

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
Shirley Scott	Principal	sascott3@cps.edu
Victoria Perry	AP	vrperry1@cps.edu
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Caitlin Salach	Teacher Leader	csalach@cps.edu
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Komaljit Suga	Inclusive & Supportive Learning Lead	ksuga@cps.edu
Shanta Brown	Teacher Leader	slburdette@cps.edu
Kenya Taylor	Connectedness & Wellbeing Lead	ktaylor2@cps.edu
Tamera Brye	Parent	tbrye@cps.edu
Claiborne Wade	Parent	Claiborne.Wade@family-focus.org

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/5/23	6/9/23
Reflection: Curriculum & Instruction (Instructional Core)	6/14/23	6/20/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/21/23	6/27/23
Reflection: Connectedness & Wellbeing	6/28/23	7/4/23
Reflection: Postsecondary Success	7/5/23	7/11/23
Reflection: Partnerships & Engagement	7/12/23	7/18/23
Priorities	7/19/23	7/25/23
Root Cause	7/26/23	8/15/23
Theory of Acton	8/16/23	8/22/23
Implementation Plans	8/23/23	8/26/23
Goals	8/23/23	8/29/23
Fund Compliance	8/30/23	9/2/23
Parent & Family Plan	8/30/23	9/4/23
Approval	9/13/23	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	10/27/2023
Quarter 2	12/22/2023
Quarter 3	3/22/2024
Quarter 4	5/24/2024

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	What are the takeaways after the review of metrics?	Metrics
Yes	CPS High Quality Curriculum Rubrics	Adopting Skyline for ELA, Math, Science, Social Science and World Language: Science -ELA Foundational Skills will continue with Foundations in K-3rd 3-8 math Star360 (84 students in Urgent intervention at BOY, 68 (or 81%) remained at EOY) which shows 19% movement to the higher tiers 3-8 reading Star360 (102 students in Urgent intervention BOY, 72 (71%) remained at EOY which shows 29% movement to the higher tiers IAR show stagnant growth for the students in the lower tiers. Reading SY22 Did not meet expectations 45%, decreased by 8% to SY23 37%; Math SY22 Did not meet expectations 48%, increased by 3% to SY23 51% ELA and Math core subjects grades are showing passing (A, B, C) (SY22 91% and SY23 93%) when the diagnostics and IAR data reflects not on grade level.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math)
Partially	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	What is the feedback from your stakeholders? Build the confidence of the ILT members to analyze data and peer coaching. No full buy-in from the staff, sometimes only for compliance. Continue communication between ILT and staff, within one week of the ILT meeting, notes emailed to staff and action items/plans shared at GLTs Parents don't understand grading practices and only 30% are using Parent Portal actively Reflections on teaching practices are needed; Grading does not match assessment data Student's via the Cultivate Survey: Feedback for Growth - Nature and quality of teacher feedback to improve student work: Students learn more effectively when their teachers set high expectations, recognize progress, and offer respectful, critical feedback to help students improve Supportive Teaching Breadth and quality of teacher's instructional support for learning: Students learn more effectively and are more likely to feel valued when their teachers provide them with the instructional support to be successful.	iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Partially	Powerful Practices Rubric Learning Conditions		
Partially	Continuum of ILT Effectiveness Distributed Leadership		
No	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
No	Assessment for Learning Reference Document	What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? Beginning SY24 Adopting Skyline across subjects, will align the scope and sequences vertically and horizontally with assessments. 🚀 MTSS classroom tiered interventions utilizing small group instruction. Tutor Corp targeted 1st-5th students (approximately 70 tier 3 students) receiving foundational reading supports Lead Coach and IB Coordinator providing strategies on enhancing small group instruction. Professional development provided in Reading and Math Potential barrier is getting the Skyline materials and resources in a timely manner.	

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 not being assessed to drive instruction regularly (aligned to grade level standards) within the classroom setting using a variety of measures. Empowering all educators to collaborate on student improvement will improve student outcomes. 🚀

[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	MTSS Integrity Memo MTSS Continuum Roots Survey	Behavior Health Team is in place and has met regularly. MTSS has not been prioritized with a strong team, systems or structures. We must prioritize MTSS in classrooms and with the Tutor Corp staff. All staff must be trained and supported throughout this process. This also goes back to the culture and climate of believing that all students can learn and will be successful. Need to focus on social emotional and academic interventions.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
	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.	LRE Dashboard Page
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

LRE 1, inclusion, is the most proven form of instruction for meeting the needs of students with learning disabilities. The development of teacher teams and training on inclusion would benefit the teachers. The IEP team and referral process should be revisited. All stakeholders should become familiar with referring students for additional help prior to suggesting an IEP or disability. IEP team training and implementation is necessary. 🍌

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

BHT Team in Place and will continue building sustainable systems and structures
 Training and increasing usage of Branching Minds for logging interventions and progress monitoring
 IEP compliance numbers are above 95% consistently
 IEP schedules and staffing regularly reviewed to ensure adequate staffing and supports are in place 🍌

- [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.

