CIWP Team & Schedules

Resources 🚀

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

CIWP Team Guidance

Name ✍	Role ✍	Email ✍
Ingrid Boyd	Principal	ieboyd@cps.edu
Kaita Haynes	AP	khaynes@cps.edu
Takyra Garner	Lead Instructional Coach	teflowers@cps.edu
Carmen Adams	Teacher Leader	cmadams2@cps.edu
Janae Smoke	Teacher Leader	jdsmoke@cps.edu
Eddett Fisher	Connectedness & Wellbeing Lead	egfisher@cps.edu
Ketty Charles	Postsecondary Lead	kccharles@cps.edu
Eboni Tankersley	Teacher Leader	emtankersley@cps.edu
Kenyatta Nash	LSC Member	kenyattan1980@gmail.com
Doreen Benyah-Emory	Inclusive & Supportive Learning Lead	dmbenyah@cps.edu
	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	4/17/23	4/17/23
Reflection: Curriculum & Instruction (Instructional Core)	4/17/23	4/17/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/17/23	4/17/23
Reflection: Connectedness & Wellbeing	5/1/23	7/28/23
Reflection: Postsecondary Success	5/1/23	7/28/23
Reflection: Partnerships & Engagement	5/1/23	7/28/23
Priorities	5/1/23	7/28/23
Root Cause	6/5/23	8/4/23
Theory of Acton	6/5/23	8/4/23
Implementation Plans	7/31/23	8/11/23
Goals	7/31/23	8/11/23
Fund Compliance	8/21/23	9/8/23
Parent & Family Plan	8/21/23	9/8/23
Approval	9/11/23	9/13/23

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	October 17, 2023
Quarter 2	December 19, 2023
Quarter 3	February 26, 2024
Quarter 4	May 21, 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

Return to Top

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References
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
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
No	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 are the takeaways after the review of metrics?

After reviewing the metrics the takeaways are: ✍️
1. K-2 teachers need an ELA curriculum that they buy into and supports structures and systems that promotes foundational skills, i.e., decodable books and the CCSS
2. K-8 teachers need professional development on Eureka Math and pacing on its instruction
3. K-2 teachers need an ELA resources that tap into Sight Word Development and Phonemic Awareness, i.e., Sight Word Development and Heggerty
4. 3-8 ELA teachers need professional development on Expeditionary Learning and how to use the curriculum with fidelity and embeds SEL.
5 Grades 3-8 teachers need support with the STAR 360 Linking Study to IAR.
6. 5 Essential Survey

DATA: (see below)

STAR Longitudinal Data: Reading

STAR Longitudinal Data: Math

STAR Longitudinal Data to IAR: Math

What is the feedback from your stakeholders?

1. Teachers may not know what high-quality instruction looks like. ✍️
2. Teachers have not learned, seen, or practiced high-quality instruction.

Metrics

IAR (Math)

IAR (English)

Rigor Walk Data (School Level Data)

PSAT (EBRW)

PSAT (Math)

STAR (Reading)

STAR (Math)

iReady (Reading)

iReady (Math)

Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
No	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

Cultivate

Grades

ACCESS

TS Gold

Interim Assessment 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.

1. Lack of student engagement and motivation to complete classwork and homework. ✍

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?

Related improvement efforts that are in progress: ✍
1. Use of IL Empowerment funds to provide professional development on various topics before Week 0
2. Opened the opportunity for teachers to receive professional development 7/17 and 7/18 with Brown Academy - this move was intentional and aligned to the 5 Essentials where the school was rated Weak on (a) high quality instruction, and (b) teacher collaboration.

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

No	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 Roots Survey
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
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
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

1. MTSS best practices were not implemented with fidelity.
2. Need of a best practice "look-for" on MTSS.
3. MTSS team didn't consistenly meet.
4. Mixed communication on student data entry on Branching Mind, i.e., Network met with teachers and stated only focus on a group of students by the end of the year there was another request.
5. Teachers are not saavy on interventions and strategies that close instructional gaps.
6. Teachers need support on progress monitoring.

What is the feedback from your stakeholders?

1. Not having a functional MTSS Team, Curtis lost 2nd counselor during open transfer and lost Case manager sometime after.
2. Team need MTSS "look-fors"
3. Teachers didn't input data into Branching Minds because they need support with interventions.

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?

Related improvement efforts that are in progress:
1. Use of IL Empowerment funds to provide professional development on various topics before Week 0
2. Opened the opportunity for teachers to receive professional development 7/17 and 7/18 with Brown Academy - this move was intentional and aligned to the 5 Essentials where the school was rated Weak on (a) high quality instruction, and (b) teacher collaboration.

