CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the CPS Spectrum of Inclusive Partnerships (from the CPS Equity Framework).

CIWP Team Guidance

Name ✏️	Role ✏️	Email ✏️
Zarree Walker	Principal	zfwalker@cps.edu
Cherise Treadwell	Curriculum & Instruction Lead	CLTreadwell@cps.edu
Nonenitt Joiner-Feazell	Teacher Leader	njoiner-feazell@cps.edu
Andre Jefferson	Other [Dean]	akjefferson1@cps.edu
Jennifer King	LSC Member	kingjks88@gmail.com
Kenneth Davis	LSC Member	ironman4053@gmail.com
Emmanuel Zervos	Teacher Leader	egzervos@cps.edu
Krystal Aguilar	LSC Member	Aguilar27krystal@gmail.com
	Select Role	
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	May 18th	June 27th
Reflection: Curriculum & Instruction (Instructional Core)	May 18th	July 21st
Reflection: Inclusive & Supportive Learning (Instructional Core)	May 18th	July 21st
Reflection: Connectedness & Wellbeing	May 18th	July 21st
Reflection: Postsecondary Success	May 31st	July 21st
Reflection: Partnerships & Engagement	May 31st	August 15th
Priorities	August 1st	August 15th
Root Cause	August 1st	August 15th
Theory of Acton	August 1st	August 15th
Implementation Plans	August 1st	August 15th
Goals	August 1st	August 15th
Fund Compliance	August 31st	September 10th
Parent & Family Plan	August 31st	September 10th
Approval	August 31st	September 10th

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	October 27th
Quarter 2	December 15th
Quarter 3	February 29th
Quarter 4	April 26

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

Return to Top

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	iReady
ELA - Kinder - strong movement from yellow to green. 0% made typical growth.
1st strong movement from yellow to green, however 9% regressed to the red category. 27% made typical growth.
2nd strong movement from the red category into the yellow and green category. 44% of students now at or above grade level, compared to 0% in Fall . 78% made typical growth.
Math - Positive movement in all grade levels!
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1st grade moved 18% of students into green category, cutting % in red by half. However, 64% are still in yellow. (Which students shifted from yellow to green?) Only 27% made typical growth.
2nd grade moved all students out of the red category and 66% of students are now in green. 100% made typical growth.

Star 360
(District benchmarks)
ELA - Overall positive movement on Star 360, when comparing spring to spring data. Decrease in % of students in red category and increase in students in green!

Math - Math data is a bit flat when comparing spring to spring data. This is in alignment to IAR. | IAR (Math)

IAR (English)

Rigor Walk Data (School Level Data)

PSAT (EBRW)

PSAT (Math)

STAR (Reading) |
| Yes | Students experience grade-level, standards-aligned instruction. | Rigor Walk Rubric

Teacher Team Learning Cycle Protocols

Quality Indicators Of Specially Designed Instruction | | |
| Partially | Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn. | Powerful Practices Rubric

Learning Conditions | **What is the feedback from your stakeholders?**

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] Teachers are struggling to implement the tier 1 curriculum with fidelity. They have indicated that they want more coaching and feedback on instruction.

Parents want to ensure students have access to the instructional support they need.

Students indicate the work is difficult at times, while others feel the work is too easy. | STAR (Math)

iReady (Reading)

iReady (Math)

Cultivate

Grades

ACCESS

TS Gold

Interim Assessment Data |
| Yes | The ILT leads instructional improvement through distributed leadership. | Continuum of ILT Effectiveness

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. | Customized Balanced Assessment Plan

ES Assessment Plan Development Guide

HS Assessment Plan Development | | |
| Partially | Evidence-based assessment for learning practices are enacted daily in every classroom. | Assessment for Learning Reference Document | **What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**

We implemented a Semester 2 reboot to refine practices and expectations to ensure small group instruction is planned intentionally and implemented consistently. We are also integrating new supplemental resources: Nearpod, Freckle, and Star CBM.
Fidelity of small group instruction, including implementation of 2-3 rotating groups per day, per subject. Evidence of implementation demonstrated through lesson plans, marker board configuration, and student profile folders. | |

What student-centered problems have surfaced during this reflection?

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

Students do not receive rigorous, high -quality instruction that is aligned to the grade standards. Students do not experience the full depth of the curriculum with fidelity. Student assessment data isn't analyzed regularly in order for them to receive targeted instruction that meets their needs.

