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).

Name ✏️	Role ✏️	Email ✏️
Cheryl Belt	Principal	carmstrong-belt@cps.edu
Kimberly Simon	AP	kjsimon@cps.edu
Yadeale Tamru	Teacher Leader	Ytamru@cps.edu
Kaylee Peterson	Interventionist	Kpeterson19@cps.edu
Takita Mahan	LSC Member	Tikitamahan@yahoo.com
Quiana Brown	Counselor	Qlbrown@cps.edu
	Select Role	
	Select Role	
	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	3/27/23	4/14/23
Reflection: Curriculum & Instruction (Instructional Core)	5/12/23	6/9/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/12/23	6/9/23
Reflection: Connectedness & Wellbeing	5/12/23	6/9/23
Reflection: Postsecondary Success	5/12/23	6/9/23
Reflection: Partnerships & Engagement	5/12/23	6/9/23
Priorities	6/9/23	6/9/23
Root Cause	6/9/23	7/10/23
Theory of Acton	7/17/23	7/28/23
Implementation Plans	7/31/23	8/4/23
Goals	8/14/23	8/18/23
Fund Compliance	8/18/23	9/1/23
Parent & Family Plan	8/18/23	9/1/23
Approval	9/4/23	9/15/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✏️	
Quarter 1	10/26/2023
Quarter 2	12/22/2023
Quarter 3	3/19/2024
Quarter 4	6/7/2024

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

Curriculum & Instruction

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	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	"Teachers are utilizing high quality curricular materials with fidelity and daily to ensure that students have access to rigorous materials that are aligned to the CCSS and are culturally responsive. K-5 utilizes the My View ELA curriculum, while the middle school students utilize My Perspectives. EnVision CCSS is utilized for K-8 math instruction. According to the EdReport, both the My View and Envision CCSS meet expectations. Students in grades K-2 also utilize the Sadlier Phonics curriculum to provide foundational skills. Students in grades K-8 are administered either iReady or Star 360 in reading and math three times a year to ensure that all stakeholders understand the student' ability level, how students are progressing to meet the benchmark and identify students that may need additional support, interventions and enrichment. The school interventionist also utilizes Wilson Fundations for students in grades K-2. The iReady Math and Reading data both trended upward for the 2022-23 school year. By the Spring (EOY) of SY23 in math, 34.48% of the students were green (at or above grade level) 17.24% of students were Early On Grade Level, 48.28% of students were One Grade Level Below (yellow), and none of the students were two or more grade levels below. The students showed significant growth in math from BOY to EOY. At BOY in Math, there were not any students At or Above Grade Level or Early On Grade Level. In reading, 36.67% of the K-2 students were At or Above Grade Level in reading (green), 36.67%% of the students were Early On Grade Level (green) and 23.33% of the students One Grade Level Below (yellow) and 3.33% of students were Two Grade Levels Below (pink). Although there were students that were a few students that were two grade levels below in reading at EOY, the trend was positive. At BOY in reading, none of the students were At or Above Grade Level and only a few students were Early on Grade Level. At BOY in reading, 76% of the students were one grade level below. Students in grades 3-8 were administered the Star 360 assessment in reading and math and demonstrated growth from BOY to EOY in both subjects. In math, 63.64% of the students were at or above benchmark, 10.61% were On Watch, 13.64% were intervention, and 12.12% of the students required Urgent Intervention. At each grade level at least 53% of the students were at benchmark or above in math by EOY. The students in grades 3-8 that took the Star360 reading assessment showed growth, but the students are not growing at the same pace in reading as math. At EOY in reading there were 38.46% of students at or above grade level, 20% On Watch, 12.31% Intervention, and 29.23% in need of Urgent Intervention. Students in grades K-8 are administered assessments in the core curriculum (reading, math, science, and social studies) biweekly to assess student mastery to the CCSS that were taught during a two week period. After taking the student assessment, teachers afford the students an opportunity for reteaching and reassessment if the student scores below 70% (student mastery). As a result of the teacher assessing students bi-weekly, the teacher is able to determine if a student is mastering the CCSS taught and if the student is struggling the teacher provides Tier 2 and Tier 3 support for the student. Evidence of Tier 2 and Tier 3 supports are entered into Branching Minds and monitored by both the classroom teacher and the reading interventionist. The student assessments utilized to determine student mastery are from the reading, math, science, and social studies curriculum. Teachers also have the ability to add additional questions to the assessment to differentiate the student assessments to ensure that the assessment reflects the critical abilities of the CCSS and ask students to apply these abilities to and are relevant to students' lives. The ILT meets regularly to review student data from both formative and summative student assessments and works collaboratively to create a strategic instructional action plan. The ILT creates SMART goals to address the student data and improve teacher practices. Members of the ILT engage in meaningful discussions around data and problem solve to improve instructional outcomes for students. "	IAR (Math) IAR (English) Rigor Walk Data (School Level Data)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math)
	Schools and classrooms are focused on the Inner Core	Powerful Practices Rubric	**What is the feedback from your stakeholders?**	

