

## 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
Demetrius Mundy	Principal	dmundy@cps.edu
Faith Fields	AP	fsfields@cps.edu
Candace Dixon	Teacher Leader	cdixon@cps.edu
Emily Nuttall	Teacher Leader	ennuttall@cps.edu
Tamika Robinson	Teacher Leader	tmrobinson3@cps.edu
Daniel Jackson	Teacher Leader	drjackson23@cps.edu
Chaunte Robinson	Teacher Leader	cerobinson@cps.edu
Joy Dillard	Teacher Leader	jdillard@cps.edu
Lee Glover	Teacher Leader	liglover1@cps.edu
Aisha Brundige	LSC Member	aishabrundige@gmail.com
Julia Hock	Teacher Leader	
	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	8/3/23	8/3/23
Reflection: Curriculum & Instruction (Instructional Core)	8/9/23	8/9/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/9/23	8/9/23
Reflection: Connectedness & Wellbeing	8/11/23	8/11/23
Reflection: Postsecondary Success	8/15/23	8/15/23
Reflection: Partnerships & Engagement	8/15/23	8/15/23
Priorities	8/17/23	8/17/23
Root Cause	8/17/23	8/17/23
Theory of Acton	8/17/23	8/17/23
Implementation Plans	8/24/23	8/24/23
Goals	8/24/23	8/24/23
Fund Compliance	8/24/23	8/24/23
Parent & Family Plan	8/31/23	8/31/23
Approval	9/1/23	9/1/23

## SY24 Progress Monitoring Schedule

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

### CIWP Progress Monitoring Meeting Dates

Quarter 1	9/20/2023
Quarter 2	11/29/2023
Quarter 3	2/21/2024
Quarter 4	5/29/2024

**Indicators of a Quality CIWP: Reflection on Foundations**

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

**Resources**

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**

**Using the associated references, is this practice consistently implemented?**

**References**

**What are the takeaways after the review of metrics?**

**Metrics**

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>	<p>As evidenced in grade level and ILT agendas, teachers are active participants in determining extra resources needed to meet the needs of all students. EOY assessment results( IAR, Star 360 Reading and math) indicate that many students( general education and diverse learners) particularly in grades 4th-8th are still not meeting grade level requirements ( IAR 40% ELA, IAR Math 16% ). Screener data indicate that growth towards attainment is trending positive in math and reading for students in grades K-2 (K-2 I-Ready ELA from BOY 16% to 74% , K-2 I-Ready Math from BOY 10% to EOY 65% meeting or exceeding attainment). Students in grades 3rd through 8th screener test data and off- track data shows growth but not at an adequate pace (Star 360, less than 20% change in students meeting or exceeding grade level expectations from BOY to MOY in Reading and Math).</p> <p>Instructional walks and lesson plans show that the curriculum and assessments used in all classrooms are aligned to appropriate grade level standards. Rigor walks indicated that in most classrooms, students were not given opportunities to work together, challenge peers, or assess their own learning. Rigor walks also evidenced that academic vocabulary was not explicitly required in all classrooms.</p> <p>While approximately 70% of teachers taught afterschool programs, only 43% of students identified as Tier 2 or Tier 3 received academic MTSS support during in-school and afterschool programs combined. While only 3.75% of students received D's or F's as final grades, less than 50% of students displayed readiness for grade level instruction according to the IAR and Interim test data. Analyzing all indicators of student achievement suggests that more; instructional rigor, data driven practices and alignment to district/ state- wide assessments is needed to best prepare students. In the SY22-23, While approximately 70% of teachers taught afterschool programs, only 43% of students identified as Tier 2 or Tier 3 received academic MTSS support during in school and afterschool programs combined.</p>	<p><a href="#">IAR (Math)</a></p> <p><a href="#">IAR (English)</a></p> <p>Rigor Walk Data (School Level Data)</p> <p><a href="#">PSAT (EBRW)</a></p> <p><a href="#">PSAT (Math)</a></p>
Yes	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a>  <a href="#">Teacher Team Learning Cycle Protocols</a>		<p><a href="#">STAR (Reading)</a></p>
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.	<a href="#">Powerful Practices Rubric</a>  <a href="#">Learning Conditions</a>		<p><a href="#">STAR (Math)</a></p> <p><a href="#">iReady (Reading)</a></p> <p><a href="#">iReady (Math)</a></p>
Partially	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a>  <a href="#">Distributed Leadership</a>		<p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p> <p><a href="#">ACCESS</a></p>
Partially	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.	<a href="#">Customized Balanced Assessment Plan</a>  <a href="#">ES Assessment Plan Development Guide</a>  <a href="#">HS Assessment Plan Development</a>		<p><a href="#">TS Gold</a></p> <p><a href="#">Interim Assessment Data</a></p>
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>		

**What is the feedback from your stakeholders?**

Based on teacher feedback/surveys, more protected time is needed for content area team collaboration. Teachers stated that increased collaboration will assist with unpacking standards, implementing Skyline curriculums, and navigating Branching Minds. Both new and experienced teachers stated that they have difficulty with implementing high quality Tier 1 instruction using the newly introduced Skyline curriculum. The majority of teachers also stated that they need support with providing and monitoring interventions using the Branching Minds platform. Math and Reading teachers also indicated that they desire a better understanding of the alignment of curricular and MTSS goals to formal assessments. All teachers indicated that writing instruction has not been taught with fidelity and most likely impacted assessment results.