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
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo

MTSS Continuum | We have been implementing MTSS models 1A and 2 A, which require small groups of teams to track and monitor progress for a select group, not all students/teams. We're aligned to the model, but don't execute MTSS for all students. We were able to implement the Branching Minds system with small groups of students in the 22-23 school year and plan to implement the program school-wide, starting in SY23-24. . | Unit/Lesson Inventory for Language Objectives (School Level Data)

MTSS Continuum |

		Roots Survey	program school-wide, starting in SY23-24. .

DL: We are primarily resourcing students, implementation of the co-teaching and push in model is still a work in progress.

| Partially | School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. | MTSS Integrity Memo | ACCESS: 25% of students reached proficiency on the ACCESS assessment, which is the highest level reached within the last 4 years. We had some limitations due to staffing; our ELPT resigned mid-year, so we do not currently have a dedicated EL teacher. |

<div align="right">

Roots Survey

ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

</div>

What is the feedback from your stakeholders?

| Partially | 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 | We need to improve overall implementation of MTSS processes ✏ to ensure we provide interventions and progress monitor student growth with fidelity. Our community members feel as though parents should receive more consistent communication that outlines student progress, grade level mastery, and supports. Some parents have stated that they were unaware of their child's progress while others feel everything is clear in this area. |

| Yes | Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. | IDEA Procedural Manual | |

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?

| 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 | We executed a pilot MTSS program for tier ⅔ students in ✏ SY22-23.   The impact is inconclusive due to lack of consistency and fidelity of implementation. |

| Partially | There are language objectives (that demonstrate HOW students will use language) across the content. | | |

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Student interventions are not being implemented with consistency for tier 2 and tier 3 students. Student progress monitoring and documentation is't being recorded, so we lack clarity on effectiveness of intervention implementation. ✏

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	Students are not receiving appropriate SEL intervention and ✏ support. In SY23, we had 30 total suspension activities, including 23 OSS, 3 ISS, and 4 other actions. This is a reduction from SY22, where we had 55 total incidents, mainly ISS (23) and other actions (13). Our ISS, were reduced drastically from 23 in SY22 to 3 in SY23, however, our OSS increased from 19 in SY22 to 23 in SY23. The average length of OSS in was 1.43 days and ISS averaged 1.67 days. We need to incorporate more instructive, corrective, restorative practices into our consequence ladder, as this was implemented only 13% of the time when responding to student behaviors. The majority of our behavioral incidents fall under group 4, with a few spread across groups 2,3,5, and 6. The most common misconduct type in SY23 was assault (6) and fighting (9) (more than 2 people).	% 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
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		OST programming can be strengthened. Out of our 2 programs in SY23, we had a 81% attendance rate, but were only at 43% capacity. Our SY23 student attendance rate was 93.2%, which is an increase over the last two years. Our chronic absenteeism rate also decreased drastically from 36 in SY22 to just 19 in SY23. Our Cultivate student survey data indicates our three lowest areas are classroom community, meaningful work, and student voice.	Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
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?** Our Cultivate student survey data indicates our three lowest domain ✏ areas are classroom community, meaningful work, and student voice. Our staff and leadership team would like to see more student participation on the student voice committee in order to build students' confidence with showcasing their talents and advocating for themselves. There is a need to continue to enhance the practices of the Behavioral Health Team. Teacher leaders would like to work on creating a healthy balance of after school programming that meets scheduling needs and still prioritizes student academic success. There is an ongoing need for additional strategies and practices that lead to increased student attendance.	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data)

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

Enrichment Program Participation: Enrollment & Attendance

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Although we have improved in classroom community, meaningful work, and student voice from winter to spring on the Cultivate survey, students still rate these areas significantly low overall. SEL interventions and support are also not being implemented, so students need specific SEL supports, voice/autonomy and opportunities to strengthen connections within the classroom community.

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?

BHT meetings resulted in improvements within implementation of tier 2/3 interventions. We worked to hold teachers accountable to implementing multiple corrective action strategies and interventions before referring students to the dean. Our OST programming options have extended drastically. We have executed a comprehensive attendance plan that includes both proactive and responsive measures for tier 2/3 attendance students.

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	Our on-track rate for SY23 was 41%, with 28% almost on track, 9% near on-track, and 14% far from on-track. Our off track rate was 9%, which was consistent throughout the year, starting around week 11, which indicates our students who were off-track stayed off track throughout the year and didn't shift categories. In fact, students who fell within each category remained pretty consistent throughout most of the year.	Graduation Rate
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Program Inquiry: Programs/participation/attainment rates of % of ECCC
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit		3 - 8 On Track
Yes	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).			Learn, Plan, Succeed
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		% of KPIs Completed (12th Grade)
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		College Enrollment and Persistence Rate
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		9th and 10th Grade On Track

Metrics (continued):
Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data)

What is the feedback from your stakeholders?