Unit/Lesson Inventory for Language Objectives (School Level Data)

MTSS Continuum

Roots Survey

ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

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

1. Lack of evidence in Branching Minds to support the next level for students to be discussed as a BHT referral and further recommended for an IEP
2. Data collection is weak on various students who teachers feel should be staffed

Return to Top

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	1. School lacks a functional BHT Team, Curtis lost 2nd counselor during open transfer and lost Case manager sometime after. 2. BHT needs BHT "look-fors" 3. Curtis is a high-needs school with students who have behavior problems, however, the teachers need to be trained on PBIS and implement structures and systems with fidelity. 4. Teachers need to know that PBIS is a school-wide concern and should not be handled in isolation. 5. Teachers were not implementing with fidelity nor is a true buy-in into SEL Second Step, Calm Classroom and classroom management plans. 6. Teacher looks for counselors, school admin and security officers to band-aid students' behavior issues.	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			

Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What is the feedback from your stakeholders?

1. Counselors state that the teachers are not implementing SEL practices with fidelity or at all.
2. Teachers feel that supporting their most challenged students is by suspending students and/or removing them from their classroom.
3. Teachers are not following the protocol for BHT and MTSS.

Reconnected by 20th Day, Reconnected after 8 out of 10 days absent

Cultivate (Belonging & Identity)

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

Enrichment Program Participation: Enrollment & Attendance

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

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.

1. Primary grade students as well as grades 3-8 students need to be SASSed or referred to the MTSS, BHT and IEP referral process.
2. Lack of school-wide responses to student behavior concerns.
3. Students are dealing with identity issues as we prepare to support our scholars who facing identity challenges. The counselors are taking the lead on this work and finalizing the CPS initiative Engage Straight Alliance.
4. B.A.M. partnership was suspended in November until the managers found a good fit for the school. Curtis has secured a B.A.M. counselor and he is planning with counselors and school admin.

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?

1. School adopted for SY24 PBIS app so that all teachers will have onus of documenting student positive and challenged behavior. School will be able to collect real-time data to support MTSS and BHT.
2. For extrinsic and intrinsic student motivation, school will open a Positive Behavior Store to reward students for their behavior throughout the day and week.
3. Teachers will receive Professional Development with the expectation of implementing Second Step, it's daily Read Alouds/Curriculum, and Calm Classroom with fidelty.
4. BHT will be included in Rigor Walks and have their own walks to collect data on SEL curriculum being implemented

walks to collect data on SEL curriculum being implemented with fidelity.
5. Teachers will know SY24 that SEL is part of their daily planning and part of their professional responsibilities.
6. Week 0 is set aside with daily SEL PD to prepare for SY24.
7. Planning SY24 with counselors and B.A.M. counselor

Return to Top

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		**References**
Yes	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)
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
No	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 (4th-12th)	Work Based Learning Toolkit

What are the takeaways after the review of metrics?

1. 6-8 grade teachers need to own Individual Learning Plans and implement the lessons with fidelity
2. Counselors are preparing and receiving training on School Links
3. Establish a post-secondary team and create a cadence
4. Curtis is a TRIO school and it is working for the scholars and the counselors

What is the feedback from your stakeholders?

1. Gr 6-8 teachers need to own individual learning plans and implement the plans with fidelity.
2. Work Based Learning activities needs work.

Metrics

Graduation Rate

Program Inquiry: Programs/participation/attainment rates of % of ECCC

3 - 8 On Track

Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate

9th and 10th Grade On Track

Cultivate (Relevance to the Future)

	(6th-12th).	
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager

Freshmen Connection Programs Offered (School Level Data)

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?

1. Counselors will dive into the workbased learning kit and begin to plan out over the school year. ✍

What student-centered problems have surfaced during this reflection?

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

The problems that the school is addressing in the CIWP are students performing below the 50th%ile in Reading and Math on STAR 360. Students are not able to meet or exceed the Reading and Math summative assessment, IAR. K-2 students entering the next grade not performing at grade level per the i-Ready data. Students' attendance is collectively at 87%. Students' behavior may lean towards out of school suspension. Teachers are not equipped to target K-8 students' behavior that may lead to students being isolated in the classroom or put out of the classroom. Students are not equipped with coping mechanism to deal with their conflict as well as the teachers not being equipped to deal with students' conflict when they are arise. Whole staff needs SEL training for students. Students need wrap around services to support various trauma, identity, and conflict resolutions. ✍

Return to Top

Partnership & Engagement

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

What are the takeaways after the review of metrics?

1. Partnership and Engagement is an area of growth, i.e., Salem Baptist Church, Kingdom Covenant Church, Phalanx and Kids off the Block are just a few organizations that are reaching out to Curtis to support staff and scholars.

