

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
Ernest Williams	Principal	edwilliams1@cps.edu
Nicholas Henton	AP	nahenton@cps.edu
Anna Baskin-Tines	Teacher Leader	ambaskin-tines@cps.edu
Chantay Baker	Curriculum & Instruction Lead	crbaker@cps.edu
Rashida Garrett	Inclusive & Supportive Learning Lead	rmgarrett@cps.edu
Veda Bulluck	Inclusive & Supportive Learning Lead	vrbulluck@cps.edu
Sean Henaghan	Connectedness & Wellbeing Lead	shenaghan1@cps.edu
Lisa Sutton	Teacher Leader	lasutton@cps.edu
Erin Benson	Teacher Leader	eebenson@cps.edu
Zayra Mondragon	Teacher Leader	zmondragon1@cps.edu
Sherice York	Postsecondary Lead	syork2@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 📅	Planned Completion Date 📅
Team & Schedule	5/1/23	5/26/23
Reflection: Curriculum & Instruction (Instructional Core)	5/17/23	6/30/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/17/23	6/30/23
Reflection: Connectedness & Wellbeing	5/17/23	6/30/23
Reflection: Postsecondary Success	5/17/23	6/30/23
Reflection: Partnerships & Engagement	5/17/23	6/30/23
Priorities	7/10/23	7/14/23
Root Cause	7/17/23	7/21/23
Theory of Acton	7/17/23	7/21/23
Implementation Plans	7/31/23	8/4/23
Goals	7/31/23	8/4/23
Fund Compliance	8/14/23	8/16/23
Parent & Family Plan	8/28/23	8/30/23
Approval	9/11/23	9/15/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates 📅

Quarter 1	10/20/23
Quarter 2	12/21/23
Quarter 3	3/4/24
Quarter 4	6/6/24

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
Yes	CPS High Quality Curriculum Rubrics All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	1. Our EOY Iready Math data showed that 50% of our students performed above or on grade level. Our EOY Reading Data showed that 49% of our students scored above or at grade level. In our iReady Math our 2nd grade students went from 80% of students scoring 2 grade levels below to 17%. In our Iready Reading our 2nd grade students went from 70% scoring 2 grade levels below to 20%. 📌	IAR (Math) IAR (English) Rigor Walk Data (School Level Data)
Yes	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction Students experience grade-level, standards-aligned instruction.	2. 141 of our IAR ELA students Met, Partially Met, or Approached Expectations. 107 of our PARC Math students did not meet expectations. 3. Overall Star 360 Benchmark decreased by 3% in Math and increased by 3.49% in Reading. In Star 360 Reading our greatest gain was in 3rd grade, while our greatest deficit was in 7th grade.	PSAT (EBRW) PSAT (Math) STAR (Reading)
Partially	Powerful Practices Rubric Learning Conditions 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>What is the feedback from your stakeholders?</p> <p><i>Celebrations:</i> 📌 Our iReady data shows growth in both reading and math Majority of the teacher's lessons are aligned to the standards Majority of our teachers are implementing Skyline Reading and Math There was some growth in IAR reading and math According to our iReady Data, our DL are performing and in math out performing non DL students According to our STAR 360 Math data our DL students had a positive growth from BOY to EOY According to our STAR 360 Math data our EL students had the highest growth from BOY to EOY According to our STAR 360 Reading Data we had a positive increase in students at/above benchmark from BOY to EOY According to our STAR 360 Reading Data we had 11.54% growth in our DL students moving to at/above benchmark</p> <p><i>Concerns:</i> Teachers find that Skyline does not have enough supports for students who are struggling or students who are advanced. Furthermore, the interim assessments have been difficult to access and the district provided windows do not align with teacher pacing. IB teachers are having a difficult time adapting Skyline to meet the IB requirements for unit plans and summative assessments. Teachers need further development to modify the Skyline curriculum to meet the student needs.</p>	STAR (Math) iReady (Reading) iReady (Math)
Yes	Continuum of ILT Effectiveness Distributed Leadership The ILT leads instructional improvement through distributed leadership.		Cultivate Grades
Partially	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development Guide 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.		ACCESS TS Gold Interim Assessment Data
Partially	Assessment for Learning Reference Document Evidence-based assessment for learning practices are enacted daily in every classroom.	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Starting SY24, teachers in 3-5 will departmentalize. Thereby providing differentiated subject level support. 📌 Internal walkthroughs with ILT and with teacher teams. All teachers were provided coaching support from admin and teacher leaders New teachers receiving mentoring from an in-building mentor. The admin with support of ILT developed an acceleration plan</p>	

What student-centered problems have surfaced during this reflection?