Students want more opportunities to attend field trips and activities aligned to future goals. Parents want more enrichment opportunities, including college trips, tours, seminars, etc.

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?

Our progress within this foundation was limited due to staffing because we didn't have a school counselor who was dedicated to problem-solving around ways to improve student on-track rates. So, we have implemented the student learning goals and portfolios but the intentional post secondary portion was not implemented due to not having a counselor.

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Student off-track rates remained consistent throughout most of the year, so students didn't move up into the higher categories. We did not have a consistent system and protocol to ensure we were able to analyze and problem-solve around student on-track rates.

Partnership & Engagement

Return to Top

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Crown did not have enough parent and teacher participation to receive a rating in the involved families domain of the SY23 5Essentials survey. However, our SY22 data indicates parent involvement and teacher-parent trust was rated neutral and parent influence on decision making was weak. Supportive environment for SY23 was rated lower than in SY22. Each category, peer support, academic personalism, student-teacher trust, and safety all took a dip in SY23, which correlates to our student Cultivate survey data.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
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?** *[feedback trends across stakeholders; feedback trends across specific stakeholder groups] Parents, especially our LSC members have given feedback indicating the need for more opportunities to provide feedback and have input on decision making. This is also reflective of our SY22 5Essentials survey 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.

[problems experienced by most students; problems experienced by specific student groups]. Parents don't currently have consistent opportunities to provide feedback and input on school-wide initiatives and activities, which creates lack of buy-in and engagement. Students aren't benefiting from a strong home-school partnership.

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?

[impact on most students; impact on specific student groups] Our last CIWP had a priority focus on increasing parent/family engagement. The implementation of this priority allowed us to engage our families more consistently and had a positive impact on student behaviors, as we saw a major reduction in student suspensions and other behavioral infractions from SY21 to SY23.

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. |

| 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. |

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

What are the takeaways after the review of metrics?

iReady
ELA - Kinder - strong movement from yellow to green. 0% made typical growth.
1st strong movement from yellow to green, however 9% regressed to the red category. 27% made typical growth.
2nd strong movement from the red category into the yellow and green category. 44% of students now at or above grade level, compared to 0% in Fall . 78% made typical growth.
Math - Positive movement in all grade levels!
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1st grade moved 18% of students into green category, cutting % in red by half. However, 64% are still in yellow. (Which students shifted from yellow to green?) Only 27% made typical growth.
2nd grade moved all students out of the red category and 66% of students are now in green. 100% made typical growth.

Star 360
(District benchmarks)
ELA - Overall positive movement on Star 360, when comparing spring to spring data. Decrease in % of students in red category and increase in students in green!

Math - Math data is a bit flat when comparing spring to spring data. This is in alignment to IAR.

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]
Teachers are struggling to implement the tier 1 curriculum with fidelity. They have indicated that they want more coaching and feedback on instruction.

Parents want to ensure students have access to the instructional support they need.

Students indicate the work is difficult at times, while others feel the work is too easy.

What student-centered problems have surfaced during this reflection?

Students do not receive rigorous, high -quality instruction that is aligned to the grade standards. Students do not experience the full depth of the curriculum with fidelity. Student assessment data isn't analyzed regularly in order for them to receive targeted instruction that meets their needs.

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

We implemented a Semester 2 reboot to refine practices and expectations to ensure small group instruction is planned intentionally and implemented consistently. We are also integrating new supplemental resources: Nearpod, Freckle, and Star CBM.
Fidelity of small group instruction, including implementation of 2-3 rotating groups per day, per subject. Evidence of implementation demonstrated through lesson plans, marker board configuration, and student profile folders.

Determine Priorities

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

Students...

