

## 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
Iysha Jones	Principal	idjones@cps.edu
Joan Crisler	Partnerships & Engagement Lead	jcrisler2@cps.edu
Mia Madison	Postsecondary Lead	mlmadison2@cps.edu
Shaheed Richardson	Connectedness & Wellbeing Lead	srichardson23@cps.edu
Robert Cron	Inclusive & Supportive Learning Lead	recron@cps.edu
Amerson Fontana	Connectedness & Wellbeing Lead	ajfontana@cps.edu
Kimberly Baker	AP	kbaker@cps.edu
Jelani Semmes	Curriculum & Instruction Lead	jsemmes@cps.edu
	Select Role	
	Select Role	
	Select Role	
	Select Role	

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/7/23	6/12/23
Reflection: Curriculum & Instruction (Instructional Core)	6/26/23	6/30/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/5/23	7/7/23
Reflection: Connectedness & Wellbeing	7/10/23	7/14/23
Reflection: Postsecondary Success	7/17/23	7/21/23
Reflection: Partnerships & Engagement	7/24/23	7/28/23
Priorities	7/10/23	8/4/23
Root Cause	7/17/23	7/28/23
Theory of Acton	7/24/23	8/4/23
Implementation Plans	7/31/23	8/11/23
Goals	7/31/23	8/18/23
Fund Compliance	8/14/23	8/18/23
Parent & Family Plan	8/14/23	8/18/23
Approval	8/28/23	8/28/23

## 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	10/11/23
Quarter 2	12/6/23
Quarter 3	2/7/24
Quarter 4	5/7/24

### 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
<p>Yes</p>	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p><a href="#">CPS High Quality Curriculum Rubrics</a></p>	<p>We still have work to do when it come to the implementation of the curriculum, and need to have a clear understand (school wide) of our expectations. </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> <p><a href="#">STAR (Reading)</a></p>
<p>Partially</p>	<p>Students experience grade-level, standards-aligned instruction.</p> <p><a href="#">Rigor Walk Rubric</a></p> <p><a href="#">Teacher Team Learning Cycle Protocols</a></p> <p><a href="#">Quality Indicators Of Specially Designed Instruction</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Our stakeholders has expressed trust in our process and expects constant communication on the "happenings" at the school (academic and social emotional). </p>	<p><a href="#">STAR (Math)</a></p> <p><a href="#">iReady (Reading)</a></p> <p><a href="#">iReady (Math)</a></p> <p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p> <p><a href="#">ACCESS</a></p>
<p>Partially</p>	<p>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.</p> <p><a href="#">Powerful Practices Rubric</a></p> <p><a href="#">Learning Conditions</a></p>		
<p>Yes</p>	<p>The ILT leads instructional improvement through distributed leadership.</p> <p><a href="#">Continuum of ILT Effectiveness</a></p> <p><a href="#">Distributed Leadership</a></p>		

Yes	<p>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.</p>	<p><a href="#">Customized Balanced Assessment Plan</a></p> <p><a href="#">ES Assessment Plan Development Guide</a></p> <p><a href="#">HS Assessment Plan Development</a></p>	<p><a href="#">TS Gold</a></p> <p><a href="#">Interim Assessment Data</a></p>
Partially	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p>	<p><a href="#">Assessment for Learning Reference Document</a></p>	<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>We are currently in the process of adding new experienced staff members to our team (administrators, teachers, and support staff). We are also emerged in professional development to support our full adoption of the Skyline Curriculum in every subject. </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>One of the trends that we noticed at Doolittle is that our teachers/school needs more support with effectively using the data to plan for small group instruction WHILE ensuring that ALL students are exposed to grade level curriculum daily. Another problem that has surfaced during this time of reflection is that we has inconsistencies with our attendance. We are focusing on establishing a more consistent pattern of daily attendance. </p>			

[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
Yes	<p><a href="#">MTSS Integrity Memo</a></p> <p><a href="#">MTSS Continuum</a></p>	<p>We will continue to use Branching Minds with fidelity. We will continue with the structures that we have in place. </p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p><a href="#">MTSS Continuum</a></p>

		<a href="#">Roots Survey</a>
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	<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>
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>
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>
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

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

Our stakeholder has expressed gratitude for being transparent about our MTSS process. 🍌

**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 are currently restructuring our DL structure to increase and enhance the collaboration between the DL team, Gen Ed, support staff, and the parents to ensure a high quality academic/social emotional experience for our students. This will impact our students well-being, create a more cohesive learning experience, and to provide wrap around services for our families. 🍌

[Roots Survey](#)

[ACCESS](#)

[MTSS Academic Tier Movement](#)

[Annual Evaluation of Compliance \(ODLSS\)](#)

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)



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

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

One of our biggest challenges was having inadequate staff to provide the services that our students needed (lack of staffing for our DL students and a lack of tutors for our Tier 2 and 3 students). 🍌

