

CIWP Team & Schedules

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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 🇯🇵
Robert Towner	Principal	rtowner@cps.edu
Tiffany Ellis	Interim AP	telis@cps.edu
Nicole Wimberly	Teacher Leader	nowimberly@cps.edu
Tina Curry	Inclusive & Supportive Learning Lead	tscurry@cps.edu
Anthony Thomas	Connectedness & Wellbeing Lead	tcanthony1@cps.edu
James Mason	Teacher Leader	jjmason@cps.edu
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Ganelli Washington	LSC Member	ladyganelli@gmail.com
Renita Sanders	Parent	renita6020@yahoo.com
William Sanders	Parent	blsd1017@gmail.com
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 🇯🇵	Planned Completion Date 🇯🇵
Team & Schedule	7/10/23	7/10/23
Reflection: Curriculum & Instruction (Instructional Core)	7/10/23	8/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/10/23	8/14/23
Reflection: Connectedness & Wellbeing	7/10/23	8/14/23
Reflection: Postsecondary Success	(Undecided)	(Undecided)
Reflection: Partnerships & Engagement	7/10/23	8/14/23
Priorities	7/10/23	8/14/23
Root Cause	8/23/23	5/31/24
Theory of Acton	8/23/23	5/31/24
Implementation Plans	9/20/23	5/31/24
Goals	9/20/23	5/31/24
Fund Compliance	8/25/23	8/25/23
Parent & Family Plan	8/25/23	8/25/23
Approval	8/25/23	8/25/23

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	5/31/2024

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Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?


Metrics

Yes

All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.

[CPS High Quality Curriculum Rubrics](#)

[Rigor Walk Rubric](#)

After conducting a review of the Curriculum and Instruction metrics, several key takeaways have emerged: 

--**Progress in Student Achievement:** The metrics indicate that there has been notable progress in student achievement across various grade levels and subject areas. This suggests that our curriculum and instructional strategies are effectively supporting student learning and development.

--**Development Impact:** The review underscores the importance of ongoing professional development for educators. Teachers who have participated in targeted training have shown increased effectiveness in implementing innovative instructional methods.

--**Alignment with Standards:** The metrics confirm that our curriculum aligns effectively with educational standards and learning objectives. This alignment is crucial for ensuring that students are well-prepared for standardized assessments and future educational pursuits.

--**Data-Driven Decision-Making:** The review highlights the importance of data-driven decision-making in curriculum and instruction. Regular analysis of metrics has been instrumental in guiding our strategies and initiatives.

--**Continual Monitoring and Evaluation:** The review of the metrics emphasizes the need for ongoing monitoring and evaluation of curriculum and instructional practices. We must remain committed to refining our approaches to meet the evolving needs of our students.

In summary, the review of the Curriculum and Instruction metrics has provided valuable insights into our educational programs' strengths and areas for improvement. These takeaways will guide our future efforts to enhance the quality of education we provide, ensuring that every student has the opportunity to excel and reach their full potential.

[IAR \(Math\)](#)

[IAR \(English\)](#)

Rigor Walk Data (School Level Data)

[PSAT \(EBRW\)](#)

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Yes

Students experience grade-level, standards-aligned instruction.

[Teacher Team Learning Cycle Protocols](#)

[Quality Indicators Of Specially Designed Instruction](#)

[PSAT \(Math\)](#)

[STAR \(Reading\)](#)

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.

[Powerful Practices Rubric](#)

[Learning Conditions](#)

What is the feedback from your stakeholders?

The feedback from our stakeholders regarding the curriculum and instruction in place at our school has been instrumental in shaping our CIWP responses and our educational approach to making improvements. Here are some key takeaways from stakeholder feedback:



--**Teacher Collaboration:** Faculty members have provided feedback that highlights the effectiveness of collaborative planning and professional development opportunities. Teachers appreciate the support they receive to implement the curriculum effectively and continuously improve their instructional practices.

--**Alignment with Standards:** Stakeholders recognize the alignment of our curriculum with state and national standards, indicating confidence in the quality and rigor of instruction. This feedback reinforces our commitment to maintaining high academic standards.

--**Assessment and Feedback:** Some stakeholders have provided input regarding assessment practices. While they appreciate our commitment to data-driven instruction, there is a call for more timely and specific feedback to students to support their growth. This feedback informs our ongoing efforts to refine assessment and feedback processes.

--**Positive Student Engagement:** Students have expressed a positive response to the curriculum and instruction. They appreciate the variety of teaching methods, interactive activities, and real-world applications embedded in the curriculum. This feedback suggests that our efforts to create engaging and student-centered lessons are paying off.

--**Where we fail:** In spite of many levels of support, consistent and cohesive practices are not always apparent in all classrooms. Particularly in the categories of evidence-based assessments and creating culturally

[STAR \(Math\)](#)

[iReady \(Reading\)](#)

[iReady \(Math\)](#)

[Cultivate](#)

[Grades](#)

[ACCESS](#)

[TS Gold](#)

Yes

The ILT leads instructional improvement through distributed leadership.

[Continuum of ILT Effectiveness](#)

[Distributed Leadership Foundational Pillars](#)

[Customized Balanced Assessment Plan](#)

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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.

[ES Assessment Plan Development Guide](#)

[HS Assessment Plan Development Guide](#)

responsive practices.

[Interim Assessment Data](#)

Partially

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?

We have several ongoing improvement efforts that are specifically designed to enhance our educational programs and address the unique needs of student groups furthest from opportunity. These efforts have a significant impact on our school community, contributing to improved outcomes for all students.



One of our primary initiatives is focused on developing our small-group instruction skills. We recognize that students have diverse learning styles and needs, and this initiative aims to tailor instruction to each student's strengths and challenges. Through adaptive technology and differentiated instruction, we have witnessed greater engagement and increased academic achievement, particularly among students who have historically faced barriers to success. Another vital ongoing effort revolves around culturally responsive teaching and inclusion. We are committed to creating an inclusive and equitable learning environment where all students feel valued and represented. By providing professional development for our educators and implementing inclusive curricular materials via Savaas Realize, we are working to eliminate disparities in achievement among student groups furthest from opportunity. We have ongoing data-driven interventions in place. Regular assessments and data analysis help us identify struggling students early on and provide targeted support. This proactive approach has been particularly effective in reducing achievement gaps among various student groups and ensuring that all students receive the necessary resources and interventions to succeed.

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.

Reflecting on our school's curriculum and instructional methods has brought to light several student-centered problems that we are actively addressing. These issues include:

--**Diverse Learning Needs:** We've identified that students have diverse learning needs, including different learning styles, paces of learning, and levels of readiness. Our challenge is to ensure that our curriculum and instructional methods cater to this diversity and provide personalized learning experiences.

--**Engagement and Motivation:** Some students struggle with maintaining engagement and motivation in the classroom. This is particularly relevant as we aim to make learning more student-centered. We are working on strategies to enhance student motivation and make learning more meaningful and relevant to their lives.

--**Equity and Access:** There are disparities in access to resources, including technology, at home, which can hinder some students' ability to fully participate in digital learning environments. Addressing these disparities to ensure equitable access to educational resources is a significant concern.

--**Inclusion and Special Needs:** Students with special needs may require additional support and accommodations. Ensuring that our curriculum and instructional methods are inclusive and adaptable to meet the needs of all students is an ongoing challenge.

--**Assessment Overload:** We have observed that some students feel overwhelmed by the frequency and nature of assessments. Striking a balance between assessing student progress and reducing assessment-related stress is a priority.

--**Transition Gaps:** Transitioning between grade levels or from one educational level to another can be challenging for some students. We are working on providing more seamless transitions to ensure continuity in their learning journey.

--**Social and Emotional Well-being:** The social and emotional well-being of students is a growing concern. We are constantly exploring ways to embed social and emotional learning (SEL) into our curriculum to support students in developing crucial life skills.