2. Through emails, phone conversations and school visits we have been successful with all with the exception of Kids Off the Block. We have responding to their invitation. But we will follow up with Kids Off the Block for OST.

3. Counselors ensure that Student Council is active and supports the scholars with their voice being heard

4. Determine pathways to reach the community and families, such as newsletters to parents and community about the life of the school

What is the feedback from your stakeholders?

1. Providing a needs assessment to determine the school's needs and concerns.
2. Kids off the Block requested that they would provide "wrap around services" for our scholars and families, however, contact emails are bouncing back - may need new contact information.
3. Phalanx does more drop bys then intentional visits to discuss and plan. Phalanx needs to plan with the school then be reactive.
4. Phalanx stepped up for families who were victims of a fire

Metrics

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)

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

and provided monetary support and housing for a family.
5. Counselors have support from external partners who TRIO for middle schools students.

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.

1. Strengthening two-way communication

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?

1. Focus on strengthening communication skills, however, partnerships may feel that school leaders are available - establish a cadence of check-ins with partnerships.

2. Salem Baptist Church provided italian icees to the scholars and teachers on June 5th.

3. Salem Baptist Church will provide breakfast to staff on August 14th

4. Backpacks with essentials including toiletries will be provided to students and supplies for teachers on August 14th

5. Kingdom ministry is seeking ways that they can support Curtis School

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.
Partially	Students experience grade-level, standards-aligned instruction.
No	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
No	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?

After reviewing the metrics the takeaways are:
1. K-2 teachers need an ELA curriculum that they buy into and supports structures and systems that promotes foundational skills, i.e., decodable books and the CCSS
2. K-8 teachers need professional development on Eureka Math and pacing on its instruction
3. K-2 teachers need an ELA resources that tap into Sight Word Development and Phonemic Awareness, i.e., Sight Word Development and Heggerty
4. 3-8 ELA teachers need professional development on Expeditionary Learning and how to use the curriculum with fidelity and embeds SEL.
5 Grades 3-8 teachers need support with the STAR 360 Linking Study to IAR.
6. 5 Essential Survey

DATA: (see below)

STAR Longitudinal Data: Reading

STAR Longitudinal Data: Math

STAR Longitudinal Data to IAR: Math

What is the feedback from your stakeholders?

1. Teachers may not know what high-quality instruction looks like.
2. Teachers have not learned, seen, or practiced high-quality instruction.

What student-centered problems have surfaced during this reflection?

1. Lack of student engagement and motivation to complete classwork and homework.

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?

Related improvement efforts that are in progress:
1. Use of IL Empowerment funds to provide professional development on various topics before Week 0
2. Opened the opportunity for teachers to receive professional development 7/17 and 7/18 with Brown Academy - this move was intentional and aligned to the 5 Essentials where the school was rated Weak on (a) high quality instruction, and (b) teacher collaboration.

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

Curriculum & Instruction

Return to Top

Determine Priorities

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

Students...

The evidence suggests that majority of Curtis students are performing <20th%ile in Reading and Math.
The qualitative evidence suggest that students are not exposed to small group instruction,i.e., students are not growing at an intentional path.
The qualitative evidence from the LSI walks suggest that students are not exposed to opportunities to engage in academic discourse.

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...

do not consistently utilize with fidelity the current adopted curriciulum, Eureka Math and Expeditionary Learning. Because the curriculum was more mandated because the school was an AUSL school teachers were "told" to use the curriculum. There doesn't appear to be a cadence of professional learning on both curricular. Teachers are teaching their own version of social science and science without intentionally teaching to and or for the standards. Whole group instruction is more of the school-wide practice, Tier 1 instruction. Small group, Tier 2 instruction is not implemented with fidelity in all grades. Intentional teacher-facilitated small group instruction with a school wide goal with school wide tenets. The aforementioned concerns leads to lack of student engagement. What the school does well is facilitating some form of reading or math.

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?

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

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

Curriculum & Instruction

If we....

align modules of instruction for each content discipline (horizontally/vertically) to scope and sequence maps and pace the modules and lessons appropriately AND expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content disciplines,

then we see....

teachers examining formative data to determine mastery and pace and teachers delivering focused lessons from modules with primary CCSS that will be measured to ensure students are prepared for the end of the year summative assessments

which leads to...

moving the 5-Essential data from very weak ambitious instruction, effective leaders and collaborative teachers to well-organized, (2) teachers adhering to a comprehensive unit of study and including assessments, (3) teachers' REACH performance at proficient or distinguish in 3a (communicating with students), 3c (engaging students in learning), 1a (demonstrating knowledge of content pedagogy), and 1d (designing coherent instruction) and (4) 100% of 3-8 students performing at the 50th%ile or better on both IAR for reading and math and 100% of K-2 students performing at the 50th%ile or better on both i-Ready for Reading and Math.