Students do not receive rigorous, high -quality instruction that is aligned to the grade standards, which means they do not experience the full depth of the curriculum with fidelity.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

do not consistently and effectively progress monitor our instructional and assessment data in order to problem-solve ways to address student needs.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

create protocols for the ILT to consistently progress monitor instructional implementation and student assessment data (per the Distributed Instructional Leadership Foundational

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

Curriculum & Instruction

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....

admin, teachers, and support staff consistently engaging in problem-solving on instruction and outcomes ✍️

which leads to...

improved implementation of the curriculum with fidelity (including differentiated options for all tiers) and increased student achievement on curricular assessments. ✍️

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 ✍️

Principal/Lead Instructional Coach/ILT

Dates for Progress Monitoring Check Ins

Q1	October 27th	Q3	February 29th
Q2	December 15th	Q4	April 26

	SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1	100% of teachers will implement the tier 1 curriculum with fidelity	Principal/Lead Instructional Coach	April 26	*Select Status*
Action Step 1	All teachers will participate in ongoing training for tier 1 curriculum implementation	Principal/Lead Instructional Coach	December 15	*Select Status*
Action Step 2	ILT members facilitate planning sessions during grade band team meetings to strengthen teacher instructional plans through collaboration.	Principal/Lead Instructional Coach	October 27th	*Select Status*
Action Step 3	ILT members review and provide feedback on teachers lesson/unit plans to ensure use of the core curriculum	Principal/Lead Instructional Coach	October 27th	*Select Status*
Action Step 4	ILT members conduct rigorwalks to observe, collect data, provide feedback during grade band team meetings on implementation of core curriculum, monthly	Principal/Lead Instructional Coach	December 15th	*Select Status*
Action Step 5	Tier 2 and 3 teachers identified, and assigned supports for curriculum implementation	Principal/Lead Instructional Coach	October 27th	*Select Status*
Implementation Milestone 2	The Instructional Leadership Team meets DEVELOPING components on the Continuum of ILT Effectiveness on the data driven, instructional expertise, instructional focus, goal oriented, and decision making categories	Principal/ILT	April 26th	*Select Status*
Action Step 1	ILT to review and become familiar with components of Continuum of ILT Effectiveness	Principal/ILT	October 5th	*Select Status*
Action Step 2	ILT to enter BOY ratings	Principal/ILT	October 5th	*Select Status*
Action Step 3	ILT to progress monitor implementation of rubric components to show improvement	Principal/ILT	December 15th	*Select Status*
Action Step 4	ILT to participate in relevant PD to improve rubric components	Principal	Monthly	*Select Status*
Action Step 5	ILT to execute appropriate action steps based on progress monitoring & PD	Principal	Monthly	*Select Status*
Implementation Milestone 3	60% of teachers analyze unit assessments within the tier 1 curriculum and create reteaching plan for students.	Principal/Lead Instructional Coach	April 26th	*Select Status*
Action Step 1	ILT to finalize unit assessment expectations and protocol	Principal/Lead Instructional Coach	October 15th	*Select Status*
Action Step 2	ILT to finalize unit assessment calendar and meeting cadence	Principal/Lead Instructional Coach	October 15th	*Select Status*
Action Step 3	ILT to roll out expectations to staff	Principal/Lead Instructional Coach	October 31st	*Select Status*
Action Step 4	ILT to implement meeting cadence	Principal/Lead Instructional Coach	November 1st	*Select Status*
Action Step 5	Teachers implement action/reteach plans	Principal/Lead Instructional Coach	November 15th	*Select Status*
Implementation Milestone 4	100% of teachers conduct at least 5 peer observations			*Select Status*
Action Step 1	ILT to develop peer observation expectations, protocol, and rubric	ILT	October 1st	*Select Status*
Action Step 2	ILT to communicate peer observation expectations to staff	ILT	October 15th	*Select Status*
Action Step 3	1st cycle of Peer observations commence	ILT	October 27th	*Select Status*
Action Step 4	ILT to highlight effective peer observation outcomes to staff	ILT	December 15th	*Select Status*

Curriculum & Instruction

| Action Step 5 | 2nd cycle of Peer observations commence | ILT | December 15th | *Select Status* |

SY25-SY26 Implementation Milestones

| SY25 Anticipated Milestones | -at least 50% of teachers differentiate the tier 1 curriculum
-meets PERFORMING components on the Continuum of ILT Effectiveness on the data driven, instructional expertise, instructional focus, goal oriented, and decision making categories
-100% of teachers analyze and respond to unit assessments within the tier 1 curriculum for either ELA or MATH. | ✏️ |

| SY26 Anticipated Milestones | --at least 75% of teachers differentiate the tier 1 curriculum
-meets TRANSFORMING components on the Continuum of ILT Effectiveness on the data driven, instructional expertise, instructional focus, goal oriented, and decision making categories
-100% of teachers analyze and respond to unit assessments within the tier 1 curriculum within ELA and MATH | ✏️ |