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

Students face difficulties in two main areas: engaging with their course materials and establishing connections with their educators. These challenges arise from perceived inadequacies in the way the material is explained and its practical applicability. There's also a variation among students, where some are struggling to access the curriculum appropriate for their grade level. Moreover, differences in motivation levels are evident, which impacts their commitment to achieving academic success. 📌

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
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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	<p>All of our students take a national normed universal screener assessment for reading and math.</p> <p>Branching Minds data shows that during the 22-23 SY only some teachers had clear plans for interventions or accelerations.</p> <p>Branching Minds data shows that during the 22-23 SY that progress monitoring was not done with fidelity</p> <p>What is the feedback from your stakeholders?</p> <p>Concerns Lack of consistency with progress monitoring in Branching Minds with fidelity</p> <p>Teachers feel that the Universal Social and Emotional Behavior Screening should be administered to some students in order to better service and understand their social and emotional needs</p> <p>Teachers supportive staff (paras/secas) would like to have weekly meetings dedicated to address MTSS and planning for acceleration and intervention based off student data Parents should be informed on student data and student progress from MTSS and acceleration throughout the year</p> <p>Celebrations: Teachers have MTSS acceleration time in their schedule where paras/secas and teachers focus on differentiating instruction to meet the needs of all students After looking at student data, all teachers were able to create at least two groups of students that received acceleration and MTSS support</p> <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>MTSS has been built into all schedules allowing teachers to provide enrichment opportunities to meet the needs of all students.</p> <p>Despite several DL teacher vacancies, the hiring team worked all summer to ensure that all DL positions are staffed with highly qualified individuals.</p> <p>We are providing professional development to ensure that teachers are trained in co-teaching models and are collaboratively implementing them in the class.</p> <p>We have professional development for all staff about MTSS and how to implement it for our students. On Fridays teachers are able to meet with the MTSS coordinator for support. K-3 students' scores significantly increased throughout the year due to the support and efforts from MTSS. Teachers were able to create groups to tackle the needs for our tier two students</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p> <p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	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.	LRE Dashboard Page		
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		
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.			

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	<p>1. There were 361 instructive, corrective, restorative practices entered in Aspen; 63 detentions, 44 out of school suspensions, and 4 other.</p> <p>2. Our overall attendance was 88.3% an improvement from the two previous school years. We noted that older student attendance impacted the younger students because when the older students were absent this impacted their younger siblings attendance.</p> <p>3. 86% of our students feel safe with their teachers. 63% of our students feel that teachers keep their promises. 80% of our students feel that their teachers treat them with respect. 66% of our students are teased or picked on and/or bullied and threatened. In peer to peer relationships 78% of our students help each other to learn. 61% feel that they treat each other with respect. 83% of our students feel they know what their teachers want them to learn.</p> <p>4. Teachers report that 68% of their students come to class on time. Teachers report that 64% of their students come to class prepared with appropriate materials.</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p> <p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p>
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		

What is the feedback from your stakeholders?

Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<p>Celebrations:</p> <ol style="list-style-type: none"> 1. Our overall attendance continues to improve. 2. Our students feel safe and respected by their teachers and that their teachers keep their promises. 3. Teachers are shifting from punitive consequences to restorative conversations. <p>Concerns:</p> <ol style="list-style-type: none"> 1. Teachers feel that students didn't answer the 5 Essentials Survey thoughtfully because of the length of the survey and the level of frustrations they showed while taking the survey. Although we had positive numbers in quite a few areas we noticed that there was a decline in responses for strongly agree/agree in several areas from the previous year. 2. After taking the survey students expressed that the survey was extremely long and they didn't understand some of the questions. 3. More schoolwide parameters around student expectations and outcomes are needed. 4. Lunch/recess should offer more opportunities for positive student engagement with adult supervision. 	<p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p>
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		<p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>