Students are not receiving consistent, high quality interventions addressing areas of need. 🍌

[Return to Top](#) **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References
Partially	BHT Key Component Assessment SEL Teaming Structure
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.

What are the takeaways after the review of metrics?

Behavior Health Team is in place and meets regularly. We should include additional stakeholders and facilitate interventions and action steps. Culture and climate team should be reestablished and prioritized. 🍌

If students do not feel their teachers like and/or care about them, they will be absent more often. Students that are absent cannot learn. In contrast, when students are present they believe they do not have a voice regarding curriculum and culture.

Lower than desired Student attendance increased from 83% in SY22 to 86.5% in SY23. Student with IEPs 79% in SY22, 83.5% in SY23
 Higher than desired Students with chronic absenteeism 44 in SY23; chronic truancy in SY23 is 61; Students with IEPs chronic absenteeism 47 in SY23; chronic truancy in SY23 is 63

SY23 Misconducts: Group 5 = 4%; Group 4 = 31%; Group 3 = 30%; Group 2 = 24%, Group 1 = 10%
 Male: G5 = 6%; G4 = 34%; G3 = 26%; G2 = 26%, G1 = 9% | Female: G5 = 2%; G4 = 28%; G3 = 36%; G2 = 22%, G1 = 13%

Access to OST (Out of School Time)/SCS: SY23: ~250 out of 450 (40% from Priority Engagement Group)

What is the feedback from your stakeholders?

Students via the Cultivate Survey: Top 3 prioritized learning conditions
Feedback for Growth Nature and quality of teacher feedback to improve student work: Students learn more effectively when their teachers set high expectations, recognize progress, and offer respectful, critical feedback to help students improve
Classroom Community Sense of community and mutual support among classmates: Students feel safe to engage and succeed in school when the classroom environment encourages a sense of community and fosters mutual support among classmates.
Supportive Teaching Breadth and quality of teacher's instructional support for learning: Students learn more effectively and are more likely to feel valued when their teachers provide them with the instructional support to be successful.

Teacher's via the 5Essentials survey
 Lack of student responsibility and ownership, low quality of student discourse and inconsistent behavioral expectations. Teacher-teacher

- Metrics**
- [% 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](#)
 - [Cultivate \(Belonging & Identity\)](#)
 - Staff trained on alternatives to exclusionary discipline (School Level Data)
 - [Enrichment Program Participation: Enrollment & Attendance](#)

No
Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

trust and teacher-principal needs improvement. Collective responsibility and collaborative practices amongst staff needs improvement. Teachers also want increased influence and leadership opportunities.

Parent want more meaningful engagement opportunities.

[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.



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 do not have the skills necessary to solve problems
Students need to feel more connected to and motivated in classes that recognize and affirm their identities.
Some students do not have a trusting relationship with their teachers
Students do not have clear expectations from their teachers or all adults in the building
Students that do not feel connected to their classrooms are likely to have attendance and truancy concerns

Youth Intervention Specialist trained in various Restorative practices. Hired an attendance clerk through the SCS grant. Efforts and progress noted in accuracy of recording practices and implementation of parent communication. Next steps are necessary to improve student attendance. It should be noted that many students do not live in our attendance area but opt to attend DePriest. Ensuring those students arrive on time is critical to their success. The Dean and the School Counselor have established open office hours that afford students the opportunity to communicate their concerns regarding their attendance, well-being and academics. Our community partners, BUILD and Family Focus, provide building mentors that support students throughout the day. DL and Gen Ed students collectively share their voice through the Unified Champions and Special Olympics. Additionally SCS afterschool programs provide opportunities via debate team, student council and curriculum circles. Some teachers are beginning to shift their lessons to reflect students interests.


