CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name ✍	Role ✍	Email ✍
Dr. Brenda DeMar-Williams	Principal	bjwilliams1@cps.edu
Robert R. Cain	AP	rrcain@cps.edu
Lakeshia Shipp	Curriculum & Instruction Lead	ljshipp@cps.edu
Darlene Byrd	Teacher Leader	dmbyrd@cps.edu
KoSombia Porter	Teacher Leader	Kwilson3@cps.edu
Jayson Huddleston	Inclusive & Supportive Learning Lead	jhuddleston4@cps.edu
Krystal Grover-Webb	Arts Liason	KJGrover-Webb@cps.edu
Jamilah Watson	Teacher Leader	jbrown265@cps.edu
Bradley Pike	LSC Member	bcpike@cps.edu
Venita Dill	Inclusive & Supportive Learning Lead	vconway1@cps.edu
Darla Arnold	Teacher Leader	darnold6@cps.edu
Rev. Lawrence Clark	Parent	pcstmarklutheran@yahoo.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	6/14/23	6/14/23
Reflection: Curriculum & Instruction (Instructional Core)	8/16/23	8/16/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/17/23	8/17/23
Reflection: Connectedness & Wellbeing	8/22/23	8/22/23
Reflection: Postsecondary Success	8/23/23	8/23/23
Reflection: Partnerships & Engagement	8/24/23	8/24/23
Priorities	8/16/23	8/16/23
Root Cause	8/16/23	8/16/23
Theory of Acton	8/29/23	8/29/23
Implementation Plans	8/29/23	8/29/23
Goals	8/30/23	8/30/23
Fund Compliance	8/30/23	8/30/23
Parent & Family Plan	8/30/23	8/30/23
Approval	8/29/23	8/29/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/27/2023
Quarter 2	12/22/2023
Quarter 3	4/1/2024
Quarter 4	6/7/2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

Reflection on Foundations Protocol

Curriculum & Instruction

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Skyline is used school wide for reading, science, and social science. At the Junior High Level Skyline is also utilized for mathematics. While K-5 uses Eureka Math.	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction		IAR (English) / Rigor Walk Data (School Level Data) / PSAT (EBRW) / PSAT (Math) / STAR (Reading)
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric / Learning Conditions	**What is the feedback from your stakeholders?**	STAR (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership	The ILT team members have participated in internal walk throughs,analyzed data, and has explored other areas of distributed leadership as it relates to school culture and climate, which includes the implementation of the 4 C's. In grade level team meetings teacher's participate in co labs which included teacher coaching which encompassed curriculum planning and analysis of assessment data. There is a schoolwide implementation of a balanced assessment system.	iReady (Reading) / iReady (Math) / Cultivate / Grades
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan / ES Assessment Plan Development Guide / HS Assessment Plan Development		ACCESS / TS Gold / Interim Assessment Data
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
			Teachers are scaffolding, reteaching, differentiating, and grouping students based on various assessments.	

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.

Younger students being able to manipulate technology to complete nationally normed assessments. Digital platform is not user friendly.

Inclusive & Supportive Learning Environment

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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.	MTSS Integrity Memo / MTSS Continuum / Roots Survey	Moving forward making sure families receive the MTSS letter as well as an overview of the letter's contents and implement a behavior plan in branching minds.	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum / Roots Survey
		MTSS Integrity Memo		ACCESS

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.			[MTSS Academic Tier Movement](#) [Annual Evaluation of Compliance (ODLSS)](#)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	[LRE Dashboard Page](#)	**What is the feedback from your stakeholders?**	[Quality Indicators of Specially Designed Curriculum](#) [EL Program Review Tool](#)

What is the feedback from your stakeholders?

Inclusion is ocurring with our Diverse Learners in a general education setting, however we are developing a plan to better meet the needs of self contain students. ✍️

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	[IDEA Procedural Manual](#)
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	[EL Placement Recommendation Tool ES](#) [EL Placement Recommendation Tool HS](#)

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

There is an English Learners, in order to meet their needs properly, an English Language instructor must be provided. Skyline curriculum addresses the language objective across currulumn. ✍️

Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

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.