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
% of students meeting unit assessment goals	Yes	STAR (Reading)	Overall	25%	40%	50%	60%
			Students with an IEP	5%	10%	15%	18%
Increase in % of students on-track	Yes	Grades	Overall	41%	55%	65%	75%
			African American Male	25%	30%	45%	55%

Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals. ✏️ | Specify your practice goal and identify how you will measure progress towards this goal. ✏️ | | |
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers implement the tier 1 curriculum with fidelity.	Most teachers are utilizing approved instructional materials to implement and adjust instruction, including providing targeted instruction based on student needs.	ALL teachers are utilizing approved instructional materials to implement and adjust instruction, including providing targeted instruction based on student needs.
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT facilitates effective grade band planning sessions and provides professional development to staff to ensure effective implementation of the tier1 curriculum.	ILT meets PERFORMING components on the Continuum of ILT Effectiveness on the data driven, instructional expertise, instructional focus, goal oriented, and decision making	ILT meets TRANSFORMING components on the Continuum of ILT Effectiveness on the data driven, instructional expertise, instructional focus, goal oriented, and decision making
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.	ILT consistently progress monitors curriculum implementation and assessment outcomes.	Most teachers analyze and develop action plans based on student unit assessment data.	ALL teachers analyze and develop action plans based on student unit assessment data.

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

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

Curriculum & Instruction

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
% of students meeting unit assessment goals	STAR (Reading)	Overall	25%	40%	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Students with an IEP	5%	10%	*Select Status*	*Select Status*	*Select Status*	*Select Status*
Increase in % of students on-track	Grades	Overall	41%	55%	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		African American Male	25%	30%	*Select Status*	*Select Status*	*Select Status*	*Select Status*

Practice Goals   Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers implement the tier 1 curriculum with fidelity.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT facilitates effective grade band planning sessions and provides professional development to staff to ensure effective implementation of the tier1 curriculum.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	ILT consistently progress monitors curriculum implementation and assessment outcomes.	*Select Status*	*Select Status*	*Select Status*	*Select Status*

Practice Goals   Progress Monitoring

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
		Overall	25%	40%	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Students with an IEP	5%	10%	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Overall	41%	55%				
		African American Male	25%	30%				

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

We have been implementing MTSS models 1A and 2 A, which require small groups of teams to track and monitor progress for a select group, not all students/teams. We're aligned to the model, but don't execute MTSS for all students. We were able to implement the Branching Minds system with small groups of students in the 22-23 school year and plan to implement the program school-wide, starting in SY23-24. .

DL: We are primarily resourcing students, implementation of the co-teaching and push in model is still a work in progress.

ACCESS: 25% of students reached proficiency on the ACCESS assessment, which is the highest level reached within the last 4 years. We had some limitations due to staffing; our ELPT resigned mid-year, so we do not currently have a dedicated EL teacher.

What is the feedback from your stakeholders?

We need to improve overall implementation of MTSS processes to ensure we provide interventions and progress monitor student growth with fidelity. Our community members feel as though parents should receive more consistent communication that outlines student progress, grade level mastery, and supports. Some parents have stated that they were unaware of their child's progress while others feel everything is clear in this area.

What student-centered problems have surfaced during this reflection?

Student interventions are not being implemented with consistency for tier 2 and tier 3 students. Student progress monitoring and documentation is't being recorded, so we lack clarity on effectiveness of intervention implementation.

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 executed a pilot MTSS program for tier ⅔ students in SY22-23.   The impact is inconclusive due to lack of consistency and fidelity of implementation.

Determine Priorities

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

Students...

who are fall in tier 2 and 3 are not receiving interventions and support consistently that meets their needs.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

are not implementing appropriate interventions for tier 2 and tier 3 students. Student progress monitoring and documentation isn't being recorded, so we lack clarity on how best to support students in order to improve outcomes.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

implement effective systems to provide effective tier 2 and tier 3 interventions to students

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Inclusive & Supportive Learning Environment

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....

consistent assessment, intervention implementation, progress monitoring, and documentation ✍️

which leads to...