[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	What are the takeaways after the review of metrics?	Metrics
No	<p>College and Career Competency Curriculum (C4)</p> <p>An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).</p>	<p>Coordinating career days across the school, embedding students in a variety of fields and occupations. </p> <p>Counselor implemented Paths for Success with 8th only</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p>
No	<p>Individualized Learning Plans</p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
No	<p>Work Based Learning Toolkit</p> <p>Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).</p>		<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p>
N/A	<p>Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).</p>		<p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	<p>ECCE Certification List</p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		
N/A	<p>PLT Assessment Rubric</p> <p>There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).</p>		
N/A	<p>Alumni Support Initiative One Pager</p> <p>Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).</p>	<p>What is the feedback from your stakeholders? </p> <p>Utilizing parents and community to embed careers for students</p> <p>Access to opportunities</p> <p>What programs are available across the community.</p>	

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

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?

Counselor access to the programs, scheduling outside of core classes. 

Lack of exposure for students to different career paths and opportunities. Each grade level will focus on a different career area so students have first hand knowledge of multiple post secondary education opportunities. 📌

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p> <p>Spectrum of Inclusive Partnerships</p>	<p>What we currently have is STRONG (Family Focus and Build). We want to expand and involve more families and additional mental health from the community. Aligned to Community Schools Pillar 📌</p> <p>Lack of programs and opportunities for families at the school, only small groups have access.</p> <p>Families of students with low attendance are not being reached in a meaningful way.</p> <p>Survey data not used to make changes.</p> <p>How to engage parents in their child's schooling and what barrier may exist?</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p>Reimagining With Community Toolkit</p>	<p>5Essentials Survey results show a lack of teacher-parent trust.</p> <p>Stakeholders recognize family engagement matters for student success, improves school readiness, and social skills.</p>	<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
No	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p>Student Voice Infrastructure Rubric</p>	<p>What is the feedback from your stakeholders? 📌</p> <p>We have given several surveys, but implementation and decision making from students has been lacking.</p> <p>Utilize District surveys</p> <p>How do we plan to use the surveys for maximum impact across stakeholder groups?</p> <p>Stakeholders recognize family engagement matters for student success, improves school readiness, and social skills.</p> <p>Parents and staff must work together to support student learning and development.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>Parents may not know the positive effect of family engagement on overall student success. 📌</p>		<p>Sustainable Community Schools funding and opportunities for engagement and development. 📌</p> <p>Planning curriculum nights for families to learn ways to engage in learning.</p> <p>Providing more student-led activities that parents can attend.</p> <p>Parent attendance is low at most events, better advertisement and changing the times of some events to accommodate the hours of working families.</p> <p>Giving surveys, but not using the information gathered for meaningful improvements is a barrier.</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
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.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Adopting Skyline for ELA, Math, Science, Social Science and World Language: Science -ELA Foundational Skills will continue with Foundations in K-3rd

3-8 math Star360 (84 students in Urgent intervention at BOY, 68 (or 81%) remained at EOY) which shows 19% movement to the higher tiers
3-8 reading Star360 (102 students in Urgent intervention BOY, 72 (71%) remained at EOY which shows 29% movement to the higher tiers

IAR show stagnant growth for the students in the lower tiers. Reading SY22 Did not meet expectations 45%, decreased by 8% to SY23 37%; Math SY22 Did not meet expectations 48%, increased by 3% to SY23 51%

ELA and Math core subjects grades are showing passing (A, B, C) (SY22 91% and SY23 93%) when the diagnostics and IAR data reflects not on grade level.

Mindset shift for grading practices as well as the use of diagnostic data to drive instruction.

Monthly check-ins regarding instructional scope and sequence

What is the feedback from your stakeholders?

Build the confidence of the ILT members to analyze data and peer coaching. No full buy-in from the staff, sometimes only for compliance. Continue communication between ILT and staff, within one week of the ILT meeting, notes emailed to staff and action items/plans shared at GLTs

Parents don't understand grading practices and only 30% are using Parent Portal actively

Reflections on teaching practices are needed; Grading does not match assessment data

Students via the Cultivate Survey: Feedback for Growth - Nature and quality of teacher feedback to improve student work: Students learn more effectively when their teachers set high expectations, recognize progress, and offer respectful, critical feedback to help students improve

What student-centered problems have surfaced during this reflection?

Students are not being assessed to drive instruction regularly (aligned to grade level standards) within the classroom setting using a variety of measures. Empowering all educators to collaborate on student improvement will improve student outcomes.

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?

Beginning SY24 Adopting Skyline across subjects, will align the scope and sequences vertically and horizontally with assessments.