ILT data based findings suggest that school-wide structures should be put in place to build coherence across content areas , as well as, providing meaningful support for priority students.

Parents want to ensure that students are receiving high quality instruction and support that will prepare them for high school opportunities and readiness.

**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?**

Teaching labs/ training for all math teachers with implementing the new Skyline curriculum will better prepare teachers with unpacking standards and teaching the curriculum with fidelity. Increased protected time for content area teams to collaborate using meaningful protocols (co-labs) will likely increase student's acadmic vocabulary and conceptualizing abilities, which aligns to IAR goals. Increased supprts for Tier 3 students and identified teachers (use of ancillary teachers to support the deleivering interventions) will ensure that students are recieving supports consistently. Branching Minds professional development for MTSS lead and staff members, as well as, consistently reviewing data during meetings for; Grade level Teams, Content Area Teams, MTSS Team, and ILT will help establish the goals and protocols of the MTSS team. Intentionally incorporating coherent language objectives and writing instruction in all content areas will improve all student's vocabulary and writing skills, while simultaneously address barriers for EL students.


**What student-centered problems have surfaced during this reflection?**

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


Students are not consistently receiving high quality coherent instruction, real time interventions, or meaningful feedback across content areas. Students are not receiving high quality writing instruction , which is detrimental in all content areas and significantly impacts assessments outcomes and future opportunities.

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**Inclusive & Supportive Learning Environment**

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>	<p>-A Balanced Assessment System that includes Large-Scale Assessments, Screening/Benchmark, Diagnostic and Progress Monitoring Assessments and Classroom Assessments is in place.</p> <p>-MTSS Lead and Team are represented by staff and service providers with diverse perspectives and backgrounds. MTSS team have defined roles but not all members are fully upholding responsibilities</p> <p>-MTSS meetings are hapening quarterly, not monthly. Agendas for MTSS meetings are present but are not formatted to routinely focus on data driven processes or using the Problem Solving Process (PSP) to make data informed, culturally responsive decisions for all students as evidenced by tier movement.</p> <p>- The Root survey conducted by the MTSS team in the past school year indicated that in most areas, we are functioning in the foundational stage.- Branching Minds was not used consistently to address Tier 2 and 3 students who are recommended for supports. (Currently 33% of students are recommended for supports in math and 39% of students are recommended for supports in ELA- Dashboard). Most of the Diverse learners receive supports in reading and math but not in Science and Social Studies classrooms, based on how IEPs were written.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">MTSS Academic Tier Movement</a></p> <p><a href="#">Annual Evaluation of Compliance (ODLSS)</a></p>
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.	<a href="#">MTSS Integrity Memo</a>		
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.	<a href="#">LRE Dashboard Page</a>	<p><b>What is the feedback from your stakeholders?</b></p>	<p><a href="#">Quality Indicators of Specially Designed Curriculum</a></p>
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>	<p>-The MTSS lead stated that she needs more support with implementing referenced tools and creating agendas that supports the goals of MTSS. The MTSS team wants more training with monitoring interventions school-wide in Branching Minds. Teachers want more training on connecting interventions and asesments used in other paltforms to Branching Minds - Students surveys revealed that most 95% of students believe that their teachers help them learn on a daily basis. Screener Test data comparing MOY scores to EOY scores indicated that most students who are approaching grade level standards ( Tier 2) are meeting their goals and scoring at grade level by the end of the year. It also displayed that most students who started at/ above grade level maintained their status. On the other hand, it also showed that most students who began the school year 2 or more years behind grade level remained that way by the end of the year. Science and Social Studies teachers want more support for Diverse learners when they are in their classroom.</p>	<p><a href="#">EL Program Review Tool</a></p>
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>	<p><b>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?</b></p>	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		<p>- MTSS training for Team Lead and increased collaboration with other MTSS Leads and schools with successful outcomes will provide more insight to increase the effectiveness of the team - MTSS Team agendas are aligned to MTSS protocols and school-wide data. MTSS team is scheduled to meet monthly. These shifts will likely help the team move from foundational to full -operational based on the MTSS continuum.</p> <p>The ILT will support the MTSS with monitoring and supporting teachers with implementing interventions for Tier 3 students. Goal setting meetings conducted by the principal with all teachers after each screener test cycle will support progress monitoring process and ensure that planned interventions are being put in place to address deficits. During Goal setting meetings, teachers identify tiered groups and discuss intervention plan for each group, as well as, outliers.</p>	
<p><b>What student-centered problems have surfaced during this reflection?</b>                  If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>				
<p>Most students in grades 4th-8th are not receiving consistent academic interventions to adress identified gaps in reading or math. Identified Tier 3 students for ELA and Math are not recieving adequate intereventions or progress monitoring, resulting in, insufficient growth towards making attainment. </p>				

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

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>	<p>Our school has structures in place for Tier 1 school-wide supports such as PBIS that promotes positive behavior and safe learning climate. We have in place a fully functional BHT and Cultural and Environment team that meets on a regular basis. We have also implemented SEL curriculum Pathways for K - 5th grade and second Step for 6th -8th. The school has had a huge decrease in misconduct reports and suspensions, but as we reviewed our student's surveys it shows that we are neutral in students not feeling safe and student's teacher trust.</p>	<p> <a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a></p> <p><a href="#">Reduction in OSS per 100</a></p> <p><a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a></p> <p><a href="#">Access to OST</a></p> <p><a href="#">Increase Average Daily Attendance</a></p>
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			