<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students not only frequently experience a lack of safety in various parts of the building and a sense of disconnection from certain teachers, but the persistent absenteeism further hampers their ability to forge strong connections within the school community. Additionally, a subset of students displays limited motivation and lacks the drive to succeed academically.</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>SEL is implemented through out the building for both students & teachers. We have a Restorative Justice Coordinator that works with students to decrease student infractions and encourage restorative practices. Calm classroom is being implemented in classrooms throughout the day.</p>
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Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>College and Career Competency Curriculum (C4)</p> <p>An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).</p>	<p>29% of our 3-8 students are "On Track" and 16% are "Almost on track" for graduation. 23% are "Off Track" and 19% are "Far from On Track".</p> <p>According to our 5Essentials data our overall score for Grit was a 10 for Very Weak. For Safety we scored a 31 for Very Weak. For Academic Press we scored a 47 for Neutral. For School Connectedness we scored a 31 for Neutral</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCE</p> <p>3 - 8 On Track</p>
Partially	<p>Individualized Learning Plans</p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p>
Partially	<p>Work Based Learning Toolkit</p> <p>Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).</p>	<p>What is the feedback from your stakeholders?</p> <p>Celebrations: Student Council members have been elected and is functioning</p> <p>Concerns: Work is needed to provide strategies to increase student's Grit & Resilience. Additionally, work needs to be done to increase student's sense of safety.</p>	<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	<p>Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).</p>		
N/A	<p>ECCE Certification List</p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		
N/A	<p>PLT Assessment Rubric</p> <p>There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>We are a part of the IB Middle Years Program.</p>	

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](#)

We have 2 counselors that provide guidance with high school and post secondary selections ie high school fairs, high school shadow days & college tours. Career fairs geared towards occupations that include college and trade opportunities.

Our Peer Jury is in the works

What student-centered problems have surfaced during this reflection?

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Empowering middle school students to take ownership of their post-secondary readiness and future career goals. So that students become active participants in shaping their own futures, which can have long term benefits for success in higher education and beyond. 🍌

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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	<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>According to our 5Essentials data 36% of our teachers believe that our parents are involved in their children's education. 52% of parents were involved in the decision making at the school. 47% of parents have developed parent teacher trust. 🍌</p> <p>Our LSC meets regularly and gives input to the administration.</p> <p>Our PAC actively recruits for parents to participate and be active.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>Celebrations: 🍌</p> <p>Parental participation rates in our family nights is consistently improving.</p> <p>Concerns:</p> <p>While parents come for the afterschool activities their participation on the academic side hasn't been consistent.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>The inadequate engagement of parents in their children's academics and attendance significantly influences their learning process. Our school experiences a notable prevalence of students with consistent absenteeism. For our primary students, relying on parents to ensure their school attendance is crucial. 🍌</p>		<p>Through a partnership with the Chicago Children's Museum, we have a curiosity classroom that allows our PreK - 2nd grade students to explore a safe, multi sensory, STEM hands on, designed space. 🍌</p> <p>MGN (Middle Grades Network) is a partnership with the University of Chicago that helps us to better engage our middle school students in their learning & development.</p> <p>As a part of the International Baccalaureate with our MYP (Middle Years Program) we are preparing our students to be global citizens.</p> <p>Our mentoring program allows new teachers to be mentored by veteran teachers.</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

1. Our EOY Iready Math data showed that 50% of our students performed above or on grade level. Our EOY Reading Data showed that 49% of our students scored above or at grade level. In our iReady Math our 2nd grade students went from 80% of students scoring 2 grade levels below to 17%. In our Iready Reading our 2nd grade students went from 70% scoring 2 grade levels below to 20%.

2. 141 of our IAR ELA students Met, Partially Met, or Approached Expectations. 107 of our PARC Math students did not meet expectations.

3. Overall Star 360 Benchmark decreased by 3% in Math and increased by 3.49% in Reading. In Star 360 Reading our greatest gain was in 3rd grade, while our greatest deficit was in 7th grade.

What is the feedback from your stakeholders?

Celebrations:
 Our iReady data shows growth in both reading and math
 Majority of the teacher's lessons are aligned to the standards
 Majority of our teachers are implementing Skyline Reading and Math
 There was some growth in IAR reading and math
 According to our iReady Data, our DL are performing and in math out performing non DL students
 According to our STAR 360 Math data our DL students had a positive growth from BOY to EOY
 According to our STAR 360 Math data our EL students had the highest growth from BOY to EOY
 According to our STAR 360 Reading Data we had a positive increase in students at/above benchmark from BOY to EOY
 According to our STAR 360 Reading Data we had 11.54% growth in our DL students moving to at/above benchmark

What student-centered problems have surfaced during this reflection?

Students face difficulties in two main areas: engaging with their course materials and establishing connections with their educators. These challenges arise from perceived inadequacies in the way the material is explained and its practical applicability. There's also a variation among students, where some are struggling to access the curriculum appropriate for their grade level. Moreover, differences in motivation levels are evident, which impacts their commitment to achieving academic success.

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?

Starting SY24, teachers in 3-5 will departmentalize. Thereby providing differentiated subject level support.

Internal walkthroughs with ILT and with teacher teams.

All teachers were provided coaching support from admin and teacher leaders

New teachers receiving mentoring from an in-building mentor.