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.

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 Boyd, AP Haynes, Mrs. Garner, Ms. Adams, Ms. Tankersley, Ms. Smoke and Ms. Charles

Dates for Progress Monitoring Check Ins

Q1	October 17, 202	Q3	February 26, 2024
Q2	December 19, 2	Q4	May 21, 2024

SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring

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

Curriculum & Instruction

Implementation Milestone 1	**Professional Development on High Quality Curriculum**	Expeditionary Learning, Skyline Curriculum, and Eureka Math	August 2, 2023	In Progress
Action Step 1	Attended Expeditionary Learning professional development to implement curriculum with fidelity.	School Admin, Lead Coach, and K-8 teachers	August 2, 2023	Completed
Action Step 2	Attended Eureka Math professional development to implement curriculum with fidelity.	K-2 teachers	August 2, 2023	Completed
Action Step 3	K-8 teachers who facilitate Social Science and Science attend Skyline professional learning.	Science and Social Science K-8 teachers	August 2, 2023	In Progress
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 2	Examining formative data to determine mastery and pace.			In Progress
Action Step 1	School-Based Professional Learning unpacking exemplar student work	All teachers	Throughout SY23-24	In Progress
Action Step 2	During Grade Level Team teachers will calibrate and discuss grade level work to determine what skills are needed to reach mastery of CCSS with feedback.	All teachers	Througout SY23-24	In Progress
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 3				*Select Status*
Action Step 1				*Select Status*
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 4				*Select Status*
Action Step 1				*Select Status*
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*

Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Moving the 5-Essential data from very weak ambitious instruction, effective leaders and collaborative teachers to organized, (2) teachers adhering to a comprehensive unit of study and including assessments, (3) teachers' REACH performance at proficient or distinguish in 3a (communicating with students), 3c (engaging students in learning), 1a (demonstrating knowledge of content pedagogy), and 1d (designing coherent instruction) and (4) 100% of 3-8 students performing at the 50th%ile or better on both IAR for reading and math and 100% of K-2 students performing at the 50th%ile or better on both i-Ready for Reading and Math.
SY26 Anticipated Milestones	Moving the 5-Essential data from very weak ambitious instruction, effective leaders and collaborative teachers to well-organized, (2) teachers adhering to a comprehensive unit of study and including assessments, (3) teachers' REACH performance at proficient or distinguish in 3a (communicating with students), 3c (engaging students in learning), 1a (demonstrating knowledge of content pedagogy), and 1d (designing coherent instruction) and (4) 100% of 3-8 students performing at the 70th%ile or better on both IAR for reading and math and 100% of K-2 students performing at the 70th%ile or better on both i-Ready for Reading and Math.

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.

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 ✍	Numerical Targets [Optional] ✍ SY24	SY25	SY26
100% of Grades 3-8 students will approach (3), meet (4), or exceed (5)	Yes	IAR (English)	Students with an IEP	3%	35%		

expectations on IAR in Reading and Math	Yes	IAR (English)	African American	18%	50%		
100% participation on the 5 Essentials 100% teacher growth on REACH Evaluation	Yes	5 Essentials Teacher and Student Participation	5 Essentials: Ambitious Instruction, Effective Leaders and Collaborative Teachers	1= Unorganized	3=Neutral or 4=Organized	4=Organized or 5=Well Organized	5=Well Organized
			REACH: 3a, 3c, 1a, 1d	Unknown	90% at Proficient	95% at Proficient or higher	100% at Distinguished

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️ SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Monitoring and providing feedback on weekly lesson plans that includes the curriculum adoptions.		
C&I:2 Students experience grade-level, standards-aligned instruction.	Collaboratively calibrating on student work to determine the prerequisite skills to close the CCSS standard, to determine if the task is aligned to the standards, and to provide feedback on student work.		
C&I:4 The ILT leads instructional improvement through distributed leadership.	Lead Instructional Coach and ILT members will identify strategies based on the problem of practice, identify a ILT member who will lead the strategy during GLT and/or model the strategy to their peers. Additional professional books purchased, ILT members will use during Grade Level Team and share research-based practices. The expectation will be that non-ILT teachers/leaders will get buy-in and try-out these practices in their classrooms to build the capacity of "voices from the field" throughout the school.		