Partially	(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.	Learning Conditions
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
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

Students need additional test taking resources and strategies that can assist the student with taking standarized assessments.
Teachers need to know how to help students that are struggling academically
Provide additional support for students struggling with social emotional issues
Students want to engage in work that is meaningful and relevant

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?

Providing teachers with additional support around implementing a high quality mini-lesson daily utilizing the gradual release model.
Purchased additional student novels that can be read by students

iReady (Reading)

iReady (Math)

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.

"Students do not have access to a mini-lesson daily if the teacher is reviewing a CCSS from a previous lesson.

Students are not receiving differentiated teacher support (small group instruction) daily to fill in the instructional gaps and or enrichment

Students need access to novels in the classroom

"

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	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	The school has established a MTSS team that has developed procedures for supporting students. The team reviews student data and works with staff to problem solve and Tier 2 and Tier 3 interventions. The school interventionist woks with Tier 2 and Tier 3 students to provide reading support and progress monitor students. Tier 2 and 3 student data is entered into Branching Minds. Data from Branching Minds is analyzed and used to create plans for students, assign interventions, set goals, and monitor student outcomes. The MTSS team uses progress monitoring to determine if strategies and interventions are working to improve student data. The classroom teacher communicates to parents each step of the MTSS process. Currently, 61% of students are in Tier 1 for math and there are 16% of students receiving Tier 2 support and 8% of students receiving Tier 3 support. 14% of students are untiered in math. In reading, 54% of the students are in Tier 1 , 13% are in Tier 2 and 19% of the students are in Tier 3. There are also 14% of the students that are untiered. Teacher ensure that student IEP's are implemented and followed with fidelity. Diverse learner teachers need additional support on writing high quality IEP's that meet the needs of the student.	Unit/Lesson Inventory for Language Objectives (School Level Data)
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		MTSS Continuum / Roots Survey / ACCESS / MTSS Academic Tier Movement / Annual Evaluation of Compliance (ODLSS) / Quality Indicators of Specially Designed Curriculum / EL Program Review Tool
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?**	
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	Parents of DL students are overall satisfied with the supports and implementation of their students' IEPs. Parents of EL students wish there were more language supports in the general education classroom Students like being on the computer and the programs being utilized at the school support literacy andmath achievement, Teachers need to communicate the academic needs of their child to the parent before progress reports and report cards are distributed.	
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	**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?**	
No	There are language objectives (that demonstrate HOW students will use language) across the content.		Teacher grade level team meets weekly to review student data and make recommendations to the MTSS team.. School will continue using Branching Minds to log student progress monitoring and data. The school will continue utilizing the math and reading student interventions and add Amira and Freckles.	

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 utilize ST Math and IXL to support math and literacy CCSS.   EL students need additional resources and teachers to support their academic needs

additional resources and teachers to support their academic needs.