Based on cultivated data, students lacked motivation to learning. ✍️

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Connectedness & Wellbeing

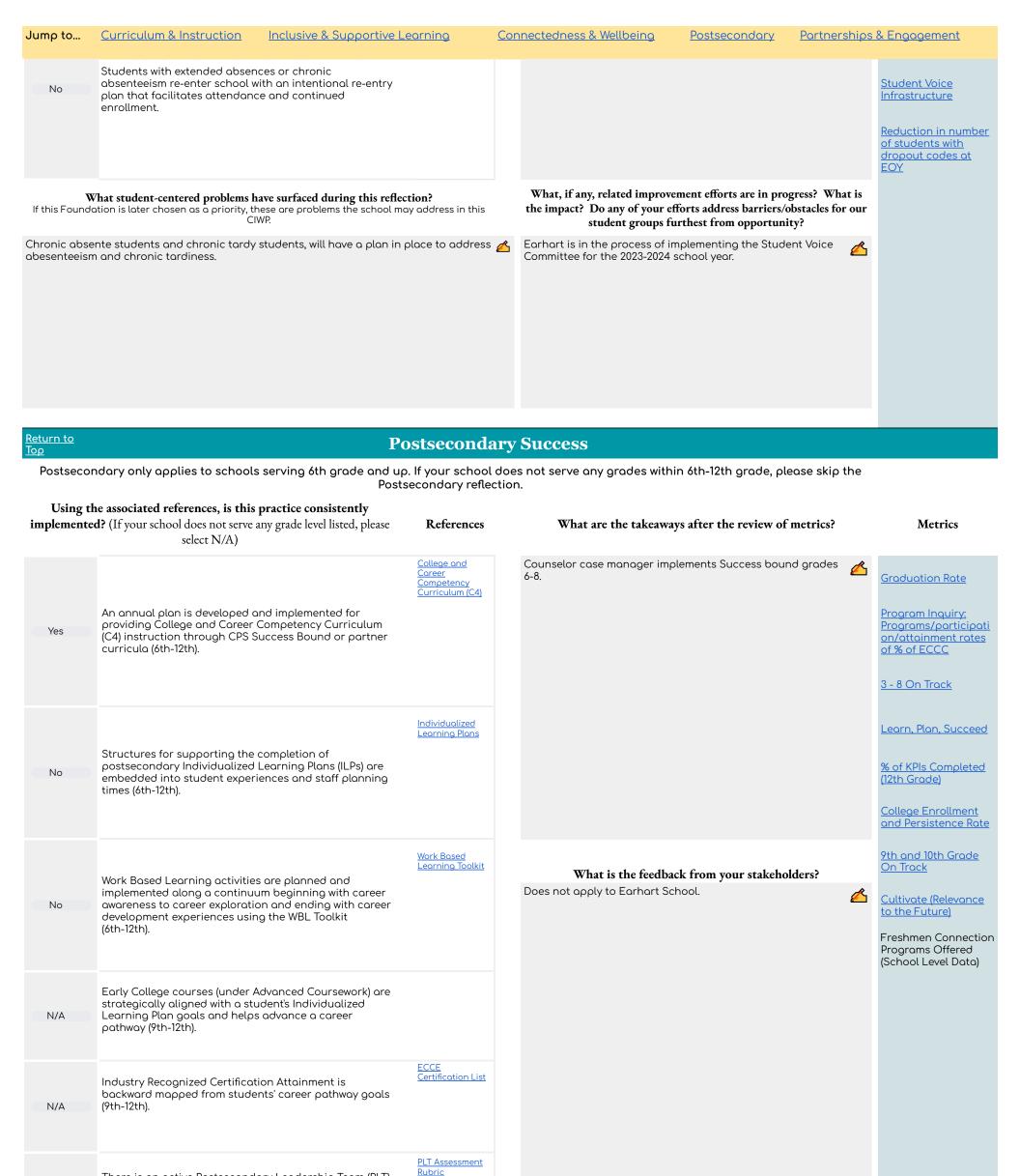| Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially — Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	[BHT Key Component Assessment](#) [SEL Teaming Structure](#)	Attendance incentives helped to increase average daily attendance overall. Small number of out of school suspensions due to restorative justice practices. ✍️	[% of Students receiving Tier 2/3 interventions meeting targets](#) [Reduction in OSS per 100](#) [Reduction in repeated disruptive behaviors (4-6 SCC)](#)
Partially — Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			[Access to OST](#) [Increase Average Daily Attendance](#) [Increased Attendance for Chronically Absent Students](#)
Yes — All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** Earhart has a wealth of OST programs from sports, art therapy, afterschool enrichment for reading and math, drumming and dance classes. Violence prevention and Pretty Brown Girls. All students have equitable access to the programs. ✍️	[Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#) [Cultivate (Belonging & Identity)](#) Staff trained on alternatives to exclusionary discipline (School Level Data) [Enrichment Program Participation: Enrollment & Attendance](#)