The admin with support of ILT developed an acceleration plan

Return to Top Determine Priorities

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

Students...
 Students lack connection to subjects and teachers due to insufficient explanation of material's real-world relevance. Variability exists in accessing grade-level curriculum and in students' drive for academic excellence.

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.

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

As adults in the building, we...
 recognize that the root cause of students' disconnection from subjects and teachers is the inadequate explanation of real-world relevance in the curriculum, coupled with disparities in accessing grade-level materials and variations in students' motivation for academic excellence.

Resources:

[5 Whys Root Cause Protocol](#)

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

Return to Top Theory of Action

What is your Theory of Action?

If we...
 hold high expectations for students, strive to engage students through robust Tier I instruction that aligns with the Illinois Learning Standards (i.e Common Core, NGSS, Arts, World Language), while also offering differentiated supports catering to student's learning needs, and progress monitor our efforts with rigor and learning walks

Resources:

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

then we see....
 students actively participating, exploring new concepts with curiosity, and demonstrating a motivation to apply acquired knowledge to real-life situations, reflecting authentic engagement. Students taking ownership of their learning, collaborating with peers, asking probing questions, and aspiring to deepen their understanding.

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...
 by EOY 2026:
 49%+ of students at/ above benchmark on STAR Math
 20%+ Diverse Learners at/ above benchmark on STAR Math
 47%+ of students at/ above benchmark on STAR Reading
 24%+ Diverse Learners at/ above benchmark on STAR Reading
 53%+ of primary students mid/above grade level on iReady Reading
 58% of primary students mid/ above grade level on iReady Math
 85% of classrooms having tasks aligned to the standards

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Resources:

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

Team/Individual Responsible for Implementation Plan

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1 10/20/23 Q3 3/4/24
 Q2 12/21/23 Q4 6/6/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Teachers engage in professional development centered around content area standards and the Skyline curriculum, while also receiving individualized coaching and support.	Administration & Instructional Coach	June 2024	Select Status
Action Step 1	ILT will develop and implement a professional learning plan that is differentiated so that teachers receive differentiated learning	Dr. Williams/ Mr. Henton	August 2023	Select Status
Action Step 2	The weekly grade level team meetings are utilized to offer supplementary professional learning opportunities, encompassing hands-on assistance, collaborative feedback, and thorough data analysis.	ILT members/ Team Directors	October 1st	Select Status
Action Step 3	Instructional Leadership team engages in monthly Learning Walks to determine school and grade level trends, professional development, and next steps	ILT members/ Team Directors	Beginning October 2nd	Select Status
Action Step 4	Teachers register and attend ongoing professional development focused on the Illinois Learning Standards (i.e Common Core, NGSS, Arts, World Language)	Administration/ Team Directors	September 11th	Select Status
Action Step 5	Content area teachers (ELA, Math, Social Science, and Science) sign up and attend ongoing professional development focused on implementing the Skyline curriculum	Administration/ Team Directors	September 11th	Select Status
Implementation Milestone 2	Teachers utilize interim assessment data, formative data, and unit assessment data to offer students learning acceleration.	All Teachers	October 2nd	Select Status
Action Step 1	At intervals of five weeks, educators will employ a data protocol (such as ATLAS) to aid in the analysis and triangulation of data. Subsequently, they will create instructional groups based on the findings.	ILT/Administration	October 2nd	Select Status
Action Step 2	Teachers will establish an intervention/acceleration schedule that ensures the implementation of evidence-based interventions, which complement Tier I instruction.	All Teachers	October 2nd	Select Status
Action Step 3	Teachers will progress monitor and track interventions/acceleration using the Branching Minds platform	All Teachers	October 2nd	Select Status
Action Step 4	Teachers will receive ongoing support on the Branching Minds platform	MTSS Coordinator	Starting October 2nd	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Teachers will adeptly implement the diverse components of the Skyline Curriculum with unwavering adherence to academic standards, while seamlessly integrating social-emotional learning principles and fostering strong student connections.	ILT/Administration	June 2024	Select Status
Action Step 1	Teachers will receive feedback on lesson plans (monthly)	Administration	October 20th	Select Status
Action Step 2	Using the Rigor Walks Rubrics, Ellington's Collegial Non-Evaluative Feedback , and the Classroom Environment Checklist , teachers will receive focused coaching and feedback from both school administrators and colleagues to foster professional growth, enhance student outcomes, and cultivate a collaborative and supportive educational environment.	Administration/ ILT	October 2nd	Select Status
Action Step 3	Teachers will administer unit and interim assessments in Check Point	ILT/Administration	December 1st	Select Status
Action Step 4	After each assessment cycle, teachers will analyze assessment data and develop action plans to address student learning needs	All Teachers	September 29th	Select Status
Action Step 5	English Language Learners will be provide additional supports to access Skyline curriculum	EL Coordinator	June 2024	Select Status