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	The school has an established Behavioral Health Team (BHT) that meets bi-weekly to support our students academically and social emotionally. The members of the BHT include the principal, AP, counselor, social worker, psychologist, nurse,interventionist and case manager. Additionally, there is time in each weekly TTM for teachers to provide feedback on specific students and review student data. The teacher feedback is shared with the BHT and a plan of action for each student is developed.There is an established procedure for referring and screening students for behavioral, academic, and SEL support. Once a student has been referred for services the parent is notified by the referring teacher and a member of the BHT. A menu of Tier 2 and 3 interventions have been shared with staff and these interventions are documented in Branching Minds. The school is working to identify additional agencies in the community to provide behavioral and social supports for students and their families. All PreK-8 students receive SEL instruction daily through the Second Step and Calm Classroom. The counselor and social worker have also been trained on restorative justice and peace circles in an effort to reduce out of school suspensions. The school has not yet established a Climate and Culture Team but plans to establish the team during SY24. The school works to provide students with extracurricular activities. The school offers spanish, algebra, Chicago Children's Choir, Girl Scouts, and a robust sports program through CPS Score! During the school day, students receive weekly STEM instruction and the classroom teachers implement five week science/STEM units throughout the school year. At the end of the 2022-23 school year, the year to date attendance rate was 93.3% which was an increase from the previous school year. The grades that had the lowest YTD attendance rate were the primary grades. Attendance incentives were developed to increase the YTD attendance rate and reduce the number of students with chronic absentism. During the 2022-23 school year, 19% of students were labled as chronically absent which was a reduction from the previous school year. Student attendance data is reviewed at the TTM each week and an action plan is developed with the teacher to address the student absences or truancy. The attendance team meets monthly to review attendance data and develop plans to support our students and families struggling with attendance. According to the Cultivate Survey administered to students in 5th - 8th grade, the highest priorities are for students are Feedback for Growth, Classroom Community, and Supportive Teaching.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** Parents are struggling to get their child to school on time due to work schedules and a lack of transportation. Prents do not feel comfortable having their children walk to school without an adult. The CTA is also not a safe and viable option for families. Students often do not participate in afterschool or OST programs due to a lack of transportation and in the fall it starts to get dark early and the CTA and walking home are not safe options.	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	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?
Students want additional supports to address their social emotional needs. Many students in grades 3-8 are suffering from depression and anxiety . The social worker was only at the school twice a week and there was not enough time to address the needs of all students. Students want addtional OST options and sports The Cultivate Survey indicated the highest priority for students is Feedback for Growth, Classroom Community, and Supportive Teaching. Students are seeking to have a voice in school policies and their classroom learning.	The school has partnered with an outside social agency to provide SEL supports for students. A licensed social worker will be at the school one day a week to meet with students in individual , group, and provide family counseling for our students. Additionally, the social worker will plan parent workshops around supporting students dealing with grief, anxiety, depression, or identity issues. The additional social worker ensures that all students in need of Tier 3 mental health supports receives assistance. There are not many social agencies in the Englewood community to address mental health issues so the additional social worker fills a needed gap.

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
		College and Career Competency Curriculum (C4)	Students participated in Success Bound and Naviance to assist with high school and beyond planning. Students will participate in School Links for the SY24 school year and the counselor will work with the students to create individualized	Graduation Rate

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).		counselor will work with the students to create individualized roadmaps of success. The school counselor meets with the students in grades 6-8 to ensure that the students are aware of the various academic programs available to them. A high school and career fair is held for all 4-8 students to expose the students to the various types of high school and career options after high school.	Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Yes	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		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
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	**What is the feedback from your stakeholders?** Students participate in Success Bound and Naviance to assist with high school and beyond planning. The school counselor meets with the students to ensure that the students are aware of how to implement the planning programs available to them. A high 4-5 school and career fair is held for all 4-8 students to expose the students to the various types of high school and career options after high school.	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	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	**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?** The school counselor is meeting with students individually and with their families to explain the high school procedure and the tools available to assist students with choosing the right school for their individual needs. The counselor will push into the middle school classroom to co-teach the Success Bound curriculum.	
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager		

What 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 need additional support to identify high schools and make a decision that best aligns to their goals . Students need teachers to spend more time meeting with students to explore the Success Bound curriculum.

Partnership & Engagement

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	[The 5 Essentials Survey indicated that the school was partially organized. Upon review of the survey data, the data indicated that the majority of the staff agreed or strongly agreed with most metrics but there were three staff members that disagreed or strongly disagreed with every 5 Essential metric. The survey indicated that ambitious instruction was rated green, supportive environment/involved families were rated yellow. Effective leaders and collaborative teachers were rated orange. The cultivate survey that students in grades 5th - 8th grade indicated that growth mindset, academic risk taking and motivation were the lowest. The administration sends home a parent newletter weekly to inform parents of what is occuring in the school building. The newsletter also includes information on events happening in the community and academic and SEL supports for families. Parents are encouraged to reach out to the school for provide feedback on the newsletter and how to reach out to the school for information. There is a MDMA Student Council that is led by the school counselor and middle school teacher that meets weekly to ensure student voice in the school. The student council brings ideas on programming and how to improve the academicand social emotional experience for all MDMA students	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		Formal and informal family and community feedback received locally. (School Level Data)
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?** [Parents are glad that student council exists for students in grades 5-8 to gain experience with making a change in an organization. Parents would like to have an opportunity to view the parent data from the My Voice, My School Survey.	