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## Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>Yes</p>	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p><a href="#">BHT Key Component Assessment</a></p> <p><a href="#">SEL Teaming Structure</a></p>	<p>We have a strong SEL structure at Doolittle. We also did a great job with tracking our students SEL progress using Branching Minds.</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>Yes</p>	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		<p><a href="#">Access to OST</a></p> <p><a href="#">Increase Average Daily Attendance</a></p> <p><a href="#">Increased Attendance for Chronically Absent Students</a></p>
<p>Yes</p>	<p>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>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Our stakeholders (teachers) found the Branching Minds platform to be very effective with being able to target and monitor appropriate SEL interventions for our students in a timely way.</p> <p></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>

	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.

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

[Enrichment Program Participation: Enrollment & Attendance](#)

[Student Voice Infrastructure](#)

[Reduction in number of students with dropout codes at EOY](#)

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

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

The student-centered problem was our chronic absenteeism with a small cohort of students. Our challenge was to establish a pattern of consistent daily attendance. 🍌

**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 are in the process of rewriting our attendance plan. 🍌

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## 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**

[College and Career Competency Curriculum \(C4\)](#)

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


We need to create a stronger structure for postsecondary success. 🍌

**Metrics**

[Graduation Rate](#)

No	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).
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). <a href="#">Individualized Learning Plans</a>
Yes	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). <a href="#">Work Based Learning Toolkit</a>
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). <a href="#">ECCE Certification List</a>
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>

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

We need to engage the students and parents more when it comes to high school transitions 

**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 must sit with our stakeholders to develop a solid structure for our postsecondary supports. 

[Program Inquiry: Programs/participation/attainment rates of % of ECCE](#)

[3 - 8 On Track](#)

[Learn, Plan, Succeed](#)

[% of KPIs Completed \(12th Grade\)](#)

[College Enrollment and Persistence Rate](#)

[9th and 10th Grade On Track](#)

[Cultivate \(Relevance to the Future\)](#)

Freshmen Connection Programs Offered (School Level Data)




N/A Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni). [Alumni Support Initiative One Pager](#)


for our postsecondary supports.

**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 CWP.


Our students are not exposed to strong postsecondary 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
<p>Yes</p>	<p><a href="#">Spectrum of Inclusive Partnerships</a></p> <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>Our parents and community members are apart of our team when it comes to making decisions </p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p> <p><a href="#">5E: Supportive Environment</a></p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p>
<p>Yes</p>	<p><a href="#">Reimagining With Community Toolkit</a></p> <p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		

Yes	<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 &amp; CIWP).</p> <p style="text-align: right;"><a href="#">Student Voice Infrastructure Rubric</a></p>


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

We need to have more community events that is focused on the parents throughout the school year. 

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

Finding ways to connect with parents that has historically absent from school functions. 

**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 are in the process of surveying our parents/community about some of the events that they want to see take place at the school that's catered to them. 

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)

**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.
Yes	The ILT leads instructional improvement through distributed leadership.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

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

We still have work to do when it come to the implementation of the curriculum, and need to have a clear understand (school wide) of our expectations.

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

Our stakeholders has expressed trust in our process and expects constant communication on the "happenings" at the school (academic and social emotional).

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

One of the trends that we noticed at Doolittle is that our teachers/school needs more support with effectively using the data to plan for small group instruction WHILE ensuring that ALL students are exposed to grade level curriculum daily. Another problem that has sufacred during this time of reflection is that we has inconsistencies with our attendance. We are focusing on establishing a more consistent pattern of daily attendance.

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

We are currently in the process of adding new experienced staff members to our team (administrators, teachers, and support staff). We are also emerged in professional development to support our full adoption of the Skyline Curriculum in every subject.

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### Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

Students struggle with retention and application of skills due to inconsistencies with planning and coherent instruction.



#### 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.

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### Root Cause

Resources: 

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

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

As adults in the building, we...

As adults in the building, we are not using the data to drive instruction. We are not meeting students where they are and we are functioning in the area of remediation instead of acceleration



#### Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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### Theory of Action

**What is your Theory of Action?**

If we...

Resources: 

If we engage all learners through relevant, rigorous, standards based instruction



**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....

then we see students who are accessing and/or mastering skills across areas of content and within their specific grade level as well as increased student engagement.



which leads to...

Which leads to growth on our local assessment (iReady and Star 360) and district assessment growth by at least 20%. This will also lead to a higher percentage of on track students.