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

Reduction in number of students with dropout codes at EOY |
|---|---|---|---|

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
Chronic absente students and chronic tardy students, will have a plan in place to address absesteeism and chronic tardiness. ✏️	Earhart is in the process of implementing the Student Voice Committee for the 2023-2024 school year. ✏️	

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	Counselor case manager implements Success bound grades 6-8. ✏️	Graduation Rate

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

3 - 8 On Track

Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate

9th and 10th Grade On Track

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data) |
No	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		
No	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** Does not apply to Earhart School. ✏️	
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
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	Does not apply to Earhart School. ✏️	

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.
Does not apply to Earhart School. ✏️

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	As a result of Earhart's partnerships; students have opputunities to expand their education and make a connection between school and real life situations. It embodies what a STEAM education should be. Students are learning first hand using the 21 century skills and address social emotional needs for all students. However, we are continuing to forster family engagement, two-way communication with families and community members and student voice that builds youth-adult partnership. ✏️	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)
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
No	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** Student Voice committee is in the beginning phases. The staff is awaiting guidance from the District for the Student Voice Committe. ✏️	

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.

According to the cultivate survey, student 's motivation level would increase. Student voice will provide students the oppurtunities to be engageged and involve with the decision making 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?

The school now has an art liasion and a certified art instructor, for the students this has broadened their exposure to various careers as it aligns to other STEAM experiences and partnerships which is directly related to the mission and vision of the school. ✏️

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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.
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.
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?

Moving forward making sure families receive the MTSS letter as well as an overview of the letter's contents and implement a behavior plan in branching minds.

What is the feedback from your stakeholders?

Inclusion is ocurring with our Diverse Learners in a general education setting, however we are developing a plan to better meet the needs of self contain students.

What student-centered problems have surfaced during this reflection?

Based on cultivated data, students lacked motivation to learning.

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

There is an English Learners, in order to meet their needs properly, an English Language instructor must be provided. Skyline curriculum addresses the language objective across currulumn.

Return to Top   ## Determine Priorities

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

Students...

Students in Tier 3 are not making gains due to not being identified as needing additional services.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top   ## Root Cause

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

As adults in the building, we...

As adults in the building, we have not deveolped a unified protocol to support struggling students that need additional services/support.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top   ## Theory of Action

What is your Theory of Action?

If we....