MTSS classroom tiered interventions utilizing small group instruction. Tutor Corp targeted 1st-5th students (approximately 70 tier 3 students) receiving foundational reading supports

Lead Coach and IB Coordinator providing strategies on enhancing small group instruction.

Professional development provided in Reading and Math

Potential barrier is getting the Skyline materials and resources in a timely manner.

[Return to Top](#)

Determine Priorities

Resources:

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

Students...
are not receiving consistent high-quality curriculum and instruction across content areas.

[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

Resources:

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

As adults in the building, we...
are not teaching students skills they are lacking or need to acquire information. We are not implementing a high-quality curriculum consistently and with fidelity.

[5 Whys Root Cause Protocol](#)

Indicators of a Quality CIWP: Root Cause Analysis
Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.
The root cause is based on evidence found when examining the student-centered problem.
Root causes are specific statements about adult practice.
Root causes are within the school's control.

[Return to Top](#)

Theory of Action

What is your Theory of Action?

If we....
implement the Skyline curriculum, identifying clear learning targets, using standards based tasks, engage students in collaborative learning and assess grade level standards

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 core curriculum and interventions, teachers differentiating instruction, implementing supports, and adjusting their instruction based on data 📌

which leads to...

a higher number of students moving benchmarks on i-Ready and Star360 by at least 10% across grades. 📌

[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 📌

Instructional Leadership Team, Instructional Coach, IB Coordinator

Dates for Progress Monitoring Check Ins

Q1 10/27/2023 Q3 3/22/2024
 Q2 12/22/2023 Q4 5/24/2024

	SY24 Implementation Milestones & Action Steps 📌	Who 📌	By When 📌	Progress Monitoring
Implementation Milestone 1	100% of teachers will use the Skyline curriculum with fidelity by the end of SY24, this will be achieved through observation of instruction.	all teachers	May 24, 2024	Select Status
Action Step 1	Provide teachers with information on Skyline and other PL training opportunities and track completion	Administration	CPS professional learning deadlines	Select Status
Action Step 2	Ensure all teachers have Skyline materials (order, inventory, distribute materials), including develop a system for needed copies	Administration	September 30, 2023	Select Status
Action Step 3	Skyline lesson planning implementation as regular GLT agenda topics, teachers working collaboratively to address instructional practices	Administration, Coach, IB Coordinator, Teachers	On-going	Select Status
Action Step 4	Quarterly check-ins of scope and sequence and pacing across grades, tracked and monitored via classroom observations and lesson plan reviews	Administration, Coach and IB Coordinator	On-going	Select Status
Action Step 5	ILT members conduct rigorwalks to observe, collect data and provide feedback during GLTs on implementation of core curriculum, monthly	ILT members, respectively for grade/contents	October 2024	Select Status
Implementation Milestone 2	IB MYP Teachers will explore and implement a wider range of assessment methods during GLT feedback sessions leading towards a comprehensive assessment plan that aligns IB Assessment Policy	IB Coordinator	June 7, 2024	Select Status
Action Step 1	Connecting Skyline Units to the IB-MYP Framework across contents areas	IB Coordinator, IB MYP Middle School Teachers (5th-8th)	On-going	Select Status
Action Step 2	Teachers will receive trainings around IB Assessment methods and implementation	IB Coordinator	On-going	Select Status
Action Step 3	Teachers will implement scientific and mathematical investigations, also essay assessments that are intentionally aligned to IB learning outcomes and objectives	IB Coordinator	On-going	Select Status
Action Step 4	Add a reflection section to the unit plans and reflect individually and with IB GLTs, update units as a result of reflections	IB Coordinator, IB MYP Middle School Teachers (5th-8th)	Reflection meetings at the end of the units	Select Status
Action Step 5	Quarterly unit plan feedback reviews after reflection sessions	IB Coordinator, Administration	Quarterly	Select Status
Implementation Milestone 3	100% of core subject teachers will implement small group as part of Tier 1 instruction	ILT members, respectively for grade/contents	December 21st, 2023	Select Status
Action Step 1	Analyze BOY, MOY and EOY diagnostic Reading and Math data during GLTs, to identify grade level and classroom trends to inform instructional groups	Grade Level Teams	October 21st, 2023	Select Status
Action Step 2	Create school-wide small group expectations with ILT that includes data collection and instructional practices	ILT	October 1st, 2023	Select Status
Action Step 3	Utilizing the internal and N3 results from Landscape and Rigor Walks to ensure student engagement with grade-level learning activities/tasks are aligned to standards during Skyline instruction	ILT Members	October 21st, 2023	Select Status
Action Step 4	Logging Tier 2 and Tier 3 interventions in Branching Minds for targeted student groups, biweekly	Teachers	Bi-Weekly at GLT meetings	Select Status
Action Step 5	Monitor classroom implementation of small group instruction by using the teacher REACH teacher evaluation system Domain 3 (Instruction) components; providing coaching as needed	Coach and Administration	Ongoing	Select Status
Implementation Milestone 4	All of teachers 2nd - 8th grade creating support plans and interventions for students with Ds-Fs in Reading and Math	Teachers		Select Status
Action Step 1	Provide PD on documenting interventions in Branching Minds (BM)	Coach, Admin	Bi-Weekly at GLT meetings	Select Status