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

Curriculum & Instruction

Return to Top

SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
100% of Grades 3-8 students will approach (3), meet (4), or exceed (5) expectations on IAR in Reading and Math	IAR (English)	Students with an IEP	3%	35%	Select Status	Select Status	Select Status	Select Status
		African American	18%	50%	Select Status	Select Status	Select Status	Select Status
100% participation on the 5 Essentials 100% teacher growth on REACH Evaluation	5 Essentials Teacher and Student Participation	5 Essentials: Ambitious Instruction, Effective Leaders and Collaborative Teachers	1= Unorganized	3=Neutral or 4=Organized	Select Status	Select Status	Select Status	Select Status
		REACH: 3a, 3c, 1a, 1d	Unknown	90% at Proficient	Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring: Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Monitoring and providing feedback on weekly lesson plans that includes the curriculum adoptions.	Limited Progress	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Collaboratively calibrating on student work to determine the prerequisite skills to close the CCSS standard, to determine if the task is aligned to the standards, and to provide feedback on student work.	Limited Progress	Select Status	Select Status	Select Status

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

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

Curriculum & Instruction

C&I:4 The ILT leads instructional improvement through distributed leadership.	Lead Instructional Coach and ILT members will identify strategies based on the problem of practice, identify a ILT member who will lead the strategy during GLT and/or model the strategy to their peers. Additional professional books purchased, ILT members will use during Grade Level Team and share research-based practices. The expectation will be that non-ILT teachers/leaders will get buy-in and try-out these practices in their classrooms to build the capacity of "voices from the field" throughout the school.	Limited Progress	*Select Status*	*Select Status*	*Select Status*

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

1. School lacks a functional BHT Team, Curtis lost 2nd counselor during open transfer and lost Case manager sometime after.
2. BHT needs BHT "look-fors"
3. Curtis is a high-needs school with students who have behavior problems, however, the teachers need to be trained on PBIS and implement structures and systems with fidelity.
4. Teachers need to know that PBIS is a school-wide concern and should not be handled in isolation.
5. Teachers were not implementing with fidelity nor is a true buy-in into SEL Second Step, Calm Classroom and classroom management plans.
6. Teacher looks for counselors, school admin and security officers to band-aid students' behavior issues.

What is the feedback from your stakeholders?

1. Counselors state that the teachers are not implementing SEL practices with fidelity or at all.
2. Teachers feel that supporting their most challenged students is by suspending students and/or removing them from their classroom.
3. Teachers are not following the protocol for BHT and MTSS.

What student-centered problems have surfaced during this reflection?

1. Primary grade students as well as grades 3-8 students need to be SASSed or referred to the MTSS, BHT and IEP referral process.
2. Lack of school-wide responses to student behavior concerns.
3. Students are dealing with identity issues as we prepare to support our scholars who facing identity challenges. The counselors are taking the lead on this work and finalizing the CPS initiative Engage Straight Alliance.
4. B.A.M. partnership was suspended in November until the managers found a good fit for the school. Curtis has secured a B.A.M. counselor and he is planning with

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?

1. School adopted for SY24 PBIS app so that all teachers will have onus of documenting student positive and challenged behavior. School will be able to collect real-time data to support MTSS and BHT.
2. For extrinsic and intrinsic student motivation, school will open a Positive Behavior Store to reward students for their behavior throughout the day and week.
3. Teachers will receive Professional Development with the expectation of implementing Second Step, it's daily Read Alouds/Curriculum, and Calm Classroom with fidelty.
4. BHT will be included in Rigor Walks and have their own walks to collect data on SEL curriculum being implemented with fidelity.

counselors and school admin.

5. Teachers will know SY24 that SEL is part of their daily planning and part of their professional responsibilities.
6. Week 0 is set aside with daily SEL PD to prepare for SY24.
7. Planning SY24 with counselors and B.A.M. counselor

Return to Top

Determine Priorities

Resources:

Determine Priorities Protocol

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

Students...

who come to school with trauma from their personal lives. Students who come to school and complain about being bullied. Students who are being reported as the bullier/antagonist in the classroom. Students who are reported with discipline concerns and teachers who do not know how to respond to the behavior. Students who are chronically absent or tardy for no just cause besides "I didn't want to come to school."

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top

Root Cause

Resources:

5 Why's Root Cause Protocol

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

As adults in the building, we...

do not know how to address our students' various forms of trauma. We may be wrapped up in our social emotional issues or concerns that we do not want to deal with the students because we just want to teach. We think that discipline is a principal or assistant principal or dean or security officer's concern and not addressing it as a school-wide concern. We do not speak the same language across the school when it comes to discipline. We may or may not believe in the social emotional curriculum that the District has adopted. The curriculum isn't being utilized with fidelity because adults may not have bought into SEL. Adults may not believe that SEL is connected to student engagement and student voice. Adults may not be aware of their power that they have by demonstrating kindness and caring to students as well as their colleagues.