[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, Administration Team, MTSS Team

**Dates for Progress Monitoring Check Ins**

Q1	10/11/23	Q3	2/7/24
Q2	12/6/23	Q4	5/7/24

**SY24 Implementation Milestones & Action Steps**

**Who**

**By When**

**Progress Monitoring**

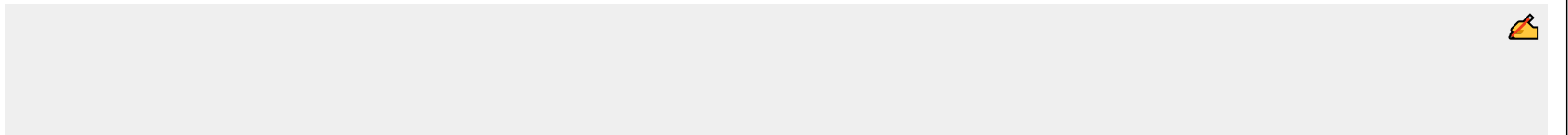
Implementation Milestone 1

Instructional Improvement Cycle	Admin, MTSS, & ILT	Ongoing	Select Status
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<b>Action Step 1</b>	Planning Instructional Observations with ILT and MTSS Teams	Admin, MTSS, & ILT	Monthly	Select Status
<b>Action Step 2</b>	Observations and Data Collection	All	Ongoing	Select Status
<b>Action Step 3</b>	Feedback/Reflection	Admin, MTSS, & ILT	Ongoing	Select Status
<b>Action Step 4</b>	Action Planning/Coaching Cycles	Admin, MTSS, & ILT	5 week cycles	Select Status
<b>Action Step 5</b>	Schoolwide Practice Data Collection (Star 360 and iReady)	Admin, MTSS, & ILT		Select Status
<b>Implementation Milestone 2</b>	Utilization of Curriculum (Skyline) with Fidelity			Select Status
<b>Action Step 1</b>	Professional Development	Admin Team	Ongoing	Select Status
<b>Action Step 2</b>	Ongoing Coaching with Curriculum	Admin & ILT	Ongoing	Select Status
<b>Action Step 3</b>	Vertical Alignment/Planning	Teacher Dept Teams	Ongoing	Select Status
<b>Action Step 4</b>	Aligning resources to support the curriculum	Admin Team	Ongoing	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

SY25  
Anticipated  
Milestones



**SY26 Anticipated Milestones**

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



[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
we want to increase the number of students in the meets category on the IAR to 10% and we want to decrease our did not meet category on the IAR by 20% in ELA. We want to increase 10% of students that meet and we want to increase the number of students approaching by 15% and decrease the did not meet by 15% in Math	Select Answer	IAR (English)	Overall				
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

### Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🍌

Specify your practice goal and identify how you will measure progress towards this goal. 🍌

	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.			
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.			
C&I:2 Students experience grade-level, standards-aligned instruction.			

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### 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
IAR to 10% and we want to decrease our did not meet category on the IAR by 20% in ELA. We want to increase	IAR (English)	Overall			Select Status	Select Status	Select Status	Select Status



## Curriculum & Instruction

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring					
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>			Select the Priority Foundation to pull over your Reflections here =>				
10% of students that meet and we want to increase the number of students approaching by 15% and		IAK (ENGLISH)	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Metric	Select Group or Overall			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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.		Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.		Select Status	Select Status	Select Status	Select Status

**Reflection on Foundation**

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

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

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

We will continue to use Branching Minds with fidelity. We will continue with the structures that we have in place.

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

Our stakeholder has expressed gratitude for being transparent about our MTSS process.

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

One of our biggest challenges was having inadequate staff to provide the services that our students needed (lack of staffing for our DL students and a lack of tutors for our Tier 2 and 3 students).

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

We are currently restructuring our DL structure to increase and enhance the collaboration between the DL team, Gen Ed, support staff, and the parents to ensure a high quality academic/social emotional experience for our students. This will impact our students well-being, create a more cohesive learning experience, and to provide wrap around services for our families.

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## Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

The student-centered problem that our school will address is chronic absenteeism.



**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.

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## Root Cause

Resources: 

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

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

As adults in the building, we...

As adults in the building, we need to strengthen our home-school connection so that our parents/guardians can understand that high attendance leads to a higher percentage of students being well adjusted humans and high academic achievement.



**Indicators of a Quality CIWP: Root Cause Analysis**

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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## Theory of Action

**What is your Theory of Action?**

If we...  
 If we utilize the Restorative Practices approach with fidelity and perform Conscious Discipline techniques as one of our strategies



then we see...  
 an increase in pro social behaviors within the school leading to more student problem solving, improved student to student and student to staff relationships, and safety within the school



which leads to...  
 decreasing the number of out of school suspensions. It will also lead to a decrease in the number of misconducts resulting in fewer out of school suspensions/ in school suspension. It will also lead to an increased student attendance.