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	
Action Step 2	Support plans for interventions are developed and documented within BM			Teachers	Bi-Weekly at GLT meetings		Select Status			
Action Step 3	Logging Tier 2 and Tier 3 interventions in Branching Minds for targeted student groups, biweekly			Teachers	Bi-Weekly at GLT meetings		Select Status			
Action Step 4	GLTs review BM data monthly and disseminate to appropriate teams (such as BHT, MTSS, Attendance) for action planning			ILT	Monthly, beginning October 3rd		Select Status			
Action Step 5	Tutor Corp Reading interventions for Tier 3 students in 1st-5th grade monitored for implementation fidelity (3x per week for 30 minutes)			Instructional Coach, Tutor Corp Tutors	Quarterly		Select Status			

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	<p>All teachers using Skyline across subject areas and grade levels with consistency and fidelity along with student assessments, as a result students will grow by 5% in i-Ready and Star360. Assessment results used to inform whole and small group instruction.</p> <ul style="list-style-type: none"> -75% of teachers differentiating core instruction -75% of teachers K-8 utilizing BM to develop support plans and document interventions, regularly progress monitoring, and implementing actions using multiple data points 	
SY26 Anticipated Milestones	<p>All teachers using Skyline across subject areas and grade levels with consistency and fidelity along with student assessments, as a result students will grow by 10% in i-Ready and Star360. Assessment results used to inform whole and small group instruction.</p> <ul style="list-style-type: none"> -100% of teachers differentiating core instruction -75% of teachers K-8 utilizing BM to develop support plans and document interventions, regularly progress monitoring, and implementing actions using multiple data points -Grades 3-8 progress monitoring Star360 CBMs aligned to student skill deficits 	

Return to Top Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).

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

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

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

Resources:

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

- The CIWP includes a reading Performance goal
- The CIWP includes a math Performance goal
- The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
- Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Increase the percentage of students categorized at/above benchmark on Star 360 (Grades 3-8)	Yes <input type="checkbox"/>	STAR (Math)	Overall <input type="text"/>	19	24	29	34
			Students with an IEP <input type="text"/>	11	14	17	21
Increase the percentage of student categorized as early on grade level or mid/above grade level (Grade K-2)	Yes <input type="checkbox"/>	iReady (Math)	Overall <input type="text"/>	23	28	35	42
			Select Group or Overall <input type="text"/>				

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.	Adoption of Skyline for Math, ELA, Science, Social Science and World Language with teachers receiving training through district PL	Continue PL training for Skyline in another core subject area (i.e. if PLs in SY24 were focused on ELA, in SY25 they will focus on Math), by the end of the year most teachers are utilizing Skyline Curriculum and Assessments with fidelity in two core subjects.	Continue PL training for Skyline in another core subject area, by the end of the year all teachers are utilizing Skyline Curriculum and Assessments with fidelity in the four core subjects.
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.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric	Most teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.	All teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Cultivate Supportive Classroom: create relevant culturally responsive practices that lead to learning environment conditions, evidenced by improvement in the area of Supportive Classroom: CC_LEARN & PLAN Foundational Text ...	Cultivate: Supportive Classroom Most teachers are using collaborative and varied learning structures that allow students to spend more time sharing and listening to each other and fostering an environment of trust and comfort with vulnerability, i.e. modeling, co-created class agreements, visible and accessible structures	Continue Inner Core Connection work around classroom community that foster the interconnectedness of each person, engaging student voice and opportunities for students to be civic actors in school and the community

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
Increase the percentage of students categorized at/above benchmark on Star 360 (Grades 3-8)	STAR (Math)	Overall	19	24	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	11	14	Select Status	Select Status	Select Status	Select Status
Increase the percentage of student categorized as early on grade level or mid/above grade level (Grade K-2)	iReady (Math)	Overall	23	28	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Adoption of Skyline for Math, ELA, Science, Social Science and World Language with teachers receiving training through district PL	Select Status	Select Status	Select Status	Select Status
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.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric	Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Cultivate Supportive Classroom: create relevant culturally responsive practices that lead to learning environment conditions, evidenced by improvement in the area of Supportive Classroom: CC_LEARN & PLAN_Foundational Text Co-Lab	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.
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.
No	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?