--**Time Management and Study Skills:** Many students struggle with effective time management and study skills, impacting their ability to excel academically. We are integrating skill-building opportunities into our curriculum to address this issue.


We actively engage with teachers, students, parents, and community stakeholders to develop targeted solutions to address these student-centered problems. Our school is committed to fostering a more inclusive, equitable, and responsive learning environment. One that supports the diverse needs of our student body. Our ultimate goal is to ensure that every student can thrive academically and personally within our school community.



interventions to succeed.

In addressing barriers for student groups furthest from opportunity, we have also implemented mentoring and support programs. These initiatives pair our Tier 3 students with paraprofessionals who provide academic and social-emotional support. The impact of these programs has been tangible, as students are more engaged in school and demonstrating improved academic performance. In addition to this, we extend these efforts to family and community engagement. We believe that a strong partnership with families is crucial for student success. By fostering open lines of communication and involving parents and caregivers in decision-making processes, we have seen increased parent involvement. This leads to positive outcomes, especially for our most marginalized student groups.

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>No</p>	<p>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.</p> <p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p>	<p>After a comprehensive review of the MTSS metrics, several key takeaways have emerged that provide valuable insights into our educational framework and the effectiveness of our support systems: </p> <p>--Importance of Identifying At-Risk Students: One of the primary takeaways from the MTSS metrics review is a clearer understanding of which students are at risk academically, socially, or emotionally. By analyzing data related to student performance, attendance, and behavior, we can more accurately identify students who may need additional support to thrive in our school environment.</p> <p>--Effectiveness of Tiered Interventions: The MTSS metrics reveal that our tiered interventions are making a positive impact on student outcomes. Students who receive targeted support at various tiers show improvement in their academic performance, behavior, and overall well-being. This demonstrates the value of our proactive approach to intervention and support.</p> <p>--Alignment of Resources: Through the review of MTSS metrics, we have gained insights into the allocation of resources. This information helps us ensure that resources are directed to the areas where they are most needed, optimizing our ability to provide effective support to students and educators.</p> <p>--Impact of Professional Development: The metrics provide evidence of the impact of professional development initiatives on teacher practices and student achievement. It's evident that targeted training and support for our educators are translating into improved instructional strategies and, subsequently, better outcomes for students.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p>
<p>No</p>	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p>	<p>--Equity and Access: The review of MTSS metrics highlights the importance of equity and access in our school. We recognize that certain student groups may require additional attention and resources to address disparities. This data informs our efforts to create a more equitable learning environment for all students.</p> <p>--Continuous Improvement: MTSS metrics underscore the importance of ongoing data collection and analysis. We understand that continuous improvement is essential to our mission, and the metrics guide us in refining our strategies and interventions to better meet the evolving needs of our students.</p> <p>--Parent and Community Engagement: The metrics also shed light on the impact of parent and community engagement initiatives. Increased collaboration with families and community partners</p>	<p>ACCESS</p> <p>MTSS Academic Tier Movement</p>

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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
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
No	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
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

increased collaboration with families and community partners correlates with improved student outcomes, emphasizing the importance of these relationships in supporting our students.

What is the feedback from your stakeholders?

Our stakeholders believe that the MTSS metrics provide us with valuable insights into the effectiveness of our support systems and the areas where we can further enhance our efforts. It reinforces our commitment to data-informed decision-making and continuous improvement, ensuring that we continue to meet the diverse needs of our students and promote their success in our educational community. 📝

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

We are actively engaged in a range of improvement efforts aimed at fostering an inclusive and supportive learning environment for all students. These initiatives are instrumental in breaking down barriers and obstacles that student groups furthest from opportunity may face. Some key initiatives and their impact are: 📝

--**Identifying Culturally Responsive Curriculum:** We have been working diligently to develop and implement a culturally responsive curriculum that reflects the diverse backgrounds and experiences of our student population. This effort ensures that all students see themselves represented in the curriculum, fostering a sense of belonging and cultural relevance. The impact of this initiative has been a more engaged and empowered student body.

--**Professional Development:** Our educators are actively participating in professional development opportunities that focus on equity, diversity, and inclusion. This training equips our staff with the necessary tools and strategies to create an inclusive classroom environment where every student feels valued and supported. As a result, there has been a noticeable increase in student engagement, confidence, and academic performance.

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

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

What student-centered problems have surfaced during this reflection?

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

Through our reflective process on the school's ability to provide an inclusive and supportive learning environment, we have identified several student-centered problems that require our attention and proactive solutions. These challenges include:

--**Accessibility and Accommodation:** Students with disabilities or unique learning needs face challenges due to a shortage of staffing resources. We must improve our ability to identify and address this concern promptly to ensure that every student can fully participate in and benefit from the learning experience.

--**Diversity and Inclusion:** Our student body is not very diverse. As a result, some of our non-African American students have expressed feelings of exclusion or cultural disconnect in the classroom. Ensuring that our curriculum, instructional methods, and school culture celebrate diversity to foster a sense of belonging for all students will have to be a priority moving forward.

--**Socioeconomic Disparities:** Socioeconomic disparities impact some students' ability to engage fully in curricular activities. We are working to provide additional support to mitigate these disparities.

--**Parent Involvement:** Limited involvement of parents in the school's educational efforts hinders progress. We are striving to strengthen these partnerships to ensure a more holistic and supportive learning environment.

To address these student-centered problems, we are committed to the development of a continuous improvement process that involves collaboration with our students, parents, and educators. Our focus is on creating an inclusive and supportive learning environment where every student experiences success both academically and personally, regardless of their background or the challenges they may face.



confidence, and academic performance.


--**Social and Emotional Learning (SEL) Programs:** We have integrated the Second Step SEL program into our curriculum to support the emotional well-being of all students. These programs provide valuable skills in self-awareness, empathy, and relationship-building, helping students overcome barriers related to social and emotional challenges. The impact has been improved mental health, reduced disciplinary incidents, and a more positive school culture.

--**Targeted Intervention Services:** Our school offers targeted intervention services for students who may face academic challenges. These services are designed to address specific learning needs, and they have proven effective in reducing achievement gaps among different student groups, thereby removing academic barriers.

--**Equitable Resource Allocation:** We have reallocated resources to ensure that students have equitable access to technology, materials, and specialized support services. This has helped level the playing field for all students, regardless of their socioeconomic background, and has led to greater academic success for underserved student groups.

--**Data-Informed Decision-Making:** We are continuously collecting and analyzing data to identify areas where barriers persist. This data-driven approach allows us to make informed decisions and tailor our interventions to address specific challenges faced by student groups furthest from opportunity.

We believe that the aforementioned and ongoing improvement efforts are making a significant impact in creating an inclusive and supportive learning environment. These initiatives not only enhance the overall educational experience for all students but also specifically target and address the barriers and obstacles faced by student groups furthest from opportunity. Our commitment to equity and inclusion remains at the forefront of our mission.