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?

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

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

Connectedness & Wellbeing

If we....

implement a system of wrap-around supports of academic and social emotional (SEL) supports for all students

then we see....

daily in all classrooms teachers provide universal instruction in the core curriculum - academic & SEL (Tier 1) to all students along with additional targeted academic and SEL supports (Tier 2) where needed and intense supports (Tier 3) based on individual and small group needs

which leads to...

the high-level functioning BHT, MTSS and Cultural and Climate Team that monitors with feedback and problem-solution oriented on-track data (grades/GPA/attendance) to provide interventions/supports for students at risk for trauma, failure, and/or truancy.

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.

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 Boyd, AP Haynes, Counselors Fisher and Charles, and Case Manager Emory

Dates for Progress Monitoring Check Ins

Q1	October 17, 2023	Q3	February 26, 2024
Q2	December 19, 2023	Q4	May 21, 2024

SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring

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

Connectedness & Wellbeing

Implementation Milestone 1	Positive Behavioral Interventions & Support (PBIS)	Cultural and Climate Team	Week 0	In Progress
Action Step 1	Each floor both in the primary and middle school building will have a point person who is on the Cultural and Climate Team	Cultural and Climate Team	Week 0	Completed
Action Step 2	Teams will meet in bands of PK-2, 3-4, 5-8 to discuss school-wide expectations in the classroom and throughout the building, i.e., transitions, restroom, etc. Teams will use the CASEL rubric to guide their thinking. Cultural and Climate Team will meet with school admin to level set the expectations and look-fors based on the the teams collaborative decisions.	PK-8 Teachers, Cultural and Climate Team and Principal Boyd and AP Haynes	Week 0	In Progress
Action Step 3	Schoolwide adoption of Positive Behavioral Interventions & Support platform and professional learning	PK-8 Teachers, Cultural and Climate Team, Security Officers and ESPs and Principal Boyd and AP Haynes	Week 0	In Progress
Action Step 4	School will adopt Cougar Store and Cougar Paws, a system to reward students for positive behavior both academics and attendance.	Principal Boyd, AP Haynes, Dean Ryan Williams, Sr Security Officer Desmond Williams, SECA Jelks and SECA Berry	Throughout SY24	In Progress
Action Step 5				*Select Status*
Implementation Milestone 2	Provide universal SEL instruction/strategies to promote a positive school climate where all students social and emotional growth is being addressed.	BHT and Cultural and Climate Team and PK-8 Teachers	Week 0 and throughout SY24	In Progress
Action Step 1	PK-8 teachers recieve training to implement with fidelity Second Step and the additional curriculum with fidelity, Read Aloud books aligned to monthly themes and monthly curriculum.	School Counselors, Dean Williams, PK-8 Teachers, Principal Boyd and AP Haynes	Week 0 and throughout SY24	In Progress
Action Step 2	Use the School Climate Self-Assessment to identify our area of growth and create a plan for improving in those areas.	BHT and Cultural and Climate Team, PK-8 Teachers, Principal Boyd and AP Haynes	Week 0 and throughout SY24	In Progress
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 3	Establish and provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeims (on-track data).	BHT, MTSS, Attendance Team, Principal Boyd and AP Haynes	Week 0 and throughout SY24	In Progress

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

Connectedness & Wellbeing

Action Step 1	Identify students off track due to low attendance and poor performance and provide intensive supports to address root causes of why students have low grades and poor attendance.	BHT, MTSS, Attendance Team, Principal Boyd and AP Haynes	Week 0 and throughout SY24	In Progress
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 4	Social and Emotional District-Funded Programs			*Select Status*
Action Step 1	B.A.M. Becoming a Man	Counselors	Ongoing throughout the year	In Progress
Action Step 2	W.O.W. Working on Womanhood	Counselors	Ongoing throughout the year	In Progress
Action Step 3	Act and Adapt	Counselors	Ongoing throughout the year	In Progress
Action Step 4	Second Step	Counselors	Ongoing throughout the year	In Progress
Action Step 5	Calm Classrooms	Counselors	Ongoing throughout the year	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	*[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]* ✍️
SY26 Anticipated Milestones	*[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]* ✍️

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.

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

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.

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
To decrease the chronically absent students from 40.70% to 20.00%.	Yes	Increased Attendance for Chronically Absent Students	Overall	40.70%	20.00%		
			Select Group or Overall				
To ensure that there are not any students to earn grades < a C as well to decrease the number of students to attend SY24 Summer School.	Yes	3 - 8 On Track	Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal. SY24	SY25	SY26
I&S: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.	To create a cadence of MTSS meetings along with systems and structures that support the problem solving process. Use a MTSS rubric to measure the meetings are being facilitated with fidelity and next steps are evident.		