Behavior Health Team is in place and meets regularly. We should include additional stakeholders and facilitate interventions and action steps. Culture and climate team should be reestablished and prioritized.

If students do not feel their teachers like and/or care about them, they will be absent more often. Students that are absent cannot learn. In contrast, when students are present they believe they do not have a voice regarding curriculum and culture.

Lower than desired Student attendance increased from 83% in SY22 to 86.5% in SY23. Student with IEPs 79% in SY22, 83.5% in SY23
 Higher than desired Students with chronic absenteeism 44 in SY23; chronic truancy in SY23 is 61; Students with IEPs chronic absenteeism 47 in SY23; chronic truancy in SY23 is 63

SY23 Misconducts: Group 5 = 4%; Group 4 = 31%; Group 3 = 30%; Group 2 = 24%, Group 1 = 10%
 Male: G5 = 6%; G4 = 34%; G3 = 26%; G2 = 26%, G1 = 9% | Female: G5 = 2%; G4 = 28%; G3 = 36%; G2 = 22%, G1 = 13%

Access to OST (Out of School Time)/SCS: SY23: ~250 out of 450 (40% from Priority Engagement Group)

What is the feedback from your stakeholders?

Student's via the Cultivate Survey: Top 3 prioritized learning conditions
 Feedback for Growth Nature and quality of teacher feedback to improve student work: Students learn more effectively when their teachers set high expectations, recognize progress, and offer respectful, critical feedback to help students improve
 Classroom Community Sense of community and mutual support among classmates: Students feel safe to engage and succeed in school when the classroom environment encourages a sense of community and fosters mutual support among classmates.
 Supportive Teaching Breadth and quality of teacher's instructional support for learning: Students learn more effectively and are more likely to feel valued when their teachers provide them with the instructional support to be successful.

Teacher's via the 5Essentials survey
 Lack of student responsibility and ownership, low quality of student discourse and inconsistent behavioral expectations. Teacher-teacher trust and teacher-principal needs improvement. Collective responsibility and collaborative practices amongst staff needs improvement. Teachers also want increased influence and leadership opportunities.

What student-centered problems have surfaced during this reflection?

Students do not have the skills necessary to solve problems
 Students need to feel more connected to and motivated in classes that recognize and affirm their identities.
 Some students do not have a trusting relationship with their teachers
 Students do not have clear expectations from their teachers or all adults in the building
 Students that do not feel connected to their classrooms are likely to have attendance and truancy concerns

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?

Youth Intervention Specialist trained in various Restorative practices. Hired an attendance clerk through the SCS grant. Efforts and progress noted in accuracy of recording practices and implementation of parent communication. Next steps are necessary to improve student attendance. It should be noted that many students do not live in our attendance area but opt to attend DePriest. Ensuring those students arrive on time is critical to their success. The Dean and the School Counselor have established open office hours that afford students the opportunity to communicate their concerns regarding their attendance, well-being and academics. Our community partners, BUILD and Family Focus, provide building mentors that support students throughout the day. DL and Gen Ed students collectively share their voice through the Unified Champions and Special Olympics. Additionally SCS afterschool programs provide opportunities via debate team, student council and curriculum circles. Some teachers are beginning to shift their lessons to reflect students interests.

Return to Top Determine Priorities

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

Students...
 do not have the skills necessary to solve problems

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 consider SEL concerns in relationship to student's behavior and academic progress; we lack flexibility with students regarding systems, structures and norms.

Resources:

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

Indicators of a Quality CIWP: Root Cause Analysis
 Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.
 The root cause is based on evidence found when examining the student-centered problem.
 Root causes are specific statements about adult practice.
 Root causes are within the school's control.

Return to Top Theory of Action

What is your Theory of Action?

If we....

Resources:

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

implement school-wide Social Emotional Learning tier 1 curriculum, aligned with CASEL, common school-wide SEL language, and restorative philosophy.