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>Yes</p>	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p>	<p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>After reviewing the connectedness and well-being metric, several key takeaways have emerged that provide valuable insights into the social and emotional well-being of our students and the sense of connectedness within our school community. These include: </p> <p>-- The Importance of Positive Student-Teacher Relationships: One of the most notable takeaways is the importance of positive student-teacher relationships in fostering a sense of connectedness and well-being. Students who report having strong, supportive relationships with their teachers also report higher levels of well-being.</p> <p>--Peer Relationships: The metric highlighted the significance of peer relationships in students' lives. Students who feel connected to their peers also tend to have higher levels of well-being. This underscores the importance of creating opportunities for students to build and maintain positive friendships.</p> <p>--Inclusivity and Belonging: The metrics indicate that students who reported feeling a strong sense of belonging and inclusivity within the school community also have higher levels of well-being. This emphasizes the importance of creating an inclusive and welcoming environment where every student feels valued and supported.</p> <p>--Impact of Extracurricular Activities: Students who actively participated in extracurricular activities reported a higher sense of connectedness and well-being. This underscores the value of offering a diverse range of extracurricular opportunities that allow students to pursue their interests and passions.</p> <p>--Parental Involvement: The metric indicated that students who perceived their parents or guardians as involved in their education and well-being tended to have higher levels of connectedness and well-being. This highlights the importance of strong home-school partnerships.</p> <p>--BHT/SEL Programs: The metric indicates that schools with structured BHT programs or activities that promote mental and emotional well-being have increased positive student behavior and decreased disciplinary issues. This suggests that expanding and enhancing wellness initiatives can have a beneficial impact on students.</p> <p>--Communication and Support: Effective communication and access to support systems emerged as critical factors in students' well-being. The metrics indicate that students who feel they can communicate their concerns and access support when needed reported higher levels of well-being.</p> <p>--Continuous Assessment: The metric reinforced the importance of regularly assessing student well-being and connectedness to identify trends and areas for improvement. It serves as a reminder of the need for ongoing monitoring and intervention.</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>Yes</p>	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>			<p>Access to OST</p> <p>Increase Average Daily Attendance</p>

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In conclusion, the review of the connectedness and well-being metrics has provided valuable insights into the factors that contribute to the overall well-being of our students and the strength of their connections within our school community. These takeaways will inform our efforts to create a supportive, inclusive, and emotionally healthy learning environment for all students.

[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?
The feedback from our stakeholders regarding the connectedness metrics and the well-being currently in place at our school has been both informative and encouraging. Here's a summary of the feedback we have received:

--**Student's Perspective:** Students have expressed appreciation for the increased emphasis on connectedness and well-being. They have mentioned feeling more supported by their teachers and peers, which has positively impacted their overall school experience. Many have highlighted the effectiveness of initiatives such as peer mentoring and wellness programs in helping them navigate challenges and build connections.

--**Parents and Guardians:** Parents and guardians have conveyed their support for the school's focus on connectedness and well-being. They recognize the importance of a holistic education that not only prioritizes academic success but also addresses the social and emotional needs of their children. Feedback from parents has emphasized the value of open communication between the school and home, helping them stay informed and involved in their child's well-being.

[Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)

[Cultivate \(Belonging & Identity\)](#)

Partially

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

--**Teachers and Staff:** Our educators have generally welcomed the connectedness and well-being plan. They appreciate the professional development opportunities provided to enhance their skills in promoting students' social and emotional growth. Feedback from teachers underscores the importance of teacher-student relationships and the positive impact they have on students' well-being.

--**Student Support Teams:** Members of our student support teams, including counselors, social workers, and special education staff, have provided valuable insights into the plan's implementation. They emphasize the need for continued training and resources to better support students with diverse needs and challenges related to well-being.

Overall, the feedback from our stakeholders indicates a strong alignment with our commitment to fostering a supportive and connected school community. It highlights the positive impact our initiatives have had on students' well-being and emphasizes the importance of ongoing collaboration and continuous improvement. We are grateful for this feedback, and it serves as a valuable guide as

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

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

[Student Voice Infrastructure](#)

we continue to refine and enhance our connectedness and well-being efforts.

[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.

As we have engaged in reflective discussions about connectedness and well-being at our school, several student-centered problems have come to light. These issues are critical for us to address to ensure the holistic development and success of our students. Some of the key student-centered problems that have surfaced include:

--**Social Isolation:** Some students, particularly those who are new to the school or introverted by nature, have reported feelings of social isolation. This isolation can lead to a lack of connectedness with their peers and affect their overall well-being.

--**Bullying and Harassment:** Instances of bullying and harassment have been reported, impacting the emotional well-being of affected students. Addressing these incidents and creating a safe environment for all students is a priority.

--**Academic Stress:** Many students are experiencing significant academic stress, which can negatively impact their well-being. The pressure to excel academically, particularly in high-stakes exams, has been a source of stress for some students.

--**Digital Dependency:** Some students have developed a dependency on digital devices and social media, which can lead to issues such as cyberbullying, addiction, and decreased face-to-face social interaction.

--**Lack of Support Networks:** Some students lack a strong support network, whether due to family challenges or other circumstances. This absence of support can impact their well-being.

--**Peer Pressure:** Peer pressure, particularly related to risky behaviors such as substance use, can negatively affect students' well-being and decision-making.

--**Transition Challenges:** Students transitioning to new grade levels or educational environments, such as from middle school to high school, may face challenges in adapting to the changes, affecting their sense of connectedness and well-being.

Identifying these student-centered problems is the first step in our commitment to addressing them effectively. Our school community is dedicated to creating an environment where students feel safe, supported, and connected, and we are actively working on strategies and initiatives to tackle these challenges and promote the well-being of all our students.

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

We have several related improvement efforts currently in progress to enhance the well-being of our school community. These initiatives are instrumental in creating a more inclusive and supportive environment for all, including addressing barriers and obstacles faced by student groups furthest from opportunity. Some of the ongoing efforts and their impact are:

--**Social and Emotional Programs:** We have expanded our SEL programs, including workshops and awareness campaigns. These efforts aim to reduce stigma, provide tools for coping with stress and anxiety, and promote overall emotional well-being. The impact has been increased awareness and utilization of mental health resources, leading to improved mental well-being among students and staff.

--**Student Support Services:** We have strengthened our student support services by increasing the number of paraprofessionals available to students. This ensures that students facing emotional or psychological challenges receive timely and personalized support. As a result, students are better equipped to overcome obstacles and focus on their education.

--**Equity-Centered Approaches:** To address disparities in access to well-being resources, we are implementing equity-centered approaches. This includes allocating additional resources to support underserved student groups, such as English Language Learners and students from low-income backgrounds. These efforts aim to level the playing field and reduce barriers to well-being.

--**Peer Support Programs:** Peer support programs have been expanded to provide students with opportunities to connect and seek help from their peers. These programs empower students to be active participants in supporting each other's well-being, fostering a sense of belonging and community.

--**Family and Community Engagement:** We are strengthening our family and community engagement initiatives to involve parents and community partners more actively in promoting well-being. This collaboration ensures that well-being efforts extend beyond the school walls, addressing challenges that may arise outside of the educational setting.

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Overall - our ongoing improvement efforts are making a significant impact on the well-being of our school community. These initiatives not only promote well-being but also address barriers and obstacles faced by student groups furthest from opportunity, ultimately creating a more inclusive, equitable, and supportive learning environment for all.

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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)

References

What are the takeaways after the review of metrics?


Metrics

No

An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).

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

[Individualized Learning Plans](#)

After a comprehensive review of the postsecondary success metrics, several key takeaways have emerged that provide valuable insights into our students' readiness for higher education and their prospects for postsecondary success. These takeaways serve as crucial guidance for our educational strategies and support systems: 

College Enrollment Rates: We have observed an encouraging increase in the college enrollment rates of our former students. This suggests that our efforts to provide college information and postsecondary options are having a positive impact.

Diversity in Postsecondary Choices: The metrics show a diverse range of postsecondary choices among our students. This diversity reflects our commitment to helping students explore various educational pathways, including four-year universities, community colleges, vocational programs, and apprenticeships.

Alignment with Workforce Needs: Some students are opting for career and technical education programs that align with local workforce needs. This reflects a responsive approach to preparing students for in-demand careers.

Life Skills and Career Preparation: The metrics reveal the significance of life skills and career preparation in postsecondary success. Efforts to equip students with soft skills, financial literacy, and job-seeking skills are contributing to their readiness for life after high school.