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 are eager to share their perspective on their school and the learning environment. How can more students share their perspective to ensure that all voices are heard? Students need additional opportunities other than student council to reflect upon school data and work with staff to develop an action plan.

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?

The weekly TTM will include the meeting notes and action items from the student council meetings. Students from student council will be invited to have additional leadership roles in the school and gain more experience with public speaking.

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

"Teachers are utilizing high quality curricular materials with fidelity and daily to ensure that students have access to rigorous materials that are aligned to the CCSS and are culturally responsive. K-5 utilizes the My View ELA curriculum, while the middle school students utilize My Perspectives. EnVision CCSS is utilized for K-8 math instruction. According to the EdReport, both the My View and Envision CCSS meet expectations. Students in grades K-2 also utilize the Sadlier Phonics curriculum to provide foundational skills.

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.

Students in grades K-8 are administered either iReady or Star 360 in reading and math three times a year to ensure that all stakeholders understand the student' ability level, how students are progressing to meet the benchmark and identify students that may need additional support, interventions and enrichment. The school interventionist also utilizes Wilson Fundations for students in grades K-2.

The iReady Math and Reading data both trended upward for the 2022-23 school year. By the Spring (EOY) of SY23 in math, 34.48% of the students were green (at or above grade level) 17.24% of students were Early On Grade Level, 48.28% of students were One Grade Level Below (yellow) , and none of the students were two or more grade levels below. The students showed significant growth in math from BOY to EOY. At BOY in Math, there were not any students At or Above Grade Level or Early On Grade Level.

Yes	Students experience grade-level, standards-aligned instruction.

In reading, 36.67% of the K-2 students were At or Above Grade Level in reading (green), 36.67%% of the students were Early On Grade Level (green) and 23.33% of the students One Grade Level Below (yellow) and 3.33% of students were Two Grade Levels Below (pink). Although there were students that were a few students that were two grade levels below in reading at EOY , the trend was positive. At BOY in reading, none of the students were At or Above Grade Level and only a few studeents were Early on Grade Level. At BOY in reading, 76% of the students were one grade level below.
 Students in grades 3-8 were administered the Star 360 assessment in reading and math and demonstrated growth from BOY to EOY in both subjects. In math, 63.64% of the students were at or above benchmark, 10.61% were On Watch, 13.64% were intervention, and 12.12% of the students required Urgent Intervention. At each grade level at least 53% of the students were at benchmark or above in math by EOY.

The students in grades 3-8 that took the Star360 reading assessment showed growth, but the students are not growing at the same pace in reading as math. At EOY in reading there were 38.46% of students at or above grade level, 20% On Watch, 12.31% Intervention, and 29.23% in need of Urgent Intervention.

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.

Students in grades K-8 are administered assessments in the core curriculum (reading, math, science, and social studies) biweekly to assess student mastery to the CCSS that were taught during a two week period. After taking the student assessment, teachers afford the students an opportunity for reteaching and reassessment if the student scores below 70% (student mastery). As a result of the teacher assessing students bi-weekly, the teacher is able to determine if a student is mastering the CCSS taught and if the student is struggling the teacher provides Tier 2 and Tier 3 support for the student. Evidence of Tier 2 and Tier 3 supports are entered into Branching Minds and monitored by both the classroom teacher and the reading interventionist.

The student assessments utilized to determine student mastery are from the reading, math, science, and social studies curriculum. Teachers also have the ability to add additional questions to the assessment to differentiate the student assessments to ensure that the assessment reflects the critical abilities of the CCSS and ask students to apply these abilities to and are relevant to students' lives.

Yes	The ILT leads instructional improvement through distributed leadership.

What is the feedback from your stakeholders?