Jump to...	<a href="#">Curriculum &amp; Instruction</a>	<a href="#">Inclusive &amp; Supportive Learning</a>	<a href="#">Connectedness &amp; Wellbeing</a>	<a href="#">Postsecondary</a>	<a href="#">Partnerships &amp; Engagement</a>
					<a href="#">Increased Attendance for Chronically Absent Students</a>
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.			<p><b>What is the feedback from your stakeholders?</b></p> <p>We have reviewed the data thoroughly and have come to a realization that students' safety was geared to the unexpected isolate incidents that were initiated during the return back from the COVID shut down. As we were reengaging our students we experience social issues that were in need of addressing. As a result our students who were in 8th and 7th grade were in the building during SY23 and were still going through some social and mental instability. Our K- 5th grade were making great strides and were in a great place mentally and socially. We concluded that our discussions must and will be data driven and structured around the problem solving process, to ensure we have a clear plan of action as the intended outcome.</p>	<p><a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a></p> <p><a href="#">Cultivate (Belonging &amp; Identity)</a></p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p><a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a></p> <p><a href="#">Student Voice Infrastructure</a></p> <p><a href="#">Reduction in number of students with dropout codes at EOY</a></p>
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			<p><b>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?</b></p> <p>Based on our 5 essentials data we received well-organized, but there are questions about are student survey data that is centered on student voice, trust and safety. The student survey reads that are student to teacher trust was in questioned as well as feeling safe the group that was affected the most was our upper grade population. This group needed the most support socially and mentally when they return back to school from the pandemic shut-down. The only barrier that we foresee is the parental support when it comes to supporting procedure and policy. We will continue to create a culture where the voices of students are heard and implementing more restorative practices to allow students to feel safe to communicate with all teachers and staff members. Our goal will be to continue to decrease suspensions and misconducts by 20% by utilizing more restorative practices.</p>	
	<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>We have reviewed the data thoroughly and have come to a realization that students' safety was geared to the unexpected isolate incidents that were initiated during the return back from the COVID shut down. As we were reengaging our students we experience social issues that were in need of addressing. As a result our SY23 students who were in 7th and 8th grade were the groups affected during the return and were still going through some social and mental instability.</p>				

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">College and Career Competency Curriculum (C4)</a>	As we reflect on our data our councilor has implemented success Bound Curriculum to 6th - 8th grade students. The curriculum encourages collaboration among all staff in tier 1 support. The teachers use is geared towards the skyline platform. We have provided resources and support to aid our students in success skills that prepare our students for High School, college and career readiness. Our data also showed for the SY23 school year we had 25% of our students off track, 25% almost on track and 50% on-track. The school has hosted a High school fair to allow students to begin narrowing down their choices for high school selections. 8th grade has hosted an HBCU tour that allows 8th grade students to visit 6 Historical Black Colleges and University	<p><a href="#">Graduation Rate</a></p> <p><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCE</a></p> <p><a href="#">3 - 8 On Track</a></p>
Partially	<a href="#">Individualized Learning Plans</a>		<a href="#">Learn, Plan, Succeed</a>
Partially	<a href="#">Work Based Learning Toolkit</a>	<p><b>What is the feedback from your stakeholders?</b></p> <p>The counselor is having difficulty scheduling classrooms success bound curriculum to implement on a consistent basis due to scheduling conflicts. Teachers have discuss concerns regarding replacing zeros with 50% in their grade books which effects on-track data and high school choice. The councilor has been pushing more selective enrolment high school representation at our High School Fair.</p>	<p><a href="#">% of KPIs Completed (12th Grade)</a></p> <p><a href="#">9th and 10th Grade On Track</a></p> <p><a href="#">Cultivate (Relevance to the Future)</a></p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
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	<a href="#">ECCE Certification List</a> Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		

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).	<a href="#">PLT Assessment Rubric</a>
No	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).	<a href="#">Alumni Support Initiative One Pager</a>

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

We have put in place a plan to ensure the school councilor is implementing success bound consistently to 6th – 8th grade students. The Councilor has provided a schedule that shows daily implementation of post-secondary coaching. We have implemented a full movement middle school format for 7th & 8th grade students where they are provided a class schedule and move freely to mixed classrooms. Councilor is providing parent sessions for GoCPS to assist with registration and school selections. We will continue our High school fair as well as our 8th grade class trip on a HBCU tour. Administration will continually monitor grade book to ensure teachers are providing students a chance to be successful and to increase our student on-track. 🍌

**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 meeting selective enrollment test expectations which is decreasing acceptance to selective enrollment schools. Student's attendance are one of the major issues that affect off-track data. 7th grade students do not understand the importance of 7th grade and its impact on High School readiness and selection. The School Counselor and teachers need to be more consistent in implementing success bound to students to push high school, college and career readiness. Continue our career day for our students and bring back our HBCU tour. 🍌

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

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

**What are the takeaways after the review of metrics?**

We do not have much data on parental involvement as it pertains to the surveys that were provided. There was a low response rate of parents submitting the parent survey. We do have a functioning LSC. We have a functioning PAC but they do not meet on a regular basis due to parents not showing up for the meetings. We hold open house, back to school fair, grade level parent nights, subject area family nights, cultural connections and an end of the year awards assembly where we invite all parents to out to share their child's academic achievements. 🍌

