestions of our members. Our partnership education parent meetings are held monthly following the organizational meeting and the parents select their meeting dates. Parents have the opportunity to provide feedback and give suggestions about topics for upcoming workshops and meetings. PAC members meet regularly with the Family and Community Engagement Coordinator to collaborate on ongoing plans. Our parent meeting calendar is edited and revised with the input of parent and community members to reflect the needs and suggestions of our members. At every meeting we will provide exit slips for parents and community members to provide feedback. We will utilize that feedback monthly to plan and make changes as needed. Our Bilingual Advisory Committee and our Title I ESEA / NCLB Parent Advisory Council also receive surveys to ensure their input is included as we review our *CIWP year round. Funds for Parent engagement will be utilized to provide workshops, ESL classes, technology classes, mental health education, as well as, other topics that parents feel are necessary to our school community. Funds will also be used to supply refreshments and supplies for parent educational workshops that will be aimed at Math and supporting language development. 3000- Parent Workshops 2000-Supplies 780-Refreshments



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