If we effectively implement a unified protocol monitoring tool to identify struggling students in a timely manner, progress monitor small groups instruction and create high quality interventions

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Inclusive & Supportive Learning Environment

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 providing supports for struggling students and differentiating instruction based on student deficits ✍️

which leads to...

students receiving timely services and supports which will lead to student growth based on district wide 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, MTSS, BHT, CIWP Team

Dates for Progress Monitoring Check Ins

| Q1 | 10/27/2023 | Q3 | 4/1/2024 |
| Q2 | 12/22/2023 | Q4 | 6/7/2024 |

	SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1	Teachers effectively implementing MTSS in Branching Minds	ILT, MTSS Team	June 2024	In Progress
Action Step 1	Teachers will attend PD for MTSS and Branching Minds	All teachers	CPS PD days	In Progress
Action Step 2	MTSS Team will progress monitor and provide feedback from data	MTSS Team	September 2023	In Progress
Action Step 3	MTSS Team will group students according to data	MTSS Team	October 2023	In Progress
Action Step 4	MTSS Team will create intervention plans	MTSS Team	November 2023	In Progress
Action Step 5	MTSS Team will continue to progress monitor interventions	MTSS Team	November 2023	In Progress
Implementation Milestone 2	Monitor Branching Minds Platform	MTSS Team	May 2023	In Progress
Action Step 1	Collect data and collaborate to identify groups	All teachers	September 2023	In Progress
Action Step 2	Create intervention plans and discuss strategies	All teachers	September 2023	In Progress
Action Step 3	Create intervention schedule and assign staff interventionist	Admin/Interventionist	October 2023	Not Started
Action Step 4	Progress Monitoring	Interventionist	October 2023	Not Started
Action Step 5	Collaboration between Interventionist and Teacher to discuss future action steps	Interventionist, Teacher , Admin	October 2023	Not Started
Implementation Milestone 3	Ensure that all aspects of Branching Minds Data remains current	MTSS Team	September 2023	In Progress
Action Step 1	Timely posting of Progress Monitoring	Teacher/Interventionist	October 2023	Not Started
Action Step 2	Timely posting of Interventions	Teacher/Interventionist	October 2023	Not Started
Action Step 3	Collaborate with teacher and interventionist to discuss student progress and action steps	Teacher/Interventionist	November 2023	Not Started
Action Step 4	Plan must remain current	Teacher/Interventionist	January 2024	Not Started
Action Step 5	MTSS team collaborate to monitor students progress	MTSS	October 2023	Not Started
Implementation Milestone 4	Branching Minds data and intervention groups are monitored.	MTSS Team	October 2023	Not Started
Action Step 1	Timely progress monitoring	MTSS Team	October 2023	Not Started
Action Step 2	Continued collaboration with the team and teachers	MTSS Team and Teachers	October 2023	Not Started
Action Step 3	Progress monitor interventions	MTSS Team	October 2023	Not Started
Action Step 4	Monitor and collaborate with the team	MTSS Team	October 2023	Not Started
Action Step 5	Branching Minds and interventions mointored	MTSS Team and Teachers	October 2023	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	40% of all students will have effective interventions in branching minds.	✍️
SY26 Anticipated Milestones	100% of teachers will be trained in MTSS and branching minds for effective student growth.	✍️

Goal Setting

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Indicators of a Quality CIWP: Goal Setting

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

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

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
10% increase in students moving across tiers from tier 3 to tier 2.	Yes	MTSS Academic Tier Movement	Overall	10%	10%	10%	10%
			Overall	25%	25%	10%	25%
Interventions implemented in branching minds with fidelity.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	10%	10%	10%	10%
			Overall	10%	10%	10%	10%

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.	Collaboration by all teachers during GLT's and professional development will ensure that students will move across the tiers in a positive growth set.	Collaboration by all teachers during GLT's and professional development will ensure that students will move across the tiers in a positive growth set.	Continue collaboration at all GLT meetings across grade bands and progress monitor interventions and student achievement.
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.	!00% of teachers will progress monitor branching minds interventions for student growth moving acrosss the tiers in a positive growth pattern.	!00% of teachers will progress monitor branching minds interventions for student growth moving acrosss the tiers in a positive growth pattern.	Tier movement by all students, teachers, ILT, MTSS Team and Interventionist continue progress monitoring based on data and instruction.
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.	Collaboration by all teachers during GLT's and professional development will ensure that students will move across the tiers in a positive growth set.	Collaboration by all teachers during GLT's and professional development will ensure that students will move across the tiers in a positive growth set.	The interventionists and MTSS lead will continue to attend professional development and share the information with staff and the team.