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....

teachers and staff will continue to build greater capacity to effectively employ social emotional learning strategies and routines that increase student ability to self regulate, have better social awareness, forge positive peer relationships, and engage in responsible decision making.



which leads to...

measurable outcomes tied to this strategy will include a 10% decrease in misconduct data; a rating of 'Strong' on the 5Essentials for Supportive Environment; a higher school-wide average rating of proficient/distinguished in REACH Domain 2 Classroom Environment (components 2a, 2d), and increased student attendance. Subsequently, we will see a decrease in students feeling disconnected and unmotivated in class as we recognize and affirm their identities.



[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

Behavioral Health Team, SCS Resource Coordinator, Dean, Clerks

Dates for Progress Monitoring Check Ins

Q1 10/27/2023 Q3 3/22/2024
 Q2 12/22/2023 Q4 5/24/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	75% of teachers effectively implementing district-approved SEL curriculum (Second Step and Calm Classroom)	Culture and Climate Team	June 2024	Select Status
Action Step 1	All teachers attend PD on Second Step curriculum and Calm Classroom techniques (in person or virtually)	Administration	October 2023	Select Status
Action Step 2	Monitoring implementation of Second Step in the classrooms through classroom observations and usage reports to ensure that students are demonstrating understanding of essential concepts and that staff is implementing SEL learning with fidelity	Counselor and Dean	Ongoing	Select Status
Action Step 3	Develop school-wide behavior expectations in collaboration with Student Council to encourage positive behaviors in classrooms and common areas	Culture and Climate Team	October 2023	Select Status
Action Step 4	Identify students needing Tier 2 and Tier 3 SEL supports with plans in Branching Minds, with interventions logged	Teachers, Instructional Coach, IB Coordinator	Ongoing	Select Status
Action Step 5	Increase the percentage of priority students enrolled in OST, mentoring or sports programming from 40% to 60%	SCS Resource Coordinator Athletic Director	June 2024	Select Status
Implementation Milestone 2	Increase overall student attendance by 3% to 89% by the end of 2024	Attendance Clerk, Teachers, BHT, student Engagement Team	June 2024	Select Status
Action Step 1	Merge the attendance team with the Culture and Climate Team, the teams identify and conduct home visits for chronically truant and chronically absent students.	Teachers, Coach, IB Coordinator	November 2023	Select Status
Action Step 2	Continue to refer students with truancy concerns to the Culture and Climate Team and Behavioral Health Team.	Teachers, BHT, student Engagement Team	Ongoing	Select Status
Action Step 3	Attendance Clerk continues to track target chronically absent students by making daily well-being checks by phone.	Attendance Clerk	Ongoing	Select Status
Action Step 4	Teachers monitor student's attendance by updating daily attendance in Aspen prior to dismissal.	Teachers	Ongoing	Select Status
Action Step 5	Continue classroom/schoolwide incentives to encourage daily	Teachers ,Attendance Clerk,	Ongoing	Select Status
Implementation Milestone 3	Decrease misconducts in each category by 10% by the end of 2024	All	June 2024	Select Status
Action Step 1	Continue to refer students with behavior concerns to the Culture and Climate Team and Behavioral Health Team	Teachers, BHT, student Engagement Team	Ongoing	Select Status
Action Step 2	Teachers integrate Second Step and Calm classroom techniques as part of the daily instructional program as evidence by their schedules/time distribution	Teachers	September 2024	Select Status
Action Step 3	Dean and School Counselor will provide additional supports, including Restorative justice practices to students with behavioral concerns, interventions logged in Branching Minds.	Dean, School Counselor	Ongoing	Select Status
Action Step 4	Provide PD to 100% of Classroom Teachers to revisit procedures for discipline referrals	Dean	June 2024	Select Status
Action Step 5	SEL Tier 2 and Tier 3 for identified students; plans of support created and interventions logged in Branching Minds, monthly	BHT, Teachers	Ongoing	Select Status
Implementation Milestone 4	Increased coaching for teachers around SEL curriculum integration, intervention logging, and student engagement (on-track metrics of attendance and grading).	Coach, IB Coordinator, Administration	June 2025	Select Status