Parental and Community Involvement: The metrics highlight the role of parental and community involvement in postsecondary success. Engaged parents and supportive community partners play a crucial part in helping students navigate the complexities of higher education.

In conclusion, the review of postsecondary success metrics provides us with valuable insights into the effectiveness of our college and career readiness programs and the areas where we can further

[Graduation Rate](#)

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

[3 - 8 On Track](#)

[Learn, Plan, Succeed](#)

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[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)

No

Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).

enhance our support systems. These takeaways guide our commitment to preparing students for successful postsecondary journeys and ensuring they are well-equipped for the challenges and opportunities that lie ahead.

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

[College Enrollment and Persistence Rate](#)

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?

The feedback from our stakeholders regarding the importance of postsecondary success for elementary-aged students has been overwhelmingly positive and underscores the shared commitment to preparing our youngest learners for a bright future. Here are some key insights and sentiments we have gathered:



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

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

Parent and Guardian Support: Parents and guardians have expressed strong support for instilling a postsecondary mindset in elementary school. They recognize that early exposure to college and career readiness concepts can set a positive trajectory for their children's educational journeys. Many have emphasized the importance of nurturing a long-term vision for their child's success.

Freshmen Connection Programs Offered (School Level Data)

Educator Alignment: Our educators are aligned with the significance of fostering postsecondary aspirations in elementary school. They emphasize the value of early skill development, exposure to diverse career options, and instilling a growth mindset among students. Educators believe that planting these seeds early lays a solid foundation for future academic and career achievements.

Student Engagement: Elementary school students have shown enthusiasm and curiosity when introduced to the concept of postsecondary success. They appreciate age-appropriate activities and discussions that help them explore their interests and imagine their future paths. Many students view education as a pathway to achieving their dreams.

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).

Community Partnerships: Local community partners and organizations have endorsed the importance of postsecondary success at the elementary level. They view it as an opportunity to collaborate with schools in providing enrichment programs, mentorship, and resources that expand students' horizons and support their aspirations.

Long-Term Impact: Stakeholders across the board emphasize that

<p>N/A</p>	<p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p> <p style="text-align: right;">ECCE Certification List</p>
<p>N/A</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 style="text-align: right;">PLT Assessment Rubric</p>
<p>N/A</p>	<p>Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).</p> <p style="text-align: right;">Alumni Support Initiative One Pager</p>

Long-term impact: Stakeholders across the board emphasize that fostering a postsecondary mindset in elementary school isn't solely about immediate outcomes. Instead, it's seen as an investment in long-term success, personal growth, and the future workforce's strength. This approach is viewed as instrumental in breaking cycles of limited opportunity.

Equity and Access: Stakeholders are united in their belief that introducing postsecondary success concepts early promotes equity and access. By providing all students with equal exposure and encouragement, we can bridge opportunity gaps and ensure that every child has the potential to pursue their aspirations, regardless of their background.

This feedback underscores the collective understanding of the importance of fostering postsecondary success in elementary school. It reaffirms our commitment to providing a strong foundation that empowers students to dream big, set ambitious goals, and embark on a path of lifelong learning and achievement.

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

We have several related improvement efforts currently in progress to ensure postsecondary success for all students, with a particular focus on addressing barriers and obstacles for student groups furthest from opportunity. These initiatives reflect our commitment to providing equitable access to post-secondary education and fostering the skills and mindset needed for success. Here are some of the ongoing efforts and their impact: 🙌

Early College and Career Exploration: We have implemented early college and career exploration programs that expose elementary school students to a wide range of post-secondary options. These efforts aim to ignite students' curiosity, broaden their horizons, and help them make informed choices about their educational and career paths. The impact has been increased awareness and aspirations for post-secondary success.

Diverse Curriculum: We are actively working to diversify the elementary school curriculum to ensure that students are exposed to a variety of subjects, cultures, and perspectives. This provides a more inclusive and comprehensive education that can help overcome early academic gaps and disparities.

Parent and Family Engagement: We have expanded our parent and family engagement initiatives, providing workshops, resources, and guidance on supporting post-secondary success. These efforts empower parents and guardians to play an active role in their child's educational journey, particularly for students who may not have

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.

As we've engaged in thoughtful reflection on the importance of post-secondary success in elementary school, several student-centered problems have come to the forefront. Identifying and addressing these challenges is crucial to ensure that we effectively prepare our young learners for future academic and career achievements. Some of the key student-centered problems that have surfaced include:

Limited Exposure: Many elementary school students may have limited exposure to post-secondary education and career options, particularly those from underprivileged backgrounds. This lack of exposure can hinder their ability to envision a future beyond their immediate circumstances.

Socioeconomic Barriers: Students from economically disadvantaged backgrounds may face significant barriers to post-secondary success, including access to educational resources, extracurricular opportunities, and support for academic enrichment. These barriers can perpetuate cycles of limited opportunity.

Parental Involvement: The level of parental involvement in post-secondary readiness varies among families. Some students may not have the benefit of engaged parents who can guide and support their aspirations, potentially leaving them at a disadvantage.

Early Academic Gaps: Early academic gaps can pose challenges to post-secondary success. Students who struggle with foundational skills in elementary school may face difficulties catching up in later years, impacting their confidence and self-perception as learners.

Cultural Stereotypes: Students may encounter cultural stereotypes and biases that affect their beliefs about their own post-secondary potential. Challenging these stereotypes and fostering a sense of belonging for all students is essential.

Equity in Curriculum: Disparities in the curriculum offered to students, particularly in underfunded schools, can affect their exposure to a diverse range of subjects and career possibilities.

Lack of Role Models: Students may lack visible role models who have pursued post-secondary education or successful careers. This absence of relatable role models can impact their motivation and aspirations.

Identifying these student-centered problems is the first step in our commitment to addressing them effectively. Our school community is dedicated to developing strategies and initiatives that empower all students to dream big, believe in their potential, and build a strong foundation for future post-secondary success.



educational journey, particularly for students who may not have access to such support at home.

Mentorship Programs: Mentorship programs have been established, connecting elementary school students with older peers or community mentors who have successfully navigated post-secondary pathways. These programs serve as valuable sources of inspiration and guidance.

Social and Emotional Learning (SEL): SEL programs are integrated into the curriculum to support students' social and emotional development. These programs help students build essential skills such as resilience, self-awareness, and decision-making, which are critical for post-secondary success.

College and Career Readiness Workshops: Specialized workshops and activities are organized to introduce students to the world of post-secondary education and careers. These workshops provide practical information on college applications, financial aid, and career pathways.

We believe our ongoing improvement efforts will make a significant impact on ensuring postsecondary success for all students, including those facing the most significant barriers and obstacles. By fostering a post-secondary mindset from an early age and providing targeted support, we are paving the way for a brighter future for every student in our school community.

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Jump to...

[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)

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](#)

After a thorough review of the partnership and engagement metrics, several key takeaways have emerged that provide valuable insights into the collaborative relationships and community engagement efforts within our school. These takeaways guide our efforts to strengthen partnerships, enhance engagement, and foster a more inclusive and supportive educational environment. Here are the key takeaways:

Strong Community Support: The metrics have highlighted the strength of our community's support for our school. Parents, local businesses, and community organizations actively engage with our school, demonstrating a shared commitment to the success of our students.

Parental Involvement: The metrics show a positive trend in parental involvement, with increased participation in parent-teacher conferences, school events, and volunteer opportunities. This involvement has a significant impact on student success and the overall school climate.

Partnership Diversity: Our partnerships extend to a diverse range of organizations, including local businesses, nonprofits, higher education institutions, and cultural organizations. This diversity enriches the educational experiences available to our students.

Impactful Programs: Metrics reveal that collaborative programs and initiatives have a positive impact on our students. These programs, such as mentorship programs, internship opportunities, and enrichment activities, contribute to student growth and development.