**What is the feedback from your stakeholders?**

Based off of the data and parents we have discussed that our parent want to be able to attend school wide assemblies during the school day. Teachers feel that the parents need to be more active/engaged in school wide functions, their children's academics and extra-curricular activities. Based off of the data there needs to be a way to get more parental submission surveys 🍌

**Metrics**

[Cultivate](#)

[5 Essentials Parent Participation Rate](#)

[5E: Involved Families](#)

[5E: Supportive Environment](#)

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

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

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

Problems that we have experienced is that lack of awareness or communication regarding opportunities to be able to participate in activities that are held in the school has affect student moral. Ensuring teachers are aware of work conflicts when scheduling meetings and activities. Create ways to ensure parents voice are herd through completion of parent surveys. 🍌

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

We have created a calendar that withal our subject area family nights planned for the year. We have ensured that communication is open by being intentional with keeping our website updated a log with teachers sending home weekly newsletters and rob calls from admin. We are actively pursuing in having a full LSC membership with no vacancies as well as our PAC. Lastly we have partnered with the Greater Chatham initiative and they will be working directly with students, staff, administrators and parents to facilitate restorative practices that will support the culture and climate of the school. 🍌

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

As evidenced in grade level and ILT agendas, teachers are active participants in determining extra resources needed to meet the needs of all students. EOY assessment results( IAR, Star 360 Reading and math) indicate that many students( general education and diverse learners) particularly in grades 4th-8th are still not meeting grade level requirements ( IAR 40% ELA, IAR Math 16% ). Screener data indicate that growth towards attainment is trending positive in math and reading for students in grades K-2 (K-2 I-Ready ELA from BOY 16% to 74% , K-2 I-Ready Math from BOY 10% to EOY 65% meeting or exceeding attainment). Students in grades 3rd through 8th screener test data and off- track data shows growth but not at an adequate pace (Star 360, less than 20% change in students meeting or exceeding grade level expectations from BOY to MOY in Reading and Math).

Instructional walks and lesson plans show that the curriculum and assessments used in all classrooms are aligned to appropriate grade level standards. Rigor walks indicated that in most classrooms, students were not given opportunities to work together, challenge peers, or assess their own learning. Rigor walks also evidenced that academic vocabulary was not explicitly required in all classrooms.

While approximately 70% of teachers taught afterschool programs, only 43% of students identified as Tier 2 or Tier 3 received academic MTSS support during in-school and afterschool programs combined. While only 3.75% of students received D's or F's as final grades, less than 50% of students displayed readiness for grade level instruction according to the IAR and Interim test data. Analyzing all indicators of student achievement suggests that more; instructional rigor, data driven practices and alignment to district/ state- wide assessments is needed to best prepare students. In the SY22-23, While approximately 70% of teachers taught afterschool programs, only 43% of students identified as Tier 2 or Tier 3 received academic MTSS support during in school and afterschool programs combined.

What is the feedback from your stakeholders?

Based on teacher feedback/surveys, more protected time is needed for content area team collaboration. Teachers stated that increased collaboration will assist with unpacking standards, implementing Skyline curriculums, and navigating Branching Minds. Both new and experienced teachers stated that they have difficulty with implementing high quality Tier 1 instruction using the newly introduced Skyline curriculum. The majority of teachers also stated that they need support with providing and monitoring interventions using the Branching Minds platform. Math and Reading teachers also indicated that they desire a better understanding of the alignment of curricular and MTSS goals to formal assessments. All teachers indicated that writing instruction has not been taught with fidelity and most likely impacted assessment results.

ILT data based findings suggest that school-wide structures should be put in place to build coherence across content areas , as well as, providing meaningful support for priority students.

Parents want to ensure that students are receiving high quality instruction and support that will prepare them for high school opportunities and readiness.

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 are not consistently receiving high quality coherent instruction, real time interventions, or meaningful feedback across content areas. Students are not receiving high quality writing instruction , which is detrimental in all content areas and significantly impacts assessments outcomes and future opportunities.

Teaching labs/ training for all math teachers with implementing the new Skyline curriculum will better prepare teachers with unpacking standards and teaching the curriculum with fidelity. Increased protected time for content area teams to collaborate using meaningful protocols (co-labs) will likely increase student's acadmic vocabulary and conceptualizing abilities, which aligns to IAR goals.

Increased supports for Tier 3 students and identified teachers (use of ancillary teachers to support the deleivering interventions) will ensure that students are receiving supports consistently. Branching Minds professional development for MTSS lead and staff members, as well as, consistently reviewing data during meetings for; Grade level Teams, Content Area Teams, MTSS Team, and ILT will help establish the goals and protocols of the MTSS team. Intentionally incorporating coherent language objectives and writing instruction in all content areas will improve all student's vocabulary and writing skills, while simultaneously address barriers for EL students.

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

Resources: 

Students...

[Determine Priorities Protocol](#)

With identified deficits are not receiving adequate MTSS academic support or high quality coherent Tier 1 instruction on a daily basis.



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?

Resources: 

As adults in the building, we...

are not implementing high quality coherent instruction with fidelity or using data to guide instructional practices consistently.



[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....

Provide increased professional development and coaching around implementing Skyline and Branching Minds with fidelity, ensure protected time for content area teams to collaborate using data to implement researched based strategies, create school-wide structures that promotes coherence across grade levels and content areas with an emphasis on writing, and use progress monitor cycles to plan to address identified deficits



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....