SY24 Progress Monitoring

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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
10% increase in students moving across tiers from tier 3 to tier 2.	MTSS Academic Tier Movement	Overall	10%	10%	Limited Progress	Select Status	Select Status	Select Status
		Overall	25%	25%	Limited Progress	Select Status	Select Status	Select Status
Interventions implemented in branching minds with fidelity.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	10%	10%	Limited Progress	Select Status	Select Status	Select Status
		Overall	10%	10%	Limited Progress	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

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

Inclusive & Supportive Learning Environment

Priority	Goal	Status			
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Collaboration by all teachers during GLT's and professional development will ensure that students will move across the tiers in a positive growth set.	Limited Progress	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.	!00% of teachers will progress monitor branching minds interventions for student growth moving acrosss the tiers in a positive growth pattern.	Limited Progress	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.	Collaboration by all teachers during GLT's and professional development will ensure that students will move across the tiers in a positive growth set.	Limited Progress	Select Status	Select Status	Select Status

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

Partnership & Engagement

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	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	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
No	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?

As a result of Earhart's partnerships; students have opputunities to expand their education and make a connection between school and real life situations. It embodies what a STEAM education should be. Students are learning first hand using the 21 century skills and address social emotional needs for all students. However, we are continuing to forster family engagement, two-way communication with families and community members and student voice that builds youth-adult partnership.

What is the feedback from your stakeholders?

Student Voice committee is in the beginning phases. The staff is awaiting guidance from the District for the Student Voice Commite.

What student-centered problems have surfaced during this reflection?

According to the cultivate survey, student 's motivation level would increase. Student voice will provide students the oppurtunities to be engageged and involve with the decision making process.

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

The school now has an art liasion and a certified art instructor, for the students this has broadened their exposure to various careers as it aligns to other STEAM experiences and partnerships which is directly related to the mission and vision of the school.

Return to Top   **Determine Priorities**

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

Students...

Feels there is not an established platform/structure to express their ideas within their schoolwide community.

Resources: 🚀

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top   **Root Cause**

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

As adults in the building, we...

have not established a continuous platform for students voice. Teachers are not supported with the additional time and resources needed to establish and maintain a consisitant schoolwide platform.

Resources: 🚀

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

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top   **Theory of Action**

What is your Theory of Action?

If we....

establish student voice committee, a platform for students to foster collaboration and creativity will exist.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

<div align="right"><i>Partnership & Engagement</i></div>

then we see....

students highly motivated to participate in school wide activities that will improve the culture and student growth in the 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...

increased student voice which leads to more student agency, growth, pride and accountability. ✍️