Implementation Milestone 4	Teachers will implement the International Baccalaureate MYP program to leverage its benefits in supporting the Skyline curriculum, thereby merging the two to provide students with a well-rounded educational experience.	IB Coordinator	June 2024	Select Status
Action Step 1	Ensure all MYP teachers have taken the initial training and utilizing the ongoing training provided by the district and online IB offerings	IB Coordinator/Administration	June 2024	Select Status
Action Step 2	The IB Coordinator together with the administration will provide feedback on their MYP Units and assessments thereby ensuring cohesion between Skyline and the MYP	IB Coordinator	September 2023	Select Status
Action Step 3	Teachers will intentionally emphasize International Baccalaureate learner profiles during both instructional and social-emotional learning (SEL) time.	IB Coordinator/MYP Teachers	September 2023	Select Status
Action Step 4	IB will teachers articulate and develop Approaches to Learning (ATL) skills by aligning grade-specific objectives with the curriculum, assessing skill development, and differentiating instruction while fostering student reflection and ensuring students progressively acquire these essential skills throughout their IB education.	IB Coordinator/MYP Teachers	December 2023	Select Status
Action Step 5	The IB coordinator, with the support of IB teachers, will finalize and execute the IB action plan.	IB Coordinator/MYP Teachers	September 2023	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Teachers will actively engage in peer collaboration and mentoring opportunities to share insights, strategies, and best practices, further enhancing their professional growth and the quality of instruction. Teachers will consistently use assessment data to accelerate student learning and implement effective strategies based on data analysis. Teachers will adeptly implement the Skyline Curriculum, integrate social-emotional learning principles, and foster strong student connections while maintaining academic standards. Teachers will successfully merge the International Baccalaureate MYP program with the Skyline curriculum, providing students with a comprehensive and well-rounded educational experience.	
SY26 Anticipated Milestones	Teachers will have advanced their integration of the International Baccalaureate MYP program with the Skyline curriculum, demonstrating a deep understanding of how the two programs complement each other to provide an enriched educational experience. Teachers will continue to use assessment data effectively, resulting in substantial improvements in student achievement, with a focus on narrowing achievement gaps and ensuring all students reach their full potential. Prioritize the development of teacher leaders who can mentor and support their colleagues, contributing to a culture of continuous improvement and professional growth. Expand its outreach to involve the broader community in supporting student success, fostering partnerships with local organizations, and promoting a strong sense of community involvement in education.	

[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
% of students at/above benchmark	Yes	STAR (Math)	Overall	18.86	29	39	49
			Students with an IEP	0	5	15	20
% of students at/above benchmark	Yes	STAR (Reading)	Overall	16.67	27	37	47
			Students with an IEP	8	13	18	24

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Ensure that 100% of teachers effectively use Skyline with fidelity, accessing and utilizing all facets of the curriculum. We will measure progress towards this goal through Network Rigor walks and school-level learning walks.	Ensure that a significant majority of teachers effectively use Skyline with fidelity, accessing and utilizing all facets of the curriculum. Measure progress through Network Rigor walks and school-level learning walks.	Ensure that all teachers effectively use Skyline with fidelity, accessing and utilizing all facets of the curriculum. Measure progress through Network Rigor walks and school-level learning walks.