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.

Students need additional test taking resources and strategies that can assist the student with taking standarized assessments.
Teachers need to know how to help students that are struggling academically
Provide additional support for students struggling with social emotional issues
Students want to engage in work that is meaningful and relevant

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

What student-centered problems have surfaced during this reflection?

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?

"Students do not have access to a mini-lesson daily if the teacher is reviewing a CCSS from a previous lesson.

Students are not receiving differentiated teacher support (small group instruction) daily to fill in the instructional gaps and or enrichment

Students need access to novels in the classroom

"

Providing teachers with additional support around implementing a high quality mini-lesson daily utilizing the gradual release model.
Purchased additional student novels that can be read by students

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Determine Priorities

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

Resources: 🚀

Students...

are not receiving a high quality mini-lesson daily that is aligned to the CCSS and learning objective ✏️

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?

Resources: 🚀

As adults in the building, we...

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

Curriculum & Instruction

are not providing high quality mini-lessons to our students daily and providing the interventions and supports the students need to master the content due to additional professional development needed on gradual release and small group instruction.

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

provide students with a high quality mini lesson daily, utilizing the gradual release model, that is aligned to the CCSS and Scope and Sequence and provide student support based on the students' independent practice

Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

students engaged in the mini lesson, asking questions, and completing the assigned work independently while the teacher works with students in small group

which leads to...

higher number of students demonstrating mastery on the formative and summative assessments along with increased student engagement

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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

Teachers , Administration, and MTSS Team

Dates for Progress Monitoring Check Ins

Q1	10/26/2023	Q3	3/19/2024
Q2	12/22/2023	Q4	6/7/2024

SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1 100% of teachers writing lesson plans that are aligned to the CCSS and Scope and Sequence and explicitly write out the mini lesson (I Do, We Do, and You Do)	Teachers	May 31, 2024	In Progress
Action Step 1 Teachers will attend Savvas PD on the Reading and Math Curriculum and review the Scope and Sequence	Teachers	August 2023	Completed
Action Step 2 The administration will review teacher lesson plans and provide feedback on the mini lesson	Administration	September 15, 2023	In Progress
Action Step 3 Adminstration will observe teachers teaching the mini lesson and provide feedback	Administration	May 31, 2024	In Progress
Action Step 4 Teachers will observe their peers teaching the mini lesson to identify best practices	Teachers/ILT	May 31, 2024	Not Started
Action Step 5			Select Status
Implementation Milestone 2 100% of teachers will provide explicit instruction daily to students	Teachers/ILT/Administration	May 31, 2024	In Progress
Action Step 1 Teachers will provide supports or scaffolds for students with clear statements about the purpose and rationale for learning a skill	Teachers	May 31, 2024	In Progress
Action Step 2 The teacher will provide students with clear explanations and demonstrations of the instructional target	Teachers	May 31, 2024	In Progress
Action Step 3 The teacher will provide students with supported independent practice with feedback until independent mastery has been acheived	Teachers	May 31, 2024	In Progress
Action Step 4 The teacher will check for student understanding and active and successful participation for all students	Teachers	May 31, 2024	In Progress
Action Step 5			Select Status
Implementation Milestone 3 100% of teachers will plan for instruction presenting the lesson in three parts: opening , body, and closing	Teachers/ILT		In Progress
Action Step 1 Teachers will gain the students' attention prior to beginning the mini lesson	Teachers		In Progress
Action Step 2 Teachers will state the CCSS and the learning objectives of the mini lesson /the goal of the lesson	Teachers		In Progress
Action Step 3 The teacher will state and discuss with students the relevance of the target skill and review critical prerequisite skills prior to beginning the mini lesson	Teachers		In Progress
Action Step 4 The teacher will model the skill (I Do) in which the teacher shows the students how to perform the skill, provide prompted or guided practice (We Do) and provide unprompted practice (You Do) in which students perform the skill without teacher assistance	Teachers		In Progress