Teachers; implementing Skyline with fidelity, shifting instructional practices using researched based strategies, using progress monitoring tools "Branching Minds" to identify student growth trends, and providing MTSS interventions consistently. Students engaged in; high quality discussions and rigorous learning task, activities that are aligned to assessment goals and embeds writing across content areas. Students actively engaged with high quality grade level curriculum.



which leads to...

all students receiving data driven interventions on regular basis to support deficits monitored in Branching Minds, greater number of Tier 3 students meeting or exceeding benchmark goals and growth targets. A Yearly 10% increase of students including, diverse Learners, Meeting or exceeding IAR goals. An annual decrease of 15% for Tier 3 reading and math students in grades 3-8th on screener assessments.



[Return to Top](#) **Implementation Plan**

Resources:

**Indicators of a Quality CIWP: Implementation Planning**

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.  
Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.  
Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.  
Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.  
Action steps are inclusive of stakeholder groups and priority student groups.  
Action steps have relevant owners identified and achievable timelines.

**Team/Individual Responsible for Implementation Plan**

ILT and MTSS Team/ Assistant Principal

**Dates for Progress Monitoring Check Ins**

Q1 9/20/2023 Q3 2/21/2024  
Q2 11/29/2023 Q4 5/29/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Ensure that 100% of ELA, Math, and Social Studies teachers are fully trained and implementing Skyline with fidelity.	Principal/ Assistant Principal	August 14th- June 6, 2024	In Progress
<b>Action Step 1</b>	ILT Create and share scope and sequence of all professional trainings opportunities ( mandatory and extra trainings provided)	Assistant Principal / ILT	August 16, 2023	Completed
<b>Action Step 2</b>	100% of Math Teachers, new to skyline, are introduced and begin receiving coaching and support from Skyline Teaching Lab weekly	ILT/ MTSS / Teaching Lab Coach	August 31, 2023	In Progress
<b>Action Step 3</b>	100% of Team leads Math, ELA, and Social Studies Teachers attend all mandatory trainings for implementing Skyline. Present new learnings to team during Content Area meetings	Network 12 ISL/ Team Leads	Network 12 and ILT established dates	In Progress
<b>Action Step 4</b>	ILT and Team Leads review Teachers lesson plans weekly for evidence of Skyline and rigor, provide feedback and support during weekly GLT meetings	ILT/ Content Area Team leads	Weekly beginning the week September 5, 2023	In Progress
<b>Action Step 5</b>	ILT and network ISL conducts Landscape and Instructional walks to assess implementation of Skyline In all math, ELA, and Social Studies classrooms. ILT Provide feedback and support opportunities.	ILT/ Content Area Team leads	Network 12 and ILT establi:	In Progress
<b>Implementation Milestone 2</b>	100% of staff is fully trained and consistently using Branching Minds to progress monitor interventions for Tier 2 and 3 students	MTSS Lead/ Assistant Principal and Principal	August 14th- June 6, 2024	In Progress
<b>Action Step 1</b>	MTSS Team creates and shares scope and sequence of all professional trainings opportunities and resources	MTSS Lead	September 13, 2023- June 6, 2024	In Progress
<b>Action Step 2</b>	MTSS lead trains 100% of staff on navigating branching minds, provides handout for steps.	MTSS Lead	September 22, 2023- June	Not Started
<b>Action Step 3</b>	MTSS lead collaborates/ visits with other schools with successful MTSS implementation plans. Present finding to ILT and MTSS team. ILT and MTSS make adjustments to enhance processes of monitoring interventions.	MTSS Team/ILT	September 13, 2023- June 6, 2024	Not Started
<b>Action Step 4</b>	MTSS Team analyze interventions and assessments input in Branching Minds to ensure data- driven alignment for all Tier 2 and 3 students based on screener test results.	MTSS Team	Bi-weekly beginning September 13, 2023	Not Started
<b>Action Step 5</b>	All teachers with screener test data will participate in Goal setting data based cycles after implementing screener test (BOY, MOY, and EOY). Teachers will identify target students and create a plan to best support Tier 2 and 3 students.	Principal/ Assistant Principal	September 11, 2023, January 22, 2024, May 20, 2024	Not Started
<b>Implementation Milestone 3</b>	100% of staff will effectively implement Standard and Assessment alignment for all learning task	Principa/ Assistant Principal	August 21- June 6, 2024	In Progress