students meeting their intervention goals. ✍️

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 ✍️

Principal/ILT/Interventionist

Dates for Progress Monitoring Check Ins

Q1	October 27th	Q3	February 29th
Q2	December 15th	Q4	April 26

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	All teachers and staff understand and implement expectations for MTSS implementation	Principal/ILT/Interventionist	October 27th	Select Status
Action Step 1	Clearly define and publish systems and structures for MTSS process	Principal/ILT/Interventionist	September 15th	Select Status
Action Step 2	Provide PD on Branching Minds	Principal/ILT/Interventionist	September 1st	Select Status
Action Step 3	Provide PD on developing intervention plans and progress monitoring	Principal/ILT/Interventionist	September 15th	Select Status
Action Step 4	Provide PD on using data to identify unfinished learning for all students	Principal/ILT/Interventionist	October 1st	Select Status
Action Step 5	Utilize Targeted Universalism tool from the Equity Dept.	Principal/ILT/Interventionist	October 27th	Select Status
Implementation Milestone 2	Meet FOUNDATIONAL level on MTSS Continuum for Infrastructures and Systems & Teaming & Meeting Quality domains	Principal/ILT/Interventionist	December 15th	Select Status
Action Step 1	ILT to review and become familiar with components of MTSS Continuum	Principal/ILT/Interventionist	October 27th	Select Status
Action Step 2	ILT to conduct BOY ratings for Infrastructures and Systems & Teaming & Meeting Quality domains	Principal/ILT/Interventionist	October 27th	Select Status
Action Step 3	ILT to progress monitor implementation of rubric components to show improvement	Principal/ILT/Interventionist	November 15th	Select Status
Action Step 4	ILT to participate in and deliver relevant PD to staff to improve rubric components	Principal/ILT/Interventionist	December 1st	Select Status
Action Step 5	ILT to execute appropriate action steps based on progress monitoring & PD	Principal/ILT/Interventionist	December 15th	Select Status
Implementation Milestone 3	Meet FOUNDATIONAL level on MTSS Continuum for High quality, well-documented student support & support plans, Supplemental Intervention (Tiers 2 & 3): Progress Monitoring, and Interpret Data & Adjust Instruction	Principal/ILT/Interventionist	April 26th	Select Status
Action Step 1	ILT to review and become familiar with components of MTSS Continuum	Principal/ILT/Interventionist	January 15th	Select Status
Action Step 2	ILT to conduct BOY ratings for High quality, well-documented student support & support plans, Supplemental Intervention (Tiers 2 & 3): Progress Monitoring, and Interpret Data & Adjust Instruction	Principal/ILT/Interventionist	January 15th	Select Status
Action Step 3	ILT to progress monitor implementation of rubric components to show improvement	Principal/ILT/Interventionist	January 31st	Select Status
Action Step 4	ILT to participate in and deliver relevant PD to staff to improve rubric components	Principal/ILT/Interventionist	February 15th	Select Status
Action Step 5	ILT to execute appropriate action steps based on progress monitoring & PD	Principal/ILT/Interventionist	March 1st	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

Inclusive & Supportive Learning Environment

Action Step 5 | | | | *Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
-Most teachers implement expectations for MTSS with fidelity
-Most students are tiered to receive appropriate intervention and support
-Meet DEVELOPED level on MTSS Continuum for High quality, well-documented student support & support plans, Supplemental Intervention (Tiers 2 & 3): Progress Monitoring, and Interpret Data & Adjust Instruction

-Meet DEVELOPED level on MTSS Curriculum for Infrastructures and Systems & Teaming & Meeting Quality domains

SY26 Anticipated Milestones
-ALL teachers implement expectations for MTSS with fidelity
-ALL students are tiered to receive appropriate intervention and support
-Meet FULLY OPERATIONAL level on MTSS Continuum for High quality, well-documented student support & support plans, Supplemental Intervention (Tiers 2 & 3): Progress Monitoring, and Interpret Data & Adjust Instruction

-Meet FULLY OPERATIONAL level on MTSS Curriculum for Infrastructures and Systems & Teaming & Meeting Quality domains

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Goal Setting

Return to Top

Resources: 🚀

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

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

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

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
% of students meeting intervention targets within Branching Minds	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	10%	25%	50%	100%
			Students with an IEP	10%	25%	50%	100%
% of students move from tier 3 to tier 2	Yes	MTSS Academic Tier Movement	Overall	0%	15%	30%	50%
			African American Male	0%	15%	30%	50%

Numerical Targets [Optional] ✍

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	ILT creates systems and protocols to effectively evaluate MTSS program using the MTSS Continuum.	ILT consistently progress monitors and evaluates the effectiveness of MTSS program using the MTSS Continuum.	ILT frequently progress monitors and evaluates the effectiveness of MTSS program using the MTSS Continuum.
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.	Teachers become familiar with the expectations for use of the Branching Minds platform.	Most interventions and appropriate documentation is entered into the Branching Minds platform.	All interventions and appropriate documentation is entered into the Branching Minds system
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	A universal screener is administered in order to determine supports needed for all tiers of students.	Most tier 2 and tier 3 students receive appropriate intervention and support	ALL tier 2 and tier 3 students receive appropriate intervention and support

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SY24 Progress Monitoring

Return to Top

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.