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

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

Curriculum & Instruction

Action Step 5	The teacher will identify students that are struggling with independent practice and provide small group instruction to assist the student	Teachers		In Progress
Implementation Milestone 4	100% of teachers will provide students with the opportunity to practice the CCSS/learning objective independently without teacher prompting	Teachers/Administration		In Progress
Action Step 1	Teacher will provide students with the opportunity to complete 1-2 problems indepently after many examples of the skills have been modeled (initial practice)	Teachers/Admin		In Progress
Action Step 2	Teacher will provide students with the opportunity to practice theCCSS/learning objective in sessions that are relatively short duration ad spaced over timein an effort to aid student retention	Teacher/Admin		In Progress
Action Step 3	Teacher will provide students with an opportunity to practice related CCSS/learning objectives to a skill that was previously aquired in a way that all of the skills are practiced together in one practice activity session (cumulative practice)	Teacher/Admin		In Progress
Action Step 4	Teachers will provide students with the opportunity to engage in independent practive activites that strengthen initial accuracy, buildy fluency, increas skill retention and assist students extend and generalize aquired skills	Teacher/Admin		In Progress
Action Step 5	Teachers will design, select, or adapt the independent practice activity to determine the appropriateness of the task and ensure alignment or extension of the CCSS/learning objective	Teacher /Admin		Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	60% of teachers providing students with a mini lesson daily that is aligned to the CCSS/learning objectives utilizing the gradual release model 60% of students actively engaged in the lesson and asking questions during the mini lesson which will lead to an increased number of students with a C or better in listening and classwork	✍️
SY26 Anticipated Milestones	100% of teachers providing students with a mini lesson daily (utilizing gradual release) that is aligned to the CCSS/learning objectives 100% of the students actively engage in the lesson and asking questions during the mini lesson which will lead to an increased number of students with a C or better in listening and classwork	✍️

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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)	Numerical Targets [Optional] ✍️			
				Baseline ✍️	SY24	SY25	SY26
Reduce the number of students that receive Tier 2 and 3 support in reading and math	Yes	MTSS Academic Tier Movement	Overall	39	35	32	30
			Select Group or Overall				
Increase the number of students receiving a C or better on the biweekly student assessment on the first attempt to 80%	Yes	Grades	Overall	75%	76	78	80
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum. Teacher provides all students with a daily mini lesson utilizing the gradual release model	Most teachers will state and discuss with students the relevance of the target skill and review critical prerequisite skills prior to beginning the mini lesson that is aligned to the CCSS	All teachers provide students with a daily mini lesson that is aligned to the scope and sequence, CCSS, and learning objectives, and build prior knowledge before students complete independent practice.
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.	All teachers utilize the core curriculum to provide students with access to grade level standards and provide a student assessment to determine mastery of the CCSS	Most teachers will analyze the student assessment data to ensure that the assessment aligns with the daily mini lesson and students receive small group instruction to meet the needs of the student for enrichment and remediation.	All teachers analyze student assessment data to ensure that the daily mini lesson aligns to the assessment and that students that are not demonstrating mastery on the assessment receive the appropriate remediation in small group. Students that are demonstrating mastery of the standard will be afforded enrichment.

Curriculum & Instruction

Select a Practice

| 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
Reduce the number of students that receive Tier 2 and 3 support in reading and math	MTSS Academic Tier Movement	Overall	39	35	No Progress	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase the number of students receiving a C or better on the biweekly student assessment on the first attempt to 80%	Grades	Overall	75%	76	No Progress	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
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum. Teacher provides all students with a daily mini lesson utilizing the gradual release model	On Track	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.	All teachers utilize the core curriculum to provide students with access to grade level standards and provide a student assessment to determine mastery of the CCSS	On Track	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Yes	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?