Return to Top   **Implementation Plan**

<div align="right">Resources: 🚀</div>

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 👍

Student Voice Committee and Administration

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	4/1/2024
Q2	12/22/2023	Q4	6/7/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who 👍	By When ✍️	Progress Monitoring
Implementation Milestone 1	Establish Student Voice Committee	Staff	October 2023	Not Started
Action Step 1	Contact a student voice specialist	Admin	September 2023	In Progress
Action Step 2	*Select staff to attend SVC facilitator pofessional development*	Staff	October 2023	Not Started
Action Step 3	SVC facilitator will report back to staff	SVC	October 2023	Not Started
Action Step 4	With the help of the SVC facilitator students will select their student voice committee	SVC and Students	October 2023	Not Started
Action Step 5	SVC facilitator will report back to staff	SVC and Students	October 2023	Not Started
Implementation Milestone 2	Conduct Student Voice Surveys	SVC and Students	November 2023	Not Started
Action Step 1	Conduct a school wide analysis	SVC and Students	November 2023	Not Started
Action Step 2	Students will conduct a root cause survey	SVC and Students	November 2023	Not Started
Action Step 3	Students will conduct research based on their finding of root cause survey	SVC and students	November 2023	Not Started
Action Step 4	Students will organize for action	SVC and Students	Novemebr 2023	Not Started
Action Step 5	Students and SVC facilitator will begin problem solving	SVC and Students	November 2023	Not Started
Implementation Milestone 3	Implement action plan	SVC and student	Decemeber 2023	Not Started
Action Step 1	Brain storm possible solutions	SVC and students	Decemeber 2023	Not Started
Action Step 2	Student will conduct research	SVC and students	Decemeber 2023	Not Started
Action Step 3	Students will determine which problem to solve	SVC and students	Decemeber 2023	Not Started
Action Step 4	Students will create action steps	SVC and students	Decemeber 2023	Not Started
Action Step 5	Students will begin to implement action items	SVC and students	Decemeber 2023	Not Started
Implementation Milestone 4	Progress Monitor SVC and plans	SVC and students	March 2024	Not Started
Action Step 1	Create survey around action items and implementation	SVC and students and staff	March 2024	Not Started
Action Step 2	Analyze survey data and metrics	SVC	March 2024	Not Started
Action Step 3	Create a plan for the actions.	SVC and students	March 2024	Not Started
Action Step 4	Implement the plan of action	SVC and students	March 2024	Not Started
Action Step 5	Analyze the action of the group	SVC and students	March 2024	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	We anticipate recruiting new students for the committee as well as staff to help in the implementation of the Student Voice Committee.	✍️
SY26 Anticipated Milestones	The SVC anticipatesmore community members and organizations will participate with the SVC.	✍️

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 on applicable baselines and trend data).

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

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

| | | | | Numerical Targets [Optional] ✍️ | | | |
Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
estabishing SVC/student voice committee and student have agency, voice, motivation, and accountability	Yes	Other	Overall	10%	10%	10%	10%
			Overall	25%	25%	25%	25%
Culminating event where students show case their solution to a school based problem	Yes	Other	Overall	10%	10%	10%	10%
			Overall	30%	30%	30%	30%

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
P&E:3 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).	tracking agendas and implement another student voice survey to assess student progress with SVC	tracking agendas and implement another student voice survey to assess student progress with SVC	Agendas and surveys are implemented.
P&E:3 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).	tracking agendas and implement another student voice survey to assess student progress with SVC	tracking agendas and implement another student voice survey to assess student progress with SVC	All students have the opportunity to participate with the SVC
P&E:3 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).	Surveys and agendas are analyzed for action	tracking agendas and implement another student voice survey to assess student progress with SVC	Agendas and surveys are implemented to incorporate SVC.

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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
estabishing SVC/student voice committee and student have agency, voice, motivation, and accountability	Other	Overall	10%	10%	Select Status	Select Status	Select Status	Select Status
		Overall	25%	25%	Select Status	Select Status	Select Status	Select Status
Culminating event where students show case their solution to a school based problem	Other	Overall	10%	10%	Select Status	Select Status	Select Status	Select Status
		Overall	30%	30%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Partnership & Engagement

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:3 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).	tracking agendas and implement another student voice survey to assess student progress with SVC	Select Status	Select Status	Select Status	Select Status
P&E:3 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).	tracking agendas and implement another student voice survey to assess student progress with SVC	Select Status	Select Status	Select Status	Select Status
P&E:3 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).	Surveys and agendas are analyzed for action	Select Status	Select Status	Select Status	Select Status

<div style="text-align: center; background-color: #1a9ba0; color: white; padding: 8px;">**Parent and Family Plan**</div>

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		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 overarching goal for Title 1 Parent and Family Engagement is parent and student support for schoolwide projects, as well as trauma informed training.

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