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

<b>Action Step 1</b>	Review weekly lesson plans to ensure that all teachers are implementing authentic writing activities on a daily basis to better prepare students for assessments	Assistant Principal/ Instructional Lead	August 21-June 6, 2024 Weekly	In Progress
<b>Action Step 2</b>	ILT and network leads will conduct rigor walks. ILT will identify Tier 2 and 3 teachers and provide feedback needed supports.	ILT/ Network Instructional Support leads	ILT and Network 12 established dates	Not Started
<b>Action Step 3</b>	Assistant principal and principal conduct/ monitor incremental classroom observations with feedback for all identified Tier 2 and 3 teachers	Assistant Principal/ Principal/ Instructional Lead	Starting September 4th-Biweekly	Not Started
<b>Action Step 4</b>	All staff members will receive training on Backwards Design Planning. Novice Teachers will be paired with experienced teachers for support.	Principal/ Assistant Principal	September 22, 2024	Not Started
<b>Action Step 5</b>	All staff members will participate in school-wide IAR readiness plan created by the ILT to better understand the rigor, skills, vocabulary, and student experience with taking the IAR. Teachers will discuss reflections during GLT meetings.	Principal/ Assistant Principal/ ILT	September 22- March 24, 2024	In Progress
<b>Implementation Milestone 4</b>	Increased collaboration to implement coherence across grade levels and subject areas	Principal/ Assistant Principal/ ILT	August 14- June 6, 2024	In Progress
<b>Action Step 1</b>	All subject area teams will meet quarterly to analyze data and determine instructional shifts that will be implemented for each quarter. Scheduled plan and shift created and posted by ILT. Classroom observations conducted by ILT members to observe shifts and provide feedback.	ILT/ Content Area Team leads	August 14- June 6, 2024	In Progress
<b>Action Step 2</b>	All ancillary, Science, and Social Studies teachers will collaborate quarterly to create/implement writing activities that reinforces academic vocabulary across subject areas	Science and Social Studies Team leads/ Instructional Lead	August 14- June 6, 2024	In Progress
<b>Action Step 3</b>	Grade level Teams will conduct peer observations monthly for other grade levels to better understand connections between standards, schedule created by ILT	ILT/ GLT	Beginning Sept.11, 2023 Bi-weekly	Not Started
<b>Action Step 4</b>	Academic word walls are evident in all classrooms including ancillary	Principal/ Assistant Principal	August 21- June 6, 2024	In Progress
<b>Action Step 5</b>	Team leads and coaches will conduct monthly Co-labs to unpack standards and Skyline for alignment to IAR and screener test	Team Lead/ Math Teaching Lab	Starting September 22, 2023	In Progress

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	80% of staff will consistently implement high quality curriculum and interventions with fidelity, which will result in an 10% or higher increase in IAR scores for reading and math, including diverse learners, from the prior school year. operational 100% of Tier 2 and 3 students will consistently receive intentional data-driven interventions that are documented in Branching Minds, which will decrease the number of Tier 3 students by 20% or more from the prior school year.	
<b>SY26 Anticipated Milestones</b>	100% of teachers will consistently implement high quality research based instructional practices with scientific based curriculum. Fully Operational - 100% of teachers will implement researched based interventions to address student deficits with fidelity. This will positively impact achievement data resulting in atleast 80% of students grades K-8 will meetng or exceeding grade level expectations by EOY ( I-ready, Star 360). Student achievement on the IAR assessment will increase by atleast 25% each year from SY'22-23 to SY'25-26.	

**Goal Setting**

[Return to Top](#)

Resources:

**Indicators of a Quality CIWP: Goal Setting**

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

**IL-EMPOWER Goal Requirements**

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

**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Students achievement on IAR test will increase by atleast 10% in reading each school year	Yes	IAR (English)	Overall	23%	33%	43%	53%
			Students with an IEP	4%	14%	24%	34%
Students achievement on IAR test will increase by atleast 10% in Math each school year.	Yes	IAR (Math)	Overall	17%	27%	37%	47%
			Students with an IEP	3%	13%	23%	33%

**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



Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction	
C&I:2 Students experience grade-level, standards-aligned instruction.				All teachers will be observed for implementation of standard aligned instruction and rigor. (Rigor Walk Rubric)	Content area teams will meet to analyze student work samples and assessments for grade level and standards alignment and mastery. (IAR Rubrics)	Teachers will provide authentic interventions and assessments to all students including diverse learners using data driven practices. ( observations, lesson plans, Branching Minds)	
C&I:4 The ILT leads instructional improvement through distributed leadership.				Use the individual strengths of ILT members to facilitate priorities outlined in the CIWP (Content Area Leads) measured through CIWP action steps and milestones.	ILT members will facilitate content area meetings to discuss instructional improvement. (CIWP action steps and milestones)	ILT members will mentor other teachers to develop them as leaders within the content area. (Assessment data IAR & Screener Test)	
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.				School teams will analyze teacher assessments to ensure assessments are standards-aligned. (Uniformed rubric that measures alignment between standard and assessment)	Teachers will be required to give formative and summative assessments that are grade level appropriate and standards-aligned. (Evidence in lesson plans)	Teachers will create and implement a variety assessments to measure student learning.( lesson plans, Interim Assessment data)	

[Return to Top](#)

### SY24 Progress Monitoring

Resources: 

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

#### Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Students achievement on IAR test will increase by atleast 10% in reading each school year	IAR (English)	Overall	23%	33%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	4%	14%	Select Status	Select Status	Select Status	Select Status
Students achievement on IAR test will increase by atleast 10% in Math each school year.	IAR (Math)	Overall	17%	27%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	3%	13%	Select Status	Select Status	Select Status	Select Status

#### Practice Goals

#### Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers will be observed for implementation of standard aligned instruction and rigor. (Rigor Walk Rubric)	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Use the individual strengths of ILT members to facilitate priorities outlined in the CIWP (Content Area Leads) measured through CIWP action steps and milestones.	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	School teams will analyze teacher assessments to ensure assessments are standards-aligned. (Uniformed rubric that measures alignment between standard and assessment)	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Our school has structures in place for Tier 1 school-wide supports such as PBIS that promotes positive behavior and safe learning climate. We have in place a fully functional BHT and Cultural and Environment team that meets on a regular basis. We have also implemented SEL curriculum Pathways for K - 5th grade and second Step for 6th -8th. The school has had a huge decrease in misconduct reports and suspensions, but as we reviewed our student's surveys it shows that we are neutral in students not feeling safe and student's teacher trust.

What is the feedback from your stakeholders?