The school has an established Behavioral Health Team (BHT) that meets bi-weekly to support our students academically and social emotionally. The members of the BHT include the principal, AP, counselor, social worker, psychologist, nurse,interventionist and case manager. Additionally, there is time in each weekly TTM for teachers to provide feedback on specific students and review student data. The teacher feedback is shared with the BHT and a plan of action for each student is developed.There is an established procedure for referring and screening students for behavioral, academic, and SEL support. Once a student has been referred for services the parent is notified by the referring teacher and a member of the BHT. A menu of Tier 2 and 3 interventions have been shared with staff and these interventions are documented in Branching Minds. The school is working to identify additional agencies in the community to provide behavioral and social supports for students and their families.   All PreK-8 students receive SEL instruction daily through the Second Step and Calm Classroom. The counselor and social worker have also been trained on restorative justice and peace circles in an effort to reduce out of school suspensions.   The school has not yet established a Climate and Culture Team but plans to establish the team during SY24.   The school works to provide students with extracurricular activities. The school offers spanish, algebra, Chicago Children's Choir, Girl Scouts, and a robust sports program through CPS Score! During the school day, students receive weekly STEM instruction and the classroom teachers implement five week science/STEM units throughout the school year.   At the end of the 2022-23 school year, the year to date attendance rate was 93.3% which was an increase from the previous school year. The grades that had the lowest YTD attendance rate were the primary grades. Attendance incentives were developed to increase the YTD attendance rate and reduce the number of students with chronic absentism. During the 2022-23 school year, 19% of students were labled as chronically absent which was a reduction from the previous school year. Student attendance data is reviewed at the TTM each week and an action plan is developed with the teacher to address the student absences or truancy. The attendance team meets monthly to review attendance data and develop plans to support our students and families struggling with attendance.
According to the Cultivate Survey administered to students in 5th - 8th grade, the highest priorities are for students are Feedback for Growth, Classroom Community, and Supportive Teaching.

What is the feedback from your stakeholders?

Parents are struggling to get their child to school on time due to work schedules and a lack of transportation. Prents do not feel comfortable having their children walk to school without an adult. The CTA is also not a safe and viable option for families.   Students often do not participate in afterschool or OST programs due to a lack of transportation and in the fall it starts to get dark early and the CTA and walking home are not safe options.

What student-centered problems have surfaced during this reflection?

Students want additional supports to address their social emotional needs. Many students in grades 3-8 are suffering from depression and anxiety . The social worker was only at the school twice a week and there was not enough time to address the needs of all students.
Students want addtional OST options and sports

 The Cultivate Survey indicated the highest priority for students is Feedback for Growth, Classroom Community, and Supportive Teaching. Students are seeking to have a voice in school policies and their classroom learning.

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?

The school has partnered with an outside social agency to provide SEL supports for students. A licensed social worker will be at the school one day a week to meet with students in individual , group, and provide family counseling for our students. Additionally, the social worker will plan parent workshops around supporting students dealing with grief, anxiety, depression, or identity issues. The additional social worker ensures that all students in need of Tier 3 mental health supports receives assistance. There are not many social agencies in the Englewood community to address mental health issues so the additional social worker fills a needed gap.

Determine Priorities

Return to Top

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

Students...

feel that their voices are not heard and as a result the students engage in inappropriate interactions with peers and adults

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

Return to Top

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

As adults in the building, we...

are not validating and hearing student concerns around school policies and their social emotional 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

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What is your Theory of Action?

If we....

implement restorative justice practices such as peace circles in the classroom with fidelity for conflict resolution

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Connectedness & Wellbeing

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

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

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

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

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

then we see....

students effectively resolving problems and communicating positively with adults and peers ✍️

which leads to...

students feeling validated on the Climate Survey and a reduction of school wide student misconducts ✍️

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.

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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 ✍️