<p>C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p>	<p>Our goal is to prioritize the Inner Core (identity, community, and relationships) in all classrooms by implementing research-based, culturally responsive practices such as the Learning Partnership Bridge, with progress measured through administrative, ILT, and teacher team walkthroughs and non-evaluative feedback.</p>	<p>We aim to deepen our commitment to prioritizing the Inner Core (identity, community, and relationships) in all classrooms through the continued implementation and refinement of research-based, culturally responsive practices like the Learning Partnership Bridge. We will measure progress through an increased frequency of administrative, ILT, and teacher team walkthroughs, and further enhance our practices based on the non-evaluative feedback gathered to ensure sustained improvement in the learning environment.</p>	<p>Our goal is to achieve a fully integrated and sustainable approach to prioritizing the Inner Core (identity, community, and relationships) in all classrooms. We will further enhance research-based, culturally responsive practices like the Learning Partnership Bridge and ensure their continued effectiveness through ongoing administrative, ILT, and teacher team walkthroughs, as well as non-evaluative feedback. Our aim is to establish a culture of inclusivity and excellence, resulting in optimal learning conditions for all students.</p>
<p>C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p>	<p>Our goal is to assess the implementation of balanced assessment systems by conducting regular reviews of school teams' assessment practices, ensuring they align with grade-level standards and yield actionable data. We will also monitor this goal by examining the completion rate of students taking the interim assessments, and the % of students scoring at/above 50%.</p>	<p>Our goal is to assess the implementation of balanced assessment systems by conducting regular reviews of school teams' assessment practices, ensuring they align with grade-level standards and yield actionable data. Our goal is to assess the implementation of balanced assessment systems by conducting regular reviews of school teams' assessment practices, ensuring they align with grade-level standards and yield actionable data. We will also monitor this goal by examining the completion rate of students taking the interim assessments, and the % of students scoring at/above 50%.</p>	<p>Our goal is to assess the implementation of balanced assessment systems by conducting regular reviews of school teams' assessment practices, ensuring they align with grade-level standards and yield actionable data. Our goal is to assess the implementation of balanced assessment systems by conducting regular reviews of school teams' assessment practices, ensuring they align with grade-level standards and yield actionable data. We will also monitor this goal by examining the completion rate of students taking the interim assessments, and the % of students scoring at/above 50%.</p>

Return to Top SY24 Progress Monitoring

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
% of students at/above benchmark	STAR (Math)	Overall	18.86	29	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	0	5	Select Status	Select Status	Select Status	Select Status
% of students at/above benchmark	STAR (Reading)	Overall	16.67	27	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	8	13	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Ensure that 100% of teachers effectively use Skyline with fidelity, accessing and utilizing all facets of the curriculum. We will measure progress towards this goal through Network Rigor walks and school-level learning walks.	Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Our goal is to prioritize the Inner Core (identity, community, and relationships) in all classrooms by implementing research-based, culturally responsive practices such as the Learning Partnership Bridge, with progress measured through administrative, ILT, and teacher team walkthroughs and non-evaluative feedback.	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Our goal is to assess the implementation of balanced assessment systems by conducting regular reviews of school teams' assessment practices, ensuring they align with grade-level standards and yield actionable data. We will also monitor this goal by examining the completion rate of students taking the interim assessments, and the % of students scoring at/above 50%.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

1. There were 361 instructive, corrective, restorative practices entered in Aspen; 63 detentions, 44 out of school suspensions, and 4 other.
2. Our overall attendance was 88.3% an improvement from the two previous school years. We noted that older student attendance impacted the younger students because when the older students were absent this impacted their younger siblings attendance.
3. 86% of our students feel safe with their teachers. 63% of students feel that teachers keep their promises. 80% of our students feel that their teachers treat them with respect. 66% of our students are teased or picked on and/or bullied and threatened. In peer to peer relationships 78% of our students help each other to learn. 61% feel that they treat each other with respect. 83% of our students feel they know what their teachers want them to learn.
4. Teachers report that 68% of their students come to class on time. Teachers report that 64% of their students come to class prepared with appropriate materials.

What is the feedback from your stakeholders?

- Celebrations:
1. Our overall attendance continues to improve.
 2. Our students feel safe and respected by their teachers and that their teachers keep their promises.
 3. Teachers are shifting from punitive consequences to restorative conversations.
- Concerns:
1. Teachers feel that students didn't answer the 5 Essentials Survey thoughtfully because of the length of the survey and the level of frustrations they showed while taking the survey. Although we had positive numbers in quite a few areas we noticed that there was a decline in responses for strongly agree/agree in several areas from the previous year.

What student-centered problems have surfaced during this reflection?

Students not only frequently experience a lack of safety in various parts of the building and a sense of disconnection from certain teachers, but the persistent absenteeism further hampers their ability to forge strong connections within the school community. Additionally, a subset of students displays limited motivation and lacks the drive to succeed academically.

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?

SEL is implemented through out the building for both students & teachers. We have a Restorative Justice Coordinator that works with students to decrease student infractions and encourage restorative practices. Calm classroom is being implemented in classrooms throughout the day.

Return to Top Determine Priorities

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

Students...
 have a concerning pattern of chronic absenteeism, insufficient school engagement, and significant social and emotional challenges that negatively impact student learning.

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...
 acknowledge the root cause lies in not furnishing a consistently supportive environment that prioritizes students' social-emotional growth, integrating essential coping techniques, offering parental guidance, and meaningfully incorporating insights from student surveys.