Resources:

**Indicators of a Quality CIWP: Theory of Action**  
 Theory of Action is grounded in research or evidence based practices.  
 Theory of Action is an impactful strategy that counters the associated root cause.  
 Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.  
 Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"  
 All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

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

Resources:

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

**Team/Individual Responsible for Implementation Plan**   
 BHT, MTSS, Attendance Team, Administration

**Dates for Progress Monitoring Check Ins**  
 Q1 10/11/23      Q3 2/7/24  
 Q2 12/6/23      Q4 5/7/24

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Inclusive & Supportive Environment
Reflection	Root Cause	Implementation Plan			
<b>Implementation Milestone 1</b>	Monthly Character Themes				In Progress
<b>Action Step 1</b>	Create a calendar for SEL partners to push-in and give lessons				Select Status
<b>Action Step 2</b>	Give definitions of themes, ie.. bullying, cyberbullying, physical bullying				Select Status
<b>Action Step 3</b>	Create culminating activities with students and opportunities for field trips.				Select Status
<b>Action Step 4</b>					Select Status
<b>Action Step 5</b>					Select Status
<b>Implementation Milestone 2</b>	Attendance: Quarter 1: 90%, Quarter 2: 91%, Quarter 3: 92%, Quarter 4: 93%				Select Status
<b>Action Step 1</b>	Robo calls will go out to families every weekend, as well as before and during holidays				Select Status
<b>Action Step 2</b>	Attendance Team members CICO (check-in, check-out) with chronically truant/tardy students.				Select Status
<b>Action Step 3</b>	Classroom as well as school wide attendance Incentives				Select Status
<b>Action Step 4</b>	Develop attendance action plans for students with less than 90% monthly attendance.				Select Status
<b>Action Step 5</b>	Analyze school-wide attendance				Select Status
<b>Implementation Milestone 3</b>	Create a system and structure to implement Tier 3 instruction				Select Status
<b>Action Step 1</b>	Get baseline schoolwide data				Select Status
<b>Action Step 2</b>	Analyze the data and create tiered groups for small group instruction and pullout intervention.				Select Status
<b>Action Step 3</b>	Communicate with parents and utilize Branching Minds with fidelity.				Select Status
<b>Action Step 4</b>					Select Status
<b>Action Step 5</b>					Select Status
<b>Implementation Milestone 4</b>					Select Status
<b>Action Step 1</b>					Select Status
<b>Action Step 2</b>					Select Status
<b>Action Step 3</b>					Select Status
<b>Action Step 4</b>					Select Status
<b>Action Step 5</b>					Select Status

### SY25-SY26 Implementation Milestones

**SY25 Anticipated Milestones**

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



**SY26 Anticipated Milestones**

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



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## Goal Setting

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

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

#### Resources:

##### IL-EMPOWER Goal Requirements

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

### Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Numerical Targets [Optional]			
				Baseline	SY24	SY25	SY26
	<input type="text" value="Select Answer"/>	<input type="text" value="Select Metric"/>	<input type="text" value="Select Group or Overall"/>				
			<input type="text" value="Select Group or Overall"/>				

Jump to...	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	Inclusive & Supportive Environment
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>	Select the Priority Foundation to pull over your Reflections here =>		
	Select Answer	Select Metric	Select Group or Overall		
			Select Group or Overall		

### Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🍌

Specify your practice goal and identify how you will measure progress towards this goal. 🍌

	SY24	SY25	SY26
Select a Practice			
Select a Practice			
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

Below are the goals for this Theory of Action that were created

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

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
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			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
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status



If Checked:



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

Complete  
IL-Empower  
Section below

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

If Checked:



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

No action needed

## IL-Empower

### IL-EMPOWER GRANT ASSURANCES

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

- The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).
- The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.
- Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
  - a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
  - b) Contracting for professional services from State-Approved Learning Partners
  - c) Conducting school-level needs assessments
  - d) Analyzing data
  - e) Identifying resource inequities
  - f) Researching and implementing evidence-based interventions
  - g) Purchasing standards-aligned curriculum and materials
  - h) Purchasing and administering local assessments for progress monitoring
- Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.
- School Improvement Reports (SIR) are due on a triannual basis.
- Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.
- As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

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

**IL-EMPOWER SMART GOALS**

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

**IL-Empower Goals Must have a Numerical Target**

Select a Goal Below

Student Groups	Baseline	SY24	SY25	SY26

**Required Math Goal** IAR (English): We want to increase the number of students in the meets c...

**Required Reading Goal** IAR (English): We want to increase the number of students in the meets c...

**Optional Goal** Select a Goal

## Parent and Family Plan

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



### Our school is a Title I school operating a Schoolwide Program

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

If Checked:  
No action needed



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

### SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

### SCHOOL & FAMILY COMPACT

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

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

- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

### **PARENT & FAMILY ENGAGEMENT BUDGET**

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

*The priority areas will be student growth in reading and math. We will accomplish this goal via our monthly PAC meetings, monthly parent engagement workshops with our parent liaison, and through our teacher workshops with the parents.*



*In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...*

- 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