Inclusive & Supportive Learning Environment

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
% of students meeting intervention targets within Branching Minds	% of Students receiving Tier 2/3 interventions meeting targets	Overall	10%	25%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	10%	25%	Select Status	Select Status	Select Status	Select Status
% of students move from tier 3 to tier 2	MTSS Academic Tier Movement	Overall	0&	15%	Select Status	Select Status	Select Status	Select Status
		African American Male	0%	15%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	ILT creates systems and protocols to effectively evaluate MTSS pro	Select Status	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.	Teachers become familiar with the expectations for use of the Branc	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	A universal screener is administered in order to determine supports	Select Status	Select Status	Select Status	Select Status

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

Progress Monitoring

Jump to...
Priority   TOA   Goal Setting   Progress
Reflection   Root Cause   Implementation Plan   Monitoring

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

Partnership & Engagement

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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.
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
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).

What are the takeaways after the review of metrics?

Crown did not have enough parent and teacher participation to receive a rating in the involved families domain of the SY23 5Essentials survey. However, our SY22 data indicates parent involvement and teacher-parent trust was rated neutral and parent influence on decision making was weak. Supportive environment for SY23 was rated lower than in SY22. Each category, peer support, academic personalism, student-teacher trust, and safety all took a dip in SY23, which correlates to our student Cultivate survey data.

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] Parents, especially our LSC members have given feedback indicating the need for more opportunities to provide feedback and have input on decision making. This is also reflective of our SY22 5Essentials survey data.

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]. Parents don't currently have consistent opportunities to provide feedback and input on school-wide initiatives and activities, which creates lack of buy-in and engagement. Students aren't benefiting from a strong home-school partnership.

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?

[impact on most students; impact on specific student groups] Our last CIWP had a priority focus on increasing parent/family engagement. The implementation of this priority allowed us to engage our families more consistently and had a positive impact on student behaviors, as we saw a major reduction in student suspensions and other behavioral infractions from SY21 to SY23.

Return to Top

Determine Priorities

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

Students...

Students, parents, and families don't currently have consistent opportunities to provide feedback and input on school-wide initiatives and activities, which creates lack of buy-in and engagement. Students aren't reaping the benefits of a strong home-school partnership.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top

Root Cause

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

As adults in the building, we...

had inconsistent systems, structures and protocols for parents, families, and community members to effectively engage and provide insight into school initiatives and activities. Our parent engagement team and volunteers start strong, but participation and engagement decreases as the year goes on. We need to ensure we are keeping a pulse on the needs of our families to keep them engaged. Momentum dwindled due to follow through gaps with planning and execution of initiatives that were set out. There also needed to be a shift in mindset of the team to own the work and see it through.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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....

work to shift mindset of Parent Engagement team and progress monitor team follow through team work,

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Partnership & Engagement

Theory of Action is an impactful strategy that counters the associated root cause.

then we see....

authentic and meaningful collaboration and engagement between staff, students, and families, specifically with the parent engagement team, LSC, and parent community at-large (done through an initial step of , solicit and implement feedback from parents and families consistently)

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...

increased parent/student voice, stronger home-school partnerships, and increased student motivation/academic achievement.