Two-Way Communication: The metrics underscore the importance of effective two-way communication between the school and our partners and stakeholders. Open and transparent communication channels facilitate collaboration and mutual understanding.

Equity in Engagement: Efforts to ensure equity in engagement are paying off. The metrics indicate that historically underserved student groups are benefiting from community partnerships and engagement opportunities, helping to bridge achievement gaps.

Student Voice: Metrics highlight the value of incorporating student input in partnership and engagement decisions. Student-led initiatives and feedback mechanisms have led to more meaningful and relevant programs.

Community Well-Being: Engagement efforts extend beyond the school walls to address community well-being. The metrics reflect contributions to local initiatives, charity events, and community development projects, reinforcing our school's role as a community hub.

Sustainability: Sustainable partnerships are a key takeaway. The metrics demonstrate that our partnerships are not only robust but also built to endure, providing long-term benefits for our school and the broader community.

Overall, the review of the partnership and engagement metrics provides valuable insights into the strength of our school's relationships with the community and the positive impact of collaborative efforts. These takeaways reinforce our commitment to nurturing these partnerships, expanding engagement opportunities,

[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)

Partially

Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.

[Reimagining With Community Toolkit](#)

Jump to...

[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)

Maintaining these partnerships, expanding engagement opportunities, and ensuring that every stakeholder has a role in creating a thriving and inclusive educational environment for our students.


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

Partially

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?

The feedback from our stakeholders regarding the importance of partnership and engagement in schools has been overwhelmingly positive and underscores the critical role these elements play in our educational community. Our stakeholders, including parents, teachers, students, and community members, have provided valuable insights and perspectives on this matter: 

Enhanced Educational Experiences: Many parents and guardians have expressed how partnerships and engagement opportunities have enriched their children's educational experiences. They appreciate the added dimension of learning that comes from exposure to diverse resources and experiences beyond the classroom.

Stronger Sense of Community: Parents and community members have highlighted the sense of community that partnerships and engagement initiatives foster. They value the connections formed with educators, students, and other families, creating a supportive network that extends beyond school walls.

Improved Academic Outcomes: Teachers and administrators have noted the positive impact of partnerships on students' academic outcomes. Collaborative programs and resources have contributed to improved student performance and engagement in the classroom.

Student Voice and Agency: Students themselves have expressed how engagement opportunities allow them to have a voice in shaping their educational experiences. They appreciate being part of decisions and initiatives that directly affect them.

Career Readiness: Stakeholders recognize the importance of partnerships in preparing students for future careers. Exposure to professionals, internships, and mentorship programs helps students develop real-world skills and aspirations.

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

Community Well-Being: Community members have noted that partnerships and engagement extend beyond academics. They contribute to the overall well-being of the community by addressing broader societal issues and promoting social responsibility.

Parental Involvement: Parents appreciate the opportunities for active involvement in their child's education. They see these initiatives as a way to strengthen their connection with the school and understand their child's progress and needs better.

Collaborative Problem-Solving: Stakeholders recognize the value of partnerships in solving complex educational challenges. They appreciate that when schools, parents, and community organizations work together, they can find innovative solutions to common problems.

Positive School Culture: Many stakeholders have observed that partnerships and engagement initiatives contribute to a positive and vibrant school culture. They create an environment where everyone feels valued and motivated to participate.

In summary, the feedback from our stakeholders underscores the importance of partnership and engagement in schools. These initiatives not only enhance educational outcomes but also foster a sense of community, inclusivity, and collaboration among all members of our school community. The collective voice of our stakeholders reinforces our commitment to strengthening these relationships and ensuring that every student benefits from a rich and supportive educational experience.

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.

When reflecting on the importance of partnerships and community engagement, several student-centered challenges come to light. These issues are critical to address as they can significantly impact the overall effectiveness of educational programs and the success of your program. Some of the key problems that surfaced are:



Resource Disparities: Educational institutions and communities may have unequal access to resources, leading to disparities in educational opportunities. Some schools may lack the resources to offer enriching extracurricular activities or access to technology, limiting students' experiences.

Equity and Inclusion: Achieving equity and inclusion in partnership and engagement initiatives can be challenging. Students from marginalized or underrepresented backgrounds may not have the same access to opportunities, creating disparities in their educational experiences.

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

We have several related improvement efforts currently in progress to ensure partnerships and engagement are strong and inclusive at our school. These initiatives are designed to enhance collaboration, strengthen community ties, and address barriers that may hinder certain student groups from fully participating. Here are some of the ongoing efforts and their impact:



Community Outreach: We have intensified our community outreach efforts to establish and maintain strong partnerships with local businesses, organizations, and community leaders. This proactive outreach ensures that our school remains connected with the broader community, creating opportunities for collaborative

same access to opportunities, creating disparities in their educational experiences.

Parental Involvement Barriers: Various barriers, such as language barriers, work schedules, or lack of awareness, can hinder parents' active participation in their child's education and school activities. Ensuring meaningful parental involvement can be a complex issue.

or safer community, creating opportunities for collaborative ventures.

Impact: Increased community engagement has led to more diverse partnerships and access to resources that benefit our students and address specific needs.

Family Engagement Programs: We've expanded family engagement programs, including workshops, seminars, and informational sessions that empower parents and guardians to actively participate in their child's education. These programs foster a strong sense of partnership between families and the school.

Impact: Improved family engagement has positively influenced student attendance, academic performance, and overall well-being.

Student Involvement: Our efforts include providing platforms for student involvement in decision-making processes and engagement initiatives. This not only empowers students but also ensures that their voices are heard in matters that affect their educational experience.

Impact: Increased student involvement has led to more student-led initiatives, clubs, and activities that cater to a diverse range of interests, engaging a wider student population.

Community Service Projects: We've implemented community service projects involving students, staff, and families. These projects not only benefit the community but also strengthen our connections and emphasize the importance of giving back.

Impact: Community service projects instill a sense of civic responsibility and encourage students to become active contributors to their communities.

Cultural Competence Training: Staff members undergo cultural competence training to better understand and engage with diverse student populations. This training ensures that partnerships and engagement efforts are inclusive and culturally sensitive.

Impact: Cultural competence training has improved relationships with students and families from diverse backgrounds and fostered a more inclusive school environment.

We believe our ongoing improvement efforts are making a significant impact on strengthening partnerships and enhancing engagement at our school. These initiatives not only reinforce our commitment to collaboration but also address barriers and obstacles that may hinder certain student groups from fully participating in the educational experience. We are dedicated to fostering a school community where everyone feels valued, supported, and engaged in the pursuit of educational excellence.

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.

What are the takeaways after the review of metrics?

After conducting a review of the Curriculum and Instruction metrics, several key takeaways have emerged:

- Progress in Student Achievement: The metrics indicate that there has been notable progress in student achievement across various grade levels and subject areas. This suggests that our curriculum and instructional strategies are effectively supporting student learning and development.
- Development Impact: The review underscores the importance of ongoing professional development for educators. Teachers who have participated in targeted training have shown increased effectiveness in implementing innovative instructional methods.
- Alignment with Standards: The metrics confirm that our curriculum aligns effectively with educational standards and learning objectives. This alignment is crucial for ensuring that students are well-prepared for standardized assessments and future educational pursuits.
- Data-Driven Decision-Making: The review highlights the importance of data-driven decision-making in curriculum and instruction. Regular analysis of metrics has been instrumental in guiding our strategies and initiatives.
- Continual Monitoring and Evaluation: The review of the metrics emphasizes the need for ongoing monitoring and evaluation of curriculum and instructional practices. We must remain committed to refining our approaches to meet the evolving needs of our students.

In summary, the review of the Curriculum and Instruction metrics has provided valuable insights into our educational programs' strengths and areas for improvement. These takeaways will guide our future efforts to enhance the quality of education we provide, ensuring that every student has the opportunity to excel and reach their full potential.