Culture and Climate Team/ILT

Dates for Progress Monitoring Check Ins

Q1	10/26/2023	Q3	3/19/2024
Q2	12/22/2023	Q4	6/7/2024

SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1 — 100% of teachers need training on Restorative Justice			Not Started
Action Step 1 — Identify a vendor(Conflict Center) to conduct restorative training for staff			In Progress
Action Step 2 — Review the CPS Toolkit for Restorative Justice			In Progress
Action Step 3 — Focus on one aspect of restorative justice and implement monthly - 8 strategies			Not Started
Action Step 4 — Administer a staff survey (pre/post) to measure the effectiveness on the classroom environment			Not Started
Action Step 5 — Monitor student misconducts monthly to determine impact on student behavior			In Progress
Implementation Milestone 2 — Elected students in grades 3-8 will participate in Student Council			In Progress
Action Step 1 — Identify a criteria for students to be eligible to run for student council based upon teacher recommendations			In Progress
Action Step 2 — Candidates will participate in a forum			Not Started
Action Step 3 — Student council will meet weekly to plan events and service projects for the year			Not Started
Action Step 4 — Town Hall meetings and Google Surveys will be administered monthly/quarterly to ensure that all students have the opportunity to use their voices and to address individual SEL concerns. The school counselor will then follow up with those students who have indicated that they need additional support.			Not Started
Action Step 5 — Administrative meetings with Student Council bi-weekly			Not Started
Implementation Milestone 3 — The school will provide parent workshops to provide parents with restorative justice practices			Not Started
Action Step 1 — Social worker. case manager, psychologist and counselor will plan quarterly parent workshops around restorative justice			Not Started
Action Step 2 — Administer a parent survey to identify meeting logistics and workshop topics via Google Form			Not Started
Action Step 3 — Incorporate parent events and activities aligned with school SEL goals at Report Card Pick Up days.			Not Started
Action Step 4 —			*Select Status*
Action Step 5 —			*Select Status*
Implementation Milestone 4 — Students will have student voice within the classroom through daily class meetings.			In Progress
Action Step 1 — All teachers will hold daily morning meetings to address SEL concerns as well as allow students to address concerns, make suggestions, etc.			In Progress
Action Step 2 — Teachers will develop a parking lot strategy to allow students to use their voice while addressing concerns while not distracting the entire class			Not Started
Action Step 3 — Provide a monthly Google Form for students to address concerns or provide suggestions with responses given back within the week			Not Started
Action Step 4 — Conduct surveys quarterly to ensure that students have the opportunity to use their voice			Not Started
Action Step 5 — Grade bands will collaborate to determine the appropriate structures for the morning meeting			In Progress

SY25-SY26 Implementation Milestones

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

Connectedness & Wellbeing

| **SY25 Anticipated Milestones** | Reduction of Group 3 - 6 student misconducts and increased student participation in student council
All students receive Tier 1 SEL instruction daily | ✏️ |

| **SY26 Anticipated Milestones** | Student Cultivate Surveys and school climate and culture survey indicate Classroom Community and Student Voice as a strength - Improved priority from SY24   Students utilize peer council , restorative justice, and peace circles to resolve 95% of student conflicts | ✏️ |

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

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
Create a student survey (Elevate) that identifies the attributes of an effective classroom community and increase the number of students that rate their classroom community effective	Yes	Cultivate	Overall				
			Select Group or Overall				
Increase the percentage of students that rate the school community and student voice as supportive on the student Cultivate Survey	Yes	Cultivate	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
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All staff will be trained on Peace Circles and Restorative Justice	75% of staff will utilize Peace Circles and conduct Restorative Justice conversations with students as part of SEL and Healing Supports.	100% of staff will be trained in Peace Circles and Restorative Justice and utilize these practices to provide students with SEL and Healing Supports.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All students will receive Second Step, Calm Classroom and participate in morning meetings each day to provide students with Tier 1 SEL support and identify strategies to assist students with dealing with conflict	Students will be able to identify SEL strategies to assist them with resolving conflict and voicing their opinions with staff and there will be a reduction of student misconducts	80% of students will indicate on the Cultivate Survey a satisfaction of student voice and classroom community. There will be a 30% decrease of Group 3 - 6 student misconducts
Select a Practice			

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
Create a student survey (Elevate) that identifies the attributes of an effective classroom community and increase the number of students that rate their classroom community effective	Cultivate	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase the percentage of students that rate the school community and student voice as supportive on the student Cultivate Survey	Cultivate	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

<div align="right">Connectedness & Wellbeing</div>

<div align="center">**Practice Goals**</div>

<div align="right">**Progress Monitoring**</div>

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All staff will be trained on Peace Circles and Restorative Justice	*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.	All students will receive Second Step, Calm Classroom and participate in morning meetings each day to provide students with Tier 1 SEL support and identify strategies to assist students with dealing with conflict	*Select Status*	*Select Status*	*Select Status*	*Select Status*
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*

☐ **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.

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

Select a Goal

Select a Goal

Select a Goal

| If Checked:

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

No action needed | ☐ | **Our school is a non-Title I school that does not receive any Title I funds.**
(Continue to Approval) |

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

☑ The parents will support their children's learning.

☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

The parent and family involvement funds will be used for the following goals: To provide parent workshops to assist parents with working with their child to improve academic acheivement in Reading and Math, and identify parenting strategies for parents to work with their child to address the social emotional needs of their child. Funds are also available to provide food/supplies for the parent workshops. $190 food, and $1335 parent workshops

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