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

Connectedness & Wellbeing

C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	To establish a CCT and create a cadence of CCT and BHT meetings along with systems and strucutres that support adult and student Social Emotional needs. Use a CCT and BHT rubric to measure the meetings are being facilitated with fidelity and next steps are evident.		
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	To monitor SEL curricula, i.e., Second Step, restorative conversations with adults and students, and implement with fidelity the District's Read Aloud program that aligns to Second Step (materials have been purchased).		

Return to Top

SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
To decrease the chronically absent students from 40.70% to 20.00%.	Increased Attendance for Chronically Absent Students	Overall	40.70%	20.00%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
To ensure that there are not any students to earn grades < a C as well to decrease the number of students to attend SY24 Summer School.	3 - 8 On Track	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring: Quarter 1	Quarter 2	Quarter 3	Quarter 4

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

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

Connectedness & Wellbeing

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.	To create a cadence of MTSS meetings along with systems and structures that support the problem solving process. Use a MTSS rubric to measure the meetings are being facilitated with fidelity and next steps are evident.	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	To establish a CCT and create a cadence of CCT and BHT meetings along with systems and strucutres that support adult and student Social Emotional needs. Use a CCT and BHT rubric to measure the meetings are being facilitated with fidelity and next steps are evident.	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	To monitor SEL curricula, i.e., Second Step, restorative conversations with adults and students, and implement with fidelity the District's Read Aloud program that aligns to Second Step (materials have been purchased).	Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	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?

1. MTSS best practices were not implemented with fidelity.
2. Need of a best practice "look-for" on MTSS.
3. MTSS team didn't consistenly meet.
4. Mixed communication on student data entry on Branching Mind, i.e., Network met with teachers and stated only focus on a group of students by the end of the year there was another request.
5. Teachers are not saavy on interventions and strategies that close instructional gaps.
6. Teachers need support on progress monitoring.

What is the feedback from your stakeholders?

1. Not having a functional MTSS Team, Curtis lost 2nd counselor during open transfer and lost Case manager sometime after.
2. Team need MTSS "look-fors"
3. Teachers didn't input data into Branching Minds because they need support with interventions.

What student-centered problems have surfaced during this reflection?

1. Lack of evidence in Branching Minds to support the next level for students to be discussed as a BHT referral and further recommended for an IEP
2. Data collection is weak on various students who teachers feel should be staffed

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?

Related improvement efforts that are in progress:
1. Use of IL Empowerment funds to provide professional development on various topics before Week 0
2. Opened the opportunity for teachers to receive professional development 7/17 and 7/18 with Brown Academy - this move was intentional and aligned to the 5 Essentials where the school was rated Weak on (a) high quality instruction, and (b) teacher collaboration.

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

Inclusive & Supportive Learning Environment

Return to Top

Determine Priorities

Resources: 🚀

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

Determine Priorities Protocol

Students...

who need wrap-around services. Students who may need to be identified as a Diverse Learner or need Tier 2 and 3 supports on a daily basis. Students who need external support, i.e., SASS and the follow-up with the findings. ✍️

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top

Root Cause

Resources: 🚀

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

5 Why's Root Cause Protocol

As adults in the building, we...

need to know differentiated interventions and strategies that support students prior to identifying students to tiering students. ✍️

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top

Theory of Action

What is your Theory of Action?

If we....

Resources: 🚀

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

as Gen Ed and SPED teachers collaborate and work as teams of teachers and Related Service Providers (RSP) and provide SEL support of varying degrees of intensity for all students and monitor students requiring and receiving targeted and intensive instruction/interventions

then we see....

Tier 2 and Tier 3 Personal Learning Plans goals and intervention strategies implemented with fidelity

which leads to...

increase of the Five Essentials (Ambitious Instruction, Collaborative Teachers, and Supportive Environment), increase of attainment and growth, and evidence of a mult-tiered system of supports (e.g., progress monitoring data, menu of available interventions in use, teacher team protocols) in use.