What is the feedback from your stakeholders?

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

The feedback from our stakeholders regarding the curriculum and instruction in place at our school has been instrumental in shaping our CIWP responses and our educational approach to making improvements. Here are some key takeaways from stakeholder feedback:

- Teacher Collaboration: Faculty members have provided feedback that highlights the effectiveness of collaborative planning and professional development opportunities. Teachers appreciate the support they receive to implement the curriculum effectively and continuously improve their instructional practices.
- Alignment with Standards: Stakeholders recognize the alignment of our curriculum with state and national standards, indicating confidence in the quality and rigor of instruction. This feedback reinforces our commitment to maintaining high academic standards.
- Assessment and Feedback: Some stakeholders have provided input regarding assessment practices. While they appreciate our commitment to data-driven instruction, there is a call for more timely and specific feedback to students to support their growth. This feedback informs our ongoing efforts to refine assessment and feedback processes.
- Positive Student Engagement: Students have expressed a positive response to the curriculum and instruction. They appreciate the variety of teaching methods, interactive activities, and real-world applications embedded in the curriculum. This feedback suggests that our efforts to create engaging and student-centered lessons are paying off.
- Where we fail: In spite of many levels of support, consistent and cohesive practices are not always apparent in all classrooms. Particularly in the categories of evidence-based assessments and creating culturally responsive practices.

What student-centered problems have surfaced during this reflection?

Reflecting on our school's curriculum and instructional methods has brought to light several student-centered problems that we are actively addressing. These issues include:

- Diverse Learning Needs: We've identified that students have diverse learning needs, including different learning styles, paces of learning, and levels of readiness. Our challenge is to ensure that our curriculum and instructional methods cater to this diversity and provide personalized learning experiences.
- Engagement and Motivation: Some students struggle with maintaining engagement and motivation in the classroom. This is particularly relevant as we aim to make learning more student-centered. We are working on strategies to enhance student motivation and make learning more meaningful and relevant to their lives.

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

We have several ongoing improvement efforts that are specifically designed to enhance our educational programs and address the unique needs of student groups furthest from opportunity. These efforts have a significant impact on our school community, contributing to improved outcomes for all students.

One of our primary initiatives is focused on developing our small-group instruction skills. We recognize that students have diverse learning styles and needs, and this initiative aims to tailor instruction to each student's strengths and challenges. Through adaptive technology and differentiated instruction, we have witnessed greater engagement and increased academic achievement, particularly among students who have historically faced barriers to success. Another vital ongoing effort revolves around culturally responsive teaching and inclusion. We are committed to creating an inclusive and equitable learning environment where all students feel valued and represented. By providing professional development for our educators and implementing inclusive curricular materials via *Source-Realize*, we are working

[Jump to...](#)
[Reflection](#)

[Priority](#)
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[TOA](#)
[Implementation Plan](#)

[Goal Setting](#)

[Progress](#)
[Monitoring](#)

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

Curriculum & Instruction

--Equity and Access: There are disparities in access to resources, including technology, at home, which can hinder some students' ability to fully participate in digital learning environments. Addressing these disparities to ensure equitable access to educational resources is a significant concern.

--Inclusion and Special Needs: Students with special needs may require additional support and accommodations. Ensuring that our curriculum and instructional methods are inclusive and adaptable to meet the needs of all students is an ongoing challenge.

--Assessment Overload: We have observed that some students feel overwhelmed by the frequency and nature of assessments. Striking a balance between assessing student progress and reducing assessment-related stress is a priority.

--Transition Gaps: Transitioning between grade levels or from one educational level to another can be challenging for some students. We are working on providing more seamless transitions to ensure continuity in their learning journey.

--Social and Emotional Well-being: The social and emotional well-being of students is a growing concern. We are constantly exploring ways to embed social and emotional learning (SEL) into our curriculum to support students in developing crucial life skills.

--Time Management and Study Skills: Many students struggle with effective time management and study skills, impacting their ability to excel academically. We are integrating skill-building opportunities into our curriculum to address this issue.

We actively engage with teachers, students, parents, and community stakeholders to develop targeted solutions to address these student-centered problems. Our school is committed to fostering a more inclusive, equitable, and responsive learning environment. One that supports the diverse needs of our student body. Our ultimate goal is to ensure that every student can thrive academically and personally within our school community.

educators and implementing inclusive curricular materials via Savaas Realize, we are working to eliminate disparities in achievement among student groups furthest from opportunity. We have ongoing data-driven interventions in place. Regular assessments and data analysis help us identify struggling students early on and provide targeted support. This proactive approach has been particularly effective in reducing achievement gaps among various student groups and ensuring that all students receive the necessary resources and interventions to succeed.

In addressing barriers for student groups furthest from opportunity, we have also implemented mentoring and support programs. These initiatives pair our Tier 3 students with paraprofessionals who provide academic and social-emotional support. The impact of these programs has been tangible, as students are more engaged in school and demonstrating improved academic performance. In addition to this, we extend these efforts to family and community engagement. We believe that a strong partnership with families is crucial for student success. By fostering open lines of communication and involving parents and caregivers in decision-making processes, we have seen increased parent involvement. This leads to positive outcomes, especially for our most marginalized student groups.

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

The student-centered problem that we are dedicated to addressing with our curriculum and instruction is the achievement gap. 

We recognize that students come from diverse backgrounds, possess varying levels of prior knowledge, and face different challenges in their educational journeys. The achievement gap refers to the disparities in academic performance and outcomes between different groups of students, often along lines of race, socioeconomic status, and other factors

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources: 

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

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

As adults in the building, we...

...we are committed to closing the achievement gap by addressing the student-centered problem of academic engagement, and motivation. Within the curriculum and instruction priority, we recognize that in order to promote effective learning, we must first ensure that students are actively engaged and motivated to participate in their education 

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.


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Theory of Action

What is your Theory of Action?

Resources: 

If we....

...address the issue of academic engagement and motivation through targeted and strategic instructional strategies 

Indicators of a Quality CIWP: Theory of Action

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

Theory of Action is an impactful strategy that counters the associated root cause.

then we see....

...teachers committed to continuously assessing and adapting their approach to ensure that our students remain at the center of our educational priorities. 📝

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...

...creation of an environment where every student is excited to come to school, actively participate in their learning, and development of the skills and knowledge they need to succeed in the modern world 📝

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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 Team and Class Teachers

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	4/1/2024
Q2	12/22/2023	Q4	5/31/2024

	SY24 Implementation Milestones & Action Steps 📝	Who 📝	By When 📝	Progress Monitoring
Implementation Milestone 1	Personalized Learning Plans via Adaptive Technology	All Instructional Staff	E.O. SY24	In Progress
Action Step 1	We will develop personalized learning plans for each student, taking into account their individual strengths, interests, and learning styles. This will allow students to have a greater sense of ownership over their education and see the relevance of what they are learning.	All Instructional Staff	E.O. SY24	In Progress



Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction	
Action Step 2	We will establish mentorship programs where older students can guide and support younger ones. This not only fosters a sense of community but also provides students with role models who can inspire them to stay engaged in their studies.			All Instructional Staff	E.O. SY24	In Progress
Action Step 3	Our educators will undergo continuous professional development to learn innovative teaching strategies that foster student engagement. This includes training in active learning techniques, differentiated instruction, and the use of formative assessments to gauge student progress.			All Instructional Staff	E.O. SY24	In Progress
Action Step 4	We will leverage technology to enhance instruction and make learning more interactive and engaging. This includes the use of online resources, educational apps, and multimedia tools to create a dynamic learning environment.			All Instructional Staff	E.O. SY24	In Progress
Action Step 5	We will identify students who are at risk of falling behind early on and provide targeted interventions to help them catch up. This may involve additional tutoring, small group instruction, or other support services.			All Instructional Staff	E.O. SY24	In Progress
Implementation Milestone 2	Project-Based Learning			All Instructional Staff	E.O. SY24	In Progress
Action Step 1	We will integrate more project-based learning opportunities into the curriculum. This approach will enable students to apply their knowledge to real-world problems and develop critical thinking and problem-solving skills.			All Instructional Staff	E.O. SY24	In Progress
Action Step 2	We will actively involve students in decision-making processes regarding their education. This includes soliciting their input on projects, extracurricular activities, and classroom activities to ensure their preferences are considered.			All Instructional Staff	E.O. SY24	In Progress
Action Step 3	We will ensure that our curriculum is culturally relevant and inclusive, reflecting the diversity of our student body. This will help students from all backgrounds see themselves in the material and feel a sense of belonging in the classroom.			Admin	E.O. SY24	In Progress
Action Step 4	We will work to ensure that all students have access to the resources and tools they need to succeed, both inside and outside the classroom. This includes addressing disparities in technology access, textbooks, and other educational materials.			Admin	E.O. SY24	In Progress
Action Step 5						Select Status
Implementation Milestone 3	Community Partnerships:				E.O. SY24	In Progress
Action Step 1	We will seek partnerships with local businesses and organizations to create opportunities for students to apply their learning in real-world contexts through internships, job-shadowing, and community service projects.				E.O. SY24	In Progress

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

Curriculum & Instruction

Action Step 2	We will actively engage parents and the broader community in supporting student success. This includes creating opportunities for parents to be involved in their child's education and partnering with community organizations to provide additional resources and support.		E.O. SY24	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	The achievement gap in education is a complex issue with multiple contributing factors, making it challenging to pinpoint a single milestone. Instead, it is more accurate to recognize that the achievement gap is the result of an intricate interplay of various systemic, social, and individual factors. As such, in SY25 we anticipate continuing our efforts by focusing on access to educational resources, teacher quality, and training	
SY26 Anticipated Milestones	...in SY26 we anticipate focusing on efforts to address socioeconomic disparities. We understand that this is one of the primary drivers of the achievement gap. Students from low-income families often lack access to resources such as quality healthcare, nutritious food, safe housing, and extracurricular enrichment activities, which can significantly impact their academic readiness and performance. Understanding that this metric is very complex does not deter us from setting it as a milestone.	

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

Jump to...
Reflection

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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.

Curriculum & Instruction

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
Growth in Reading	Yes	STAR (Reading) IAR (English) iReady (Reading)	Overall				
			Overall				
Growth in Math	Yes	STAR (Math) IAR (Math) iReady (MATH)	Overall				
			Overall				

Practice Goals

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

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

SY24

SY25

SY26

<p>C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p>To assess our progress, we will implement a comprehensive set of performance metrics and evaluation methods, which include: Resource Inventory and Accessibility Assessments: We will conduct a thorough inventory of educational materials, including textbooks, digital resources, learning tools, and equipment available at our school. This assessment will help us determine the current state of resource availability.</p> <p>Resource Quality Assessment: We will establish criteria for evaluating the quality and relevance of educational materials. This may include evaluating textbooks, software, and online platforms for alignment with curriculum standards and their effectiveness in supporting student learning.</p>		
<p>C&I:2 Students experience grade-level, standards-aligned instruction.</p>	<p>To assess our progress, we will Student Achievement Data: We will monitor changes in student performance, such as standardized test scores, class assessments, and graduation rates, to determine if increased access to high-quality materials is positively impacting academic outcomes.</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>To assess our progress in this goal, we will conduct resource quality assessments: To do so, we will use student data to evaluate the quality and relevance of educational materials. This includes evaluating textbooks, software, and online platforms for alignment with curriculum standards and their effectiveness in supporting student learning.</p> <p>and,</p> <p>we will monitor stakeholder satisfaction including the engagement of teachers, students, and parents with the materials provided will be a key indicator of progress.</p>	
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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
Growth in Reading	STAR (Reading) IAR (English) iReady (Reading)	Overall			Limited Progress	Select Status	Select Status	Select Status
		Overall			Limited Progress	Select Status	Select Status	Select Status
Growth in Math	STAR (Math) IAR (Math) iReady (MATH)	Overall			Limited Progress	Select Status	Select Status	Select Status
		Overall			Limited Progress	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

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[Implementation Plan](#)

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

Curriculum & Instruction

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p>To assess our progress, we will implement a comprehensive set of performance metrics and evaluation methods. which include: Resource Inventory and Accessibility Assessments: We will conduct a thorough inventory of educational materials, including textbooks, digital resources, learning tools, and equipment available at our school. This assessment will help us determine the current state of resource availability.</p> <p>Resource Quality Assessment: We will establish criteria for evaluating the quality and relevance of educational materials. This may include evaluating textbooks, software, and online platforms for alignment with curriculum standards and their effectiveness in supporting student learning.</p>	<p>On Track</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>C&I:2 Students experience grade-level, standards-aligned instruction.</p>	<p>To assess our progress, we will Student Achievement Data: We will monitor changes in student performance, such as standardized test scores, class assessments, and graduation rates, to determine if increased access to high-quality materials is positively impacting academic outcomes.</p>	<p>On Track</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</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>To assess our progress in this goal, we will conduct resource quality assessments: To do so, we will use student data to evaluate the quality and relevance of educational materials. This includes evaluating textbooks, software, and online platforms for alignment with curriculum standards and their effectiveness in supporting student learning.</p> <p>and,</p> <p>we will monitor stakeholder satisfaction including the engagement of teachers, students, and parents with the materials provided will be a key indicator of progress.</p>	<p>On Track</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

No	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.
No	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.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.

After a comprehensive review of the MTSS metrics, several key takeaways have emerged that provide valuable insights into our educational framework and the effectiveness of our support systems:

- Importance of Identifying At-Risk Students: One of the primary takeaways from the MTSS metrics review is a clearer understanding of which students are at risk academically, socially, or emotionally. By analyzing data related to student performance, attendance, and behavior, we can more accurately identify students who may need additional support to thrive in our school environment.
- Effectiveness of Tiered Interventions: The MTSS metrics reveal that our tiered interventions are making a positive impact on student outcomes. Students who receive targeted support at various tiers show improvement in their academic performance, behavior, and overall well-being. This demonstrates the value of our proactive approach to intervention and support.
- Alignment of Resources: Through the review of MTSS metrics, we have gained insights into the allocation of resources. This information helps us ensure that resources are directed to the areas where they are most needed, optimizing our ability to provide effective support to students and educators.
- Impact of Professional Development: The metrics provide evidence of the impact of professional development initiatives on teacher practices and student achievement. It's evident that targeted training and support for our educators are translating into improved instructional strategies and, subsequently, better outcomes for students.
- Equity and Access: The review of MTSS metrics highlights the importance of equity and access in our school. We recognize that certain student groups may require additional attention and resources to address disparities. This data informs our efforts to create a more equitable learning environment for all students.
- Continuous Improvement: MTSS metrics underscore the importance of ongoing data collection and analysis. We understand that continuous improvement is essential to our mission, and the metrics guide us in refining our strategies and interventions to better meet the evolving needs of our students.
- Parent and Community Engagement: The metrics also shed light on the impact of parent and community engagement initiatives. Increased collaboration with families and community partners correlates with improved student outcomes, emphasizing the importance of these relationships in supporting our students.

What is the feedback from your stakeholders?

Jump to...	Priority	TOA	Goal Setting	Progress	<i>Select the Priority Foundation to pull over your Reflections here =></i>
Reflection	Root Cause	Implementation Plan	Monitoring		

Inclusive & Supportive Learning Environment

No	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.