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

Action Step 1	Monitoring implementation of Second Step in the classrooms through classroom observations and usage reports to ensure that students are demonstrating understanding of essential concepts and that staff is implementing SEL learning with fidelity	Counselor and Dean	Ongoing	Select Status
Action Step 2	Coaching and modeling SEL practices including, with reflections on the progress and efficacy of the curriculum, including Skyline SEL integration activities	Teachers, Instructional Coach, IB Coordinator	Ongoing	Select Status
Action Step 3	Provide real-time coaching, as needed, for staff needing additional support with implementation for SEL. Staff needing supports determined through observations and conferencing	Coach, IB Coordinator, Administration	As needed, quarterly	Select Status
Action Step 4	Provide real-time coaching, as needed, for staff needing additional support with implementation for Branching Minds intervention logging. Staff needing supports determined through monitoring entries, observations and conferencing	Coach, Administration	Quarterly	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 100% of teachers trained and fully-implementing Second Step curriculum and Calm Classroom techniques.
 Increase overall student attendance to 92%
 Continue to decrease student Misconducts in groups 3, 4, and 5 by an additional 10%, with at least 4 staff members trained in Restorative Practices
 Target 60%-70% of priority students enrolled in OST/SCS, mentoring or sports programming
 Continue coaching and modeling efficacy of implementation

SY26 Anticipated Milestones
 100% of teachers trained and fully-implementing Second Step curriculum and Calm Classroom techniques, identifying exemplars
 Increase overall student attendance to 95%
 Continue to decrease student Misconducts in groups 3, 4, and 5 by an additional 10%, with at least 4 staff members trained in Restorative Practices
 Target 60%-70% of priority students enrolled in OST/SCS, mentoring or sports programming
 Continue coaching and modeling efficacy of implementation

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

[IL-EMPOWER Goal Requirements](#)

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

Performance Goals

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📌	Numerical Targets [Optional] 📌		
					SY24	SY25	SY26
Decrease number of absences of chronically absent and chronically truant students by 10% each year through June 2024.	Yes	Increased Attendance for Chronically Absent Students	Overall	37	30	25	20
			Students with an IEP	46	40	35	30
Decrease disruptive behaviors in groups 3, 4 and 5	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	171	150	125	100
			African American Male	105	85	65	50

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.	Acquire training and materials for all teachers on the SEL curricula (Second Step and Calm Classroom); OSEL School-Wide SEL Implementatio...	Continuing implementation of Second Step and Calm Classroom techniques in all classes; Cultivating SEL for Adults and strengthening staff connectedness Cultivating Adult SEL Resource Li...	Continuing implementation of Second Step and Calm Classroom techniques in all classes; Cultivating SEL for Adults and strengthening staff connectedness
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.	Re-establish teams and develop clear systems and structures and training for leads for each team utilizing the SY24 Culture & Climate and Behavioral Health Team Supports	Continue developing Culture and Climate Teams focus as outlined within the CPS Culture and Climate Standards domains: Safety & Order, Relational Trust, Curriculum & Instruction and Environment and Structures	Continue developing Culture and Climate Teams focus as outlined within the CPS Culture and Climate Standards domains: Safety & Order, Relational Trust, Curriculum & Instruction and Environment and Structures
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Identify team members who will best facilitate attendance support with consistent teaming structures and meeting protocols for students identified as chronically truant and absent, including home visits	Culture and Climate Team establishes and communicates the protocol for how teachers identify students who will benefit and support intentional re-entry plans.	Continue to refine teaming structures and systems to increase effectiveness

[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
Decrease number of absences of chronically absent and chronically truant students by 10% each year through June 2024.	Increased Attendance for Chronically Absent Students	Overall	37	30	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	46	40	Select Status	Select Status	Select Status	Select Status
Decrease disruptive behaviors in groups 3, 4 and 5	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	171	150	Select Status	Select Status	Select Status	Select Status
		African American Male	105	85	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Acquire training and materials for all teachers on the SEL curricula (Second Step and Calm Classroom); OSEL School-Wide SEL Implementation - Hybrid Learning Resources (update 02.19.21)	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.	Re-establish teams and develop clear systems and structures and training for leads for each team utilizing the SY24 Culture & Climate and Behavioral Health Team Supports	Select Status	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Identify team members who will best facilitate attendance support with consistent teaming structures and meeting protocols for students identified as chronically truant and absent, including home visits	Select Status	Select Status	Select Status	Select Status

Parent and Family Plan

If Checked:



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.

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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


SCHOOL & FAMILY COMPACT

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

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

\$3,000 Services-Professional/ Workshops Professional development for parents including the Youth Guidance Parent Conference and representation at the National Community Schools conference 

\$473 Supplies for 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