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 a supportive school culture emphasizing strong student-teacher relationships, integrate social-emotional learning into the curriculum, and leverage student feedback to tailor coping techniques, peer support, and parental guidance

Resources:

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

then we see....

enhanced student-teacher relationships, integrated regular student feedback, and a fostered inclusive and engaged school culture promoting students' connectedness, overall wellbeing, and a positive educational 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.

which leads to...

By EoY 2026, increase our 5E Supportive Environment rating/ score to Very Strong (87)
By EoY 2026, increase the % of 3-8 students "on-track" to 53% or greater



[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

Culture and Climate Team

Dates for Progress Monitoring Check Ins

Q1 10/20/23

Q3 3/4/24

Q2 12/21/23

Q4 6/6/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Cultivate a supportive, "healing-centered" school culture	Culture and Climate Team	June 2024	Select Status
Action Step 1	Establish a school culture committee that includes all stakeholders	Principal/AP	September 2023	Select Status
Action Step 2	Refine and implement our school wide restorative practices framework	Administration	August 2023	Select Status
Action Step 3	Enhance wraparound services through community based partnerships	Counselors/ Social Worker	October 2023	Select Status
Action Step 4	Develop and implement schoolwide culture plan and collective critical attributes	Admin/ RJC	On-going beginning August 2023	Select Status
Action Step 5	Implement the "road to responsibilities" which will further enable teachers to be healers and students to be agents of their own healing.	Admin/RJC	On-going beginning August 2023	Select Status
Implementation Milestone 2	Enhancing student-teacher relationships and SEL integration	Culture and Climate Team	June 2024	Select Status
Action Step 1	Provide on-going professional development and training on The Learning Partnership Bridge, The Healing Centered Framework, and Restorative Practices	Admin/ Counselors	Quarterly 2023-24	Select Status
Action Step 2	Integrate social-emotional learning (SEL) into the curriculum across all subjects	Teachers/ Team Directors	January 2024	Select Status
Action Step 3	Adopt Second Step and/or other curricular enhancements and engage in coaching cycles to ensure fidelity of implementation	Counselors/ Team Directors	Quarterly 2023-24	Select Status
Action Step 4	Implement Mindfulness practices (i.e. calm classroom)	Calm Classroom Leads	Ongoing starting Aug 23	Select Status
Action Step 5	Leverage OST and arts programs to provide further oppritunities to build on student interest and connections with staff	OST Lead and Arts Liason	Ongoing starting Sep 23	Select Status
Implementation Milestone 3	Utilize student feedback and personalizing support	Culture Climate Team	June 2024	Select Status
Action Step 1	Implement mentoring programs (1 to 1 and small group)	School Based Mentoring Leads	September 2023	Select Status
Action Step 2	Utilize data analytics and behavioral tracking to identify at-risk students and tailor interventions based on academic and emotional performance	BHT	On- going beginning August 2023	Select Status
Action Step 3	Establish a system that includes surveys, focus groups, and anonymous reporting for students to provide feedback on their academic and emotional needs. These groups can provide qualitative insights into student needs	RJC/School Counselors	September 2023	Select Status
Action Step 4	Support and fund student-led initiatives that address specific needs or concerns identified by students themselves (i.e student council, peer jury and OST programs)	RJC/OST Coordinator	On-going beginning August 2023	Select Status
Action Step 5				Select Status
Implementation Milestone 4	Promoting peer support and parental engagement	Culture and Climate Team	June 2024	Select Status
Action Step 1	Establish peer mentoring or support programs and provide training for student mentors	Restorative Justice/Peer Jury Coordinator	On-going beginning August 2023	Select Status
Action Step 2	Organize workshops and informational sessions for parents on SEL, academics, and supporting their children	School Counselors/ Parent Engagement Leads	On-going beginning September 2023	Select Status
Action Step 3	Enhance communication channels between parents and the school, including regular meetings and updates	Culture and Climate Team/Administration	On-going beginning August 2023	Select Status
Action Step 4	Provide service learning opportunities in the school and community for the MYP Students (Middle Years Program)	IB Coordinator	October 2023	Select Status

Action Step 5	Provide mentoring and support so that all 8th grade students complete the Community Project	IB Coordinator	May 2024	Select Status
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SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Deepen the integration of social-emotional learning (SEL) into the curriculum, possibly introducing more advanced SEL topics and activities. Provide advanced training for teachers in SEL and relationship-building techniques, allowing them to refine their skills. Expand and diversify peer support programs to cater to a wider range of student needs and interests.	
SY26 Anticipated Milestones	Ensure that the comprehensive approach is firmly institutionalized within the school, with policies and practices firmly integrated into everyday operations. Extend the reach of the school's approach to the broader community by involving local organizations, community leaders, and external experts in SEL and student support. Encourage and empower students to take on leadership roles within peer support programs, further fostering a sense of responsibility and community.	