We have reviewed the data thoroughly and have come to a realization that students' safety was geared to the unexpected isolate incidents that were initiated during the return back from the COVID shut down. As we were reengaging our students we experience social issues that were in need of addressing. As a result our students who were in 8th and 7th grade were in the building during SY23 and were still going through some social and mental instability. Our K- 5th grade were making great strides and were in a great place mentally and socially. We concluded that our discussions must and will be data driven and structured around the problem solving process, to ensure we have a clear plan of action as the intended outcome.

What student-centered problems have surfaced during this reflection?

We have reviewed the data thoroughly and have come to a realization that students' safety was geared to the unexpected isolate incidents that were initiated during the return back from the COVID shut down. As we were reengaging our students we experience social issues that were in need of addressing. As a result our SY23 students who were in 7th and 8th grade were the groups affected during the return and were still going through some social and mental instability.

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?

Based on our 5 essentials data we received well-organized, but there are questions about are student survey data that is centered on student voice, trust and safety. The student survey reads that are student to teacher trust was in questioned as well as feeling safe the group that was affected the most was our upper grade population. This group needed the most support socially and mentally when they return back to school from the pandemic shut-down. The only barrier that we foresee is the parental support when it comes to supporting procedure and policy. We will continue to create a culture where the voices of students are heard and implementing more restorative practices to allow students to feel safe to communicate with all teachers and staff members. Our goal will be to continue to decrease suspensions and misconducts by 20% by utilizing more restorative practices.

Return to Top Determine Priorities

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

Students...

survey reads that our student to teacher trust was in questioned as well as feeling safe. We will continue to create a culture where the voices of students are heard and implementing more restorative practices to allow students to feel safe to communicate with all teachers and staff members. Our goal will be to continue to decrease suspensions and misconducts by 20% by utilizing more restorative practices.



[Determine Priorities Protocol](#)

Resources:

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...

have reviewed the data thoroughly and have come to a realization that students' safety was geared to the unexpected isolate incidents that were initiated during the return back from the COVID shut down. As we were reengaging our students we experience social issues that were in need of addressing. As a result our students who were in 8th and 7th grade were in the building during SY23 and were still going through some social and mental instability. Our K- 5th grade were making great strides and were in a great place mentally and socially.



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

Resources:

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....

continue to set and communicate high expectations, promote positive relationships between students, 100% of the staff is fully trained in implementing SEL curriculum, teachers promote students voice, teachers incorporating a variety of learning structures and continue to provide a range of learning experiences, restructure our school wide behavior program PBIS



Indicators of a Quality CIWP: Theory of Action

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

Resources:

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

and continue to implement a school wide/classroom attendance incentive policy

then we see....

an increase of students sense of belonging coming to school, students actively engaged in classroom discussions, students making good choices, students actively finding opportunities to participate during instruction, and students taking pride in their learning as well as feeling comfortable with coming to and from school



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.

which leads to...

a decrease in school misconduct referral rates by 10%, an increase in student attendance with a goal of 96%, and an increase in student positive interactions with teachers and peers which will lead to students positive sense of safety with the commute to and from school.



[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**

BHT/CCT/ILT

**Dates for Progress Monitoring Check Ins**

Q1 9/20/2023

Q3 2/21/2024

Q2 11/29/2023

Q4 5/29/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Ensure that 100% of the staff is fully trained in implementing an effective SEL curriculum to 100% of the student population	Principal	Sep 22, 2023 - June 30, 2024	In Progress
<b>Action Step 1</b>	Provide follow up professional development on SEL as it pertains to pathways and second step	Ms. Green (Social Worker) & Ms. Spann (School counselor)	Sep 22, 2023 - June 30, 2024	Not Started
<b>Action Step 2</b>	Continue support of Restorative practices coach	Dr. Dotson	Aug. 28, 2023 - Jun. 30, 2024	In Progress
<b>Action Step 3</b>	Continue Calm Classroom	Assistant Principal	Aug. 21, 2023 - Jun. 6, 2024	In Progress
<b>Action Step 4</b>	Retrain teachers in PBIS	Principal	Sep 22, 2023 - June 30, 2024	Not Started
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Ensure 100% of all students voices are being received and valued throughout the building	Ms. Dillard & Ms. Lee	Aug. 21, 2023 - June 30, 2024	In Progress
<b>Action Step 1</b>	Improve the effectiveness of Students Council	Ms. Dillard & Ms. Lee	Aug. 21, 2023 - June 30, 2024	In Progress
<b>Action Step 2</b>	Implement students surveys once a quarter	ILT	Aug. 21, 2023 - June 30, 2024	Not Started
<b>Action Step 3</b>	Create a principal student council chat	Principal & Assistant Principal	Aug. 21, 2023 - June 30, 2024	Not Started
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Increase students attendance by 2% that will increase the overall attendance rate to 96%	Attendance team	Aug. 21, 2023 - June 30, 2024	In Progress
<b>Action Step 1</b>	Continue use of teacher call logs	Teachers/Attendance team	Aug. 21, 2023 - June 30, 2024	In Progress
<b>Action Step 2</b>	Provide monthly attendance incentives	Administration & Attendance team	Aug. 21, 2023 - June 30, 2024	Not Started
<b>Action Step 3</b>	Attendance team will choose three tier 3 students to check-in with daily	Attendance team	Aug. 21, 2023 - June 30, 2024	Not Started
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	Establish a a BHT and CCT team that will consistently review data to support the students physical, behavioral and social emotional health as well as their wellbeing.	BHT Lead (Ms. Green CCT Lead (Mr. Jackson)	Aug. 21, 2023 - June 30, 2024	In Progress
<b>Action Step 1</b>	Create a schedule that will reflect meetings biweekly	BHT Lead (Ms. Green CCT Lead (Mr. Jackson)	Aug. 21, 2023 - June 30, 2024	In Progress
<b>Action Step 2</b>	Work closely with administration to be able identify tier 3 students in need of referrals and screening to help support behavior and mental health issues	BHT Lead (Ms. Green CCT Lead (Mr. Jackson)	Aug. 21, 2023 - June 30, 2024	In Progress
<b>Action Step 3</b>	Connect students to service to support students behavior and mental health	BHT Lead (Ms. Green)	Aug. 21, 2023 - June 30, 2024	In Progress
<b>Action Step 4</b>	Fully integrate SEL into the school that will support teachers and students	School Counselor (Ms. Spann)	Aug. 21, 2023 - June 30, 2024	In Progress
<b>Action Step 5</b>	provide professional learning that will fully support the implementation of MTSS for Culture and Climate	Mtss Lead (Ms. C. Robinson)	Aug. 21, 2023 - June 30, 2024	In Progress