Inclusive & Supportive Learning Environment

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

Return to Top

Implementation Plan

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 Boyd, AP Haynes, Counselors, and Case Manager

Dates for Progress Monitoring Check Ins

Q1	October 17, 2(	Q3	February 26, '
Q2	December 19,	Q4	May 21, 2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Evidence of multi-tiered systems of supports	Counselor Charles and Case Manager Emery	Ongoing throughout SY24	Not Started

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

Inclusive & Supportive Learning Environment

Action Step 1	Progress-monitoring, e.g., usage of Checkpoint, Formative Assessments and Summative Assessments for all students	Principal Boyd, AP Haynes, Lead Instructional Coach Garner, ILT members, and PK-8 teachers and MTSS team	Ongoing throughout SY24	Not Started
Action Step 2	Teachers facilitating a menu of available interventions for all students	PK-8 teachers and ILT members and MTSS team	Ongoing throughout SY24	Not Started
Action Step 3	Flexible learning environments for all students	PK-8 teachers and ILT members and MTSS team	Ongoing throughout SY24	Not Started
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 2	Collaborate and work as teams of teachers and Related Service Providers	PK-8 teachers, ILT members and RSP and MTSS Team	Ongoing throughout SY24	Not Started
Action Step 1	Monitor students requiring and receiving targeted and intensive instruction/interventions in Branching Minds	Case Manager and Counselor Charles and MTSS team	Ongoing throughout SY24	Not Started
Action Step 2	Use progress monitoring data to track effectiveness of interventions and student response to interventions and strategies	Lead Instructional Coach, Counselor Charles, PK-8 teachers, and MTSS team	Ongoing throughout SY24	Not Started
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 3				*Select Status*
Action Step 1				*Select Status*
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 4				*Select Status*
Action Step 1				*Select Status*
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

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

Inclusive & Supportive Learning Environment

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]

SY26 Anticipated Milestones

[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]

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.

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)	Numerical Targets [Optional] Baseline	SY24	SY25	SY26
100% implementation of Progress Monitoring data to track effectiveness of interventions and student responses to interventions	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	0%	80%		
			Select Group or Overall				

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

Inclusive & Supportive Learning Environment

Use progress monitoring data to track effectiveness of interventions and student responses to inteventions	Yes	5E: Supportive Environment	Teachers	0%	80%		
			Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍ SY24	SY25	SY26
I&S: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.	Systems and structures of progress monitoring student progress.		
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Gen Ed and SPED teachers will meet monthly with Case Manager to review IEPs and 504 Plans. Gen Ed teachers will become more familiar with IEPs as it pertains to modifications, accommodations, strategies and interventions.		
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All teachers will use Branching Minds with fidelity for all students. Teachers will implement interventions and strategies and include them in Branching Minds. School leaders will monitor teachers' input into Branching Minds. Teachers will monitor interventions and strategies as a fluid process and if they do not work will try another research-based practice to support the skill and/or tiered student(s).		

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

Inclusive & Supportive Learning Environment

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
100% implementation of Progress Monitoring data to track effectiveness of interventions and student responses to interventions	% of Students receiving Tier 2/3 interventions meeting targets	Overall	0%	80%	Limited Progress	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Use progress monitoring data to track effectiveness of interventions and student responses to inteventions	5E: Supportive Environment	Teachers	0%	80%	Limited Progress	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring: 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.	Systems and structures of progress monitoring student progress.	Limited Progress	Select Status	Select Status	Select Status
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Gen Ed and SPED teachers will meet monthly with Case Manager to review IEPs and 504 Plans. Gen Ed teachers will become more familiar with IEPs as it pertains to modifications, accommodations, strategies and interventions.	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.	All teachers will use Branching Minds with fidelity for all students. Teachers will implement interventions and strategies and include them in Branching Minds. School leaders will monitor teachers' input into Branching Minds. Teachers will monitor interventions and strategies as a fluid process and if they do not work will try another research-based practice to support the skill and/or tiered student(s).	Select Status	Select Status	Select Status	Select Status

If Checked:

Complete IL-Empower Section below

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

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

If Checked:

No action needed

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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.

☑ The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).

☑ The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.

☑ Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

☑ Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

☑ Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.

☑ School Improvement Reports (SIR) are due on a triannual basis.

☑ Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.

☑ As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

☑ As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target	Select a Goal Below
Required Math Goal	IAR (English): 100% of Grades 3-8 students performing at the 50th%ile in Reading and Math
Required Reading Goal	IAR (English): 100% of Grades 3-8 students performing at the 50th%ile in Reading and Math
Optional Goal	Select a Goal

Student Groups	Baseline	SY24	SY25	SY26

Parent and Family Plan

If Checked:

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

☑ **Our school is a Title I school operating a Schoolwide Program**

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

If Checked:

No action needed

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

- ☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- ☑ The school will hold parent-teacher conferences.
- ☑ The school will provide parents with frequent reports on their children's progress.
- ☑ The school will provide parents reasonable access to staff.

- [x] The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- [x] The parents will support their children's learning.
- [x] 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.

✍

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...

- [x] Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)
- [x] Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures
- [x] Assure that funds impact the majority of parents or focus on parents with students most at academic risk
- [x] Provide up to date monthly fund reports to PAC officers
- [x] Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration
- [x] Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support