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
By EoY 2026, increase our 5E Supportive Environment rating/ score to Very Strong (87)	No	5E: Supportive Environment	Overall	37	47	67	87
			NA				
By EoY 2026, increase the % of 3-8 students "on-track" to 53% or greater	Yes	3 - 8 On Track	Overall	23	33	43	53
			NA				

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.	Develop and integrate a proactive Climate and Culture Team over the next three years, focused on fostering a positive and inclusive school environment that enhances student connectedness and promotes their emotional and social growth. We will measure this goal by the number of SCC behavior infractions and the number of students making progress on SEL interventions.	The Climate and Culture Team will have significantly reduced SCC behavior infractions, indicating improved school environment, and at least 80% of students involved in SEL interventions will demonstrate measurable progress in their emotional and social growth	The Climate and Culture Team should achieve a substantial decrease in SCC behavior infractions, with the goal of reaching a minimal level, and ensure that 90% of students participating in SEL interventions consistently make observable advancements in their emotional and social development
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Implement Tier 1 Healing Centered supports, including SEL curricula and integrated Skyline SEL instruction, to enhance student well-being and engagement through restorative practices. We will measure progress through internal culture walks, examination of the number of SCC infractions, and monitoring the number of students showing progress with tiered SEL interventions..	Expand and refine Tier 1 Healing Centered supports by incorporating feedback from internal culture walks and evaluating the effectiveness of SEL curricula. Additionally, aim to reduce the number of SCC infractions by 20% and ensure at least 80% of students demonstrate progress with tiered SEL interventions.	Strengthen the sustainability of Healing Centered supports by further enhancing SEL curricula, Skyline integrated SEL instruction, and restorative practices based on data-driven insights. Aim to achieve a 30% reduction in SCC infractions and support 90% of students in demonstrating positive progress with tiered SEL interventions.
C&W:3 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.	Goal: Ensure that every student in our school district has equal and unrestricted access to diverse student-centered enrichment and out-of-school-time programs that cater to their unique learning needs and interests. We will monitor progress by tracking the participation of students in OST, sports, student council, and other extracurricular programs to ensure equitable engagement.	Increase the participation of underrepresented student groups in out-of-school-time programs, sports, student council, and other extracurricular activities by 15% compared to the previous year, ensuring continued equitable access and engagement.	Expand the range of student-centered enrichment opportunities and out-of-school-time programs to meet the evolving interests and needs of our student population, while maintaining and building upon the achieved 15% increase in participation among underrepresented student groups from Year Two

[Return to Top](#) **SY24 Progress Monitoring**

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
By EoY 2026, increase our 5E Supportive Environment rating/ score to Very Strong (87)	5E: Supportive Environment	Overall	37	47	Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
By EoY 2026, increase the % of 3-8 students "on-track" to 53% or greater	3 - 8 On Track	Overall	23	33	Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Develop and integrate a proactive Climate and Culture Team over the next three years, focused on fostering a positive and inclusive school environment that enhances student connectedness and promotes their emotional and social growth. We will measure this goal by the number of SCC behavior infractions and the number of students making progress on SEL interventions.	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Implement Tier 1 Healing Centered supports, including SEL curricula and integrated Skyline SEL instruction, to enhance student well-being and engagement through restorative practices. We will measure progress through internal culture walks, examination of the number of SCC infractions, and monitoring the number of students showing progress with tiered SEL interventions..	Select Status	Select Status	Select Status	Select Status
C&W:3 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.	Goal: Ensure that every student in our school district has equal and unrestricted access to diverse student-centered enrichment and out-of-school-time programs that cater to their unique learning needs and interests. We will monitor progress by tracking the participation of students in OST, sports, student council, and other extracurricular programs to ensure equitable engagement.	Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below



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

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

If Checked:
No action needed



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

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

Required Math Goal

STAR (Math): % of students at/above benchmark

Required Reading Goal

STAR (Reading): % of students at/above benchmark

Optional Goal

Student Groups	Baseline	SY24	SY25	SY26
Overall	18.86	29	39	49
Students with an IEP	0	5	15	20
Overall	16.67	27	37	47
Students with an IEP	8	13	18	24

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Prioritize reading and math proficiency by investing in evidence-based reading and math programs, professional development for educators, and math specialists, particularly in schools with a high percentage of disadvantaged students. Enhance family engagement and support for special education and English language learners through parent workshops, family literacy programs, and additional resources to ensure equitable educational opportunities for all students. 🍌

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