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 ✍️

Principal/ILT

Dates for Progress Monitoring Check Ins

Q1	October 27th	Q3	February 29th
Q2	December 15th	Q4	April 26

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 Solicit feedback (BOY survey) on the type of collaborative events parents want for their children and for themselves (i.e., curriculum nights, social events, community health fairs)	Principal/ILT	October 27th	Select Status
Action Step 1 Create survey and determine frequency of implementation	Principal/ILT	Sept 1	Select Status
Action Step 2 Administer survey	Principal/ILT	Sept 15	Select Status
Action Step 3 Analyze results in collaboration with ILT and LSC	Principal/ILT	Oct 15	Select Status
Action Step 4 Communicate results and next steps to all stakeholders	Principal/ILT	Nov 1	Select Status
Action Step 5 Implement next steps. (Surveys administered monthly)	Principal/ILT	Monthly	Select Status
Implementation Milestone 2 Most classrooms will have consistent volunteers to support classroom initiatives throughout the year	Principal/ILT	Dec 15	Select Status
Action Step 1 ILT will define expectations for classroom volunteers in alignment with CPS volunteer policies	Principal/ILT	Oct 1st	Select Status
Action Step 2 ILT communicates expectations to staff and families	Principal/ILT	Oct 15th	Select Status
Action Step 3 ILT/staff initiates process for volunteers to sign up	Principal/ILT	Oct 31st	Select Status
Action Step 4 ILT/staff creates and communicates cadence for volunteer opportunities	Principal/ILT	Nov 15th	Select Status
Action Step 5 ILT/staff facilitates volunteer welcome event	Principal/ILT	Dec 1st	Select Status
Implementation Milestone 3 LSC parents/community members will schedule and plan specific events for the school.	Principal/ILT	Dec 15	Select Status
Action Step 1 ILT will define expectations for for parent events in alignment with CPS policies	Principal/ILT	Oct 1st	Select Status
Action Step 2 Principal communicates expectations to LSC, families, and community members	Principal/ILT	Oct 15th	Select Status
Action Step 3 Principal collaborates with LSC lead parents to create meeting cadence to plan year-long event calendar	Principal/ILT	Oct 31st	Select Status
Action Step 4 LSC, parents, and community members meet to plan initial events	Principal/ILT	Nov 15th	Select Status
Action Step 5 Initial event is executed	Principal/ILT	Dec 1st	Select Status
Implementation Milestone 4 Most teachers plan and engage parents in PD/Workshops on the curriculum and classroom expectations.	Principal/ILT	Dec 15	Select Status
Action Step 1 ILT will define and communicate expectations for parent PD/workshops in alignment with CPS policies	Principal/ILT	Oct 1st	Select Status
Action Step 2 ILT communicates expectations to staff	Principal/ILT	Oct 15th	Select Status
Action Step 3 ILT gives teachers time to plan 1st semester events	Principal/ILT	Oct 31st	Select Status
Action Step 4 Staff submits yearlong calendar of events	Principal/ILT	Nov 15th	Select Status
Action Step 5 ILT/staff facilitates 1st event	Principal/ILT	Dec 1st	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	-Most parents respond to solicitations for feedback (BOY survey) on the type of collaborative events parents want for their children and for themselves (i.e., curriculum nights, social events, community health fairs) -At least 50% parent participation: Each classroom will have consistent volunteers to support classroom initiatives throughout the year -At least 3 events: LSC parents/community members will schedule and plan specific events for the school. -At least 3 events: Most teachers plan and engage parents in PD/Workshops on the curriculum and classroom expectations.	✍️

Partnership & Engagement

| SY26 Anticipated Milestones | -ALLparents respond to solicitations for feedback (BOY survey) on the type of collaborative events parents want for their children and for themselves (i.e., curriculum nights, social events, community health fairs)
-At least 75% parent participation: Each classroom will have consistent volunteers to support classroom initiatives throughout the year
-At least 5 events: LSC parents/community members will schedule and plan specific events for the school.
-At least 5 events: Most teachers plan and engage parents in PD/Workshops on the curriculum and classroom expectations. | ✏️ |

Goal Setting

Return to Top

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

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
% of parents responding to parent feedback surveys	Yes	Formal and informal family and community feedback received locally. (School Level Data)	Overall	0%	25%	50%	100%
			Select Group or Overall				
# of parents/families who attend school-wide events.	Yes	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Overall	20%	50%	75%	90%
			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
P&E:1 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.	Plan is created to execute parent activities/events based on feedback.	Plan is created to execute at least 3 parent activities/events based on feedback.	Plan is created to execute at least 5 parent activities/events based on feedback.
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Monthly feedback surveys are administered to families.	At least 50% of families respond to monthly surveys and feedback is implemented consistently.	At least 75% of families respond to monthly surveys and feedback is implemented consistently.
Select a Practice			

SY24 Progress Monitoring

Return to Top

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
% of parents responding to parent feedback surveys	Formal and informal family and community feedback received locally. (School Level Data)	Overall	0%	25%	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

Partnership & Engagement

# of parents/families who attend school-wide events.	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Overall	20%	50%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:1 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.	Plan is created to execute parent activities/events based on feedback.	Select Status	Select Status	Select Status	Select Status
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Monthly feedback surveys are administered to families.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Select a Goal

Select a Goal

Select a Goal

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**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.

Funds will likely be spent for parent meetings/workshops and will also be used to purchase supplies/materials to strengthen the home-school academic connection. ✏️

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