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	We anticipate by SY25 that all students will be in a positive space due to the implementation of an effective SEL curriculum that will focus on social and emotional health that will create avenues for students to become better problem solvers to curve behavior which will generate a safe environment. This will create opportunities of student voice which will overall increase our attendance rate by 2% because students are excited about coming to school every day.	
<b>SY26 Anticipated Milestones</b>	We anticipate by SY26 we will continue the positive work and outcomes that were implemented in SY25 with more student centered decisions that will ultimately move the school in a positive direction. The student council will be in full governance where they will fully facilitate the student concerns, activities and service projects that will enhance students voice, safety and attendance which will positively impact their school community	

[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
Continue support of restorative practices and SEL curriculum to allow teachers the opportunity to apply strategies that will promote and increase student voice which will decrease negative behavior	Yes	Cultivate (Belonging & Identity)	Overall				
			Students with an IEP				
4% Increase in student attendance rate to 97% over the next three years.	Yes	Enrichment Program Participation: Enrollment & Attendance	Overall	93%	95%	96%	97%
			Students with an IEP				

**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:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Ensure that administration is committed to implementing and supporting the work of the Culture and Climate and Behavioral Health Teams by appointing a Culture and Climate Team and Behavior Health Team lead/co-lead in the building. The administrative team will monitor meetings that will meet biweekly	The school will be implementing Tier II restorative practices lead by the students which will include peace circles and peer conference that provide students with strategies to resolve conflicts. The Cultural Climate team will oversee the training of the teachers and students and the application of the practices.	Begin forming partnerships with community agencies to provide on-site behavioral health and/or social supports. Behavioral Health Team will oversee the community partnerships.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Ensure that the classroom-based SEL curriculum Second Step and PATHS is being implemented fully 30min weekly throughout the building for preK - 8th grade. A team will be in place to oversee implementation of Tier I SEL structures with fidelity and analyze student outcome data.	Dedicate time to provide teachers and school staff with ongoing professional development on strategies that address students' social, emotional and behavioral needs.	Modify structures in place for Tier 1 students that support school-wide behavior expectations that will promote a positive and safe learning climate. Continue the use of positive affirmation/stress relief songs and Calm classroom during morning announcements. All teachers will implement Calm classroom after lunch recess. This will empower students and teachers with mindfulness skills that support mental and emotional well-being. PBIS will be used school wide to monitor student positive behavior.
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.	Enhance the Attendance Team to monitor and identify students with attendance below 95% to determine the root cause of missed school days to develop an action plan. The attendance will be monitored by the attendance team using dashboard	Collaborate with grade level teams to develop an attendance plan and to ensure the plan is executed with fidelity. Teachers will create weekly attendance logs and focus on those students below 80% attendance rate at the beginning of the school year to determine a new plan of action. Continued monitoring throughout the year with frequent calls home and monthly incentives.	Engage teachers in weekly grade level meetings of on-track data to ensure implementation and progress monitoring of attendance plans and students academic progress are being adhered to and provide systems of support and feedback to teachers as needed. Schoolwide incentive based program to move all students to 97%.

[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
Continue support of restorative practices and SEL curriculum to allow teachers the opportunity to apply strategies that will promote and increase student voice which will decrease negative behavior	Cultivate (Belonging & Identity)	Overall			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status
4% Increase in student attendance rate to 97% over the next three years.	Enrichment Program Participation: Enrollment & Attendance	Overall	93%	95%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP			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:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Ensure that administration is committed to implementing and supporting the work of the Culture and Climate and Behavioral Health Teams by appointing a Culture and Climate Team and Behavior Health Team lead/co-lead in the building. The administrative team will monitor meetings that will meet biweekly	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.	Ensure that the classroom-based SEL curriculum Second Step and PATHS is being implemented fully 30min weekly throughout the building for prek - 8th grade. A team will be in place to oversee implementation of Tier I SEL structures with fidelity and analyze student outcome data.	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.	Enhance the Attendance Team to monitor and identify students with attendance below 95% to determine the root cause of missed school days to develop an action plan. The attendance will be monitored by the attendance team using dashboard	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.

- Highschool readiness ( Go CPS process) , - Restorative Practices (training) , resources for supporting MTSS academic goals, Bullying/ Cyberbullying (training), Tier ELA intervention support



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