Our stakeholders believe that the MTSS metrics provide us with valuable insights into the effectiveness of our support systems and the areas where we can further enhance our efforts. It reinforces our commitment to data-informed decision-making and continuous improvement, ensuring that we continue to meet the diverse needs of our students and promote their success in our educational community.

What student-centered problems have surfaced during this reflection?

Through our reflective process on the school's ability to provide an inclusive and supportive learning environment, we have identified several student-centered problems that require our attention and proactive solutions. These challenges include:

- Accessibility and Accommodation: Students with disabilities or unique learning needs face challenges due to a shortage of staffing resources. We must improve our ability to identify and address this concern promptly to ensure that every student can fully participate in and benefit from the learning experience.
- Diversity and Inclusion: Our student body is not very diverse. As a result, some of our non-African American students have expressed feelings of exclusion or cultural disconnect in the classroom. Ensuring that our curriculum, instructional methods, and school culture celebrate diversity to foster a sense of belonging for all students will have to be a priority moving forward.
- Socioeconomic Disparities: Socioeconomic disparities impact some students' ability to engage fully in curricular activities. We are working to provide additional support to mitigate these disparities.
- Parent Involvement: Limited involvement of parents in the school's educational efforts hinders progress. We are striving to strengthen these partnerships to ensure a more holistic and supportive learning environment.

To address these student-centered problems, we are committed to the development of a continuous improvement process that involves collaboration with our students, parents, and educators. Our focus is on creating an inclusive and supportive learning environment where every student experiences success both academically and personally, regardless of their background or the challenges they may face.

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

We are actively engaged in a range of improvement efforts aimed at fostering an inclusive and supportive learning environment for all students. These initiatives are instrumental in breaking down barriers and obstacles that student groups furthest from opportunity may face. Some key initiatives and their impact are:

- Identifying Culturally Responsive Curriculum: We have been working diligently to develop and implement a culturally responsive curriculum that reflects the diverse backgrounds and experiences of our student population. This effort ensures that all students see themselves represented in the curriculum, fostering a sense of belonging and cultural relevance. The impact of this initiative has been a more engaged and empowered student body.
- Professional Development: Our educators are actively participating in professional development opportunities that focus on equity, diversity, and inclusion. This training equips our staff with the necessary tools and strategies to create an inclusive classroom environment where every student feels valued and supported. As a result, there has been a noticeable increase in student engagement, confidence, and academic performance.
- Social and Emotional Learning (SEL) Programs: We have integrated the Second Step SEL program into our curriculum to support the emotional well-being of all students. These programs provide valuable skills in self-awareness, empathy, and relationship-building, helping students overcome barriers related to social and emotional challenges. The impact has been improved mental health, reduced disciplinary incidents, and a more positive school culture.
- Targeted Intervention Services: Our school offers targeted intervention services for students who may face academic challenges. These services are designed to address specific learning needs, and they have proven effective in reducing achievement gaps among different student groups, thereby removing academic barriers.
- Equitable Resource Allocation: We have reallocated resources to ensure that students have equitable access to technology, materials, and specialized support services. This has helped level the playing field for all students, regardless of their socioeconomic background, and has led to greater academic success for underserved student groups.
- Data-Informed Decision-Making: We are continuously collecting and analyzing data to identify areas where barriers persist. This data-driven approach allows us to make informed decisions and tailor our interventions to address specific challenges faced by student groups furthest

Inclusive & Supportive Learning Environment

and take on interventions to address specific challenges faced by student groups furthest from opportunity.

We believe that the aforementioned and ongoing improvement efforts are making a significant impact in creating an inclusive and supportive learning environment. These initiatives not only enhance the overall educational experience for all students but also specifically target and address the barriers and obstacles faced by student groups furthest from opportunity. Our commitment to equity and inclusion remains at the forefront of our mission.

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

The student-centered problem related to inclusive and supportive learning environments focuses on the lack of accessibility and inclusivity, which can result in some students feeling marginalized or excluded within the school community.



This issue encompasses various challenges; learning style variability, special education needs, social and emotional well-being, teacher training, and sensitivity just to name a few. For this priority, we will concentrate on several of these aspects over the next three years.

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources: 

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

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

As adults in the building, we...

...as adults in the building, we often forget what is important and what has the most impact on students as they progress through the school day, the months, and the years. It is important to understand that causes that impact a student's ability to thrive are often multi-faceted and complicated. The student center problem we have identified (accessibility and inclusivity) is important because students must have a sense of belonging and order to be successful. When students feel included, they develop a strong sense of belonging to the school community. This sense of belonging can lead to increased performance in many areas. Include but not limited to, attendance and engagement.



Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we...

...if we develop systems and effective strategies to understand the root causes behind students not having accessibility and inclusivity we will be better equipped to address this issue.



Indicators of a Quality CIWP: Theory of Action

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

Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

Resources:

then we see....

...then we see students who are more likely to actively engage in classroom activities and discussions when they feel that their voices and perspectives are valued. Students who feel valued become more enthusiastic about learning and are motivated to participate.



which leads to...

...which leads to long-term success. The skills and experiences gained in inclusive and accessible learning environments can prepare students for success in the world in which we live. Both academically and in their future careers. This outcome is in line with our overall mission and guides our work.



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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/Teacher Teams

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	4/1/2024
Q2	12/22/2023	Q4	5/31/2024



Inclusive & Supportive Learning Environment

	SY24 Implementation Milestones & Action Steps 📌	Who 📌	By When 📌	Progress Monitoring
Implementation Milestone 1	Conducting Comprehensive Accessibility Assessments	All Instructional Staff	E.O. SY25	In Progress
Action Step 1	we will conduct a thorough assessment of the physical, curricular, and social aspects of our school to identify areas where accessibility and inclusiveness can be improved	ILT Team	E.O. SY25	In Progress
Action Step 2	Based on the assessment findings, we will create a comprehensive plan that outlines specific goals, strategies, and timelines for improving accessibility and inclusiveness throughout the school.	ILT Team	E.O. SY25	In Progress
Action Step 3	We will provide ongoing professional development and training opportunities for teachers, staff, and administrators on topics related to diversity, inclusion, cultural competence	ILT Team	E.O. SY25	In Progress
Action Step 4	Evaluate the curriculum to ensure that it is culturally responsive, inclusive, and accessible to all students	ILT Team	E.O. SY25	In Progress
Action Step 5				Select Status
Implementation Milestone 2	Create wrap-around services that ensures an inclusive environment	All Instructional Staff	E.O. SY25	In Progress
Action Step 1	We will engage parents, guardians, and the wider community in initiatives to promote inclusivity and accessibility	All Instructional Staff	E.O. SY25	In Progress
Action Step 2	We will focus on expanding support services for students with disabilities, including Individualized Education Plans (IEPs), and ensure that necessary accommodations and resources are provided to help them succeed academically and socially	All Instructional Staff	E.O. SY25	In Progress
Action Step 3	We will establish accessibility committees comprising stakeholders from various groups and backgrounds to oversee the implementation of inclusivity and accessibility initiatives	All Instructional Staff	E.O. SY25	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Enforcement of regular monitoring and evaluation	Admin	E.O. SY25	In Progress
Action Step 1	Continuously monitor progress by regularly reviewing and evaluating the effectiveness of inclusivity and accessibility initiatives	Admin	E.O. SY25	In Progress
Action Step 2	Maintain transparent and open communication channels with all stakeholders to keep them informed about progress, changes, and opportunities for involvement in the process	Admin	E.O. SY25	In Progress
Action Step 3				Select Status
Action Step 4				Select Status

Inclusive & Supportive Learning Environment

Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	We aim to create an educational environment where every student feels valued, included, and empowered to reach their full potential, regardless of their background or abilities. We anticipate that this commitment to accessibility and inclusiveness will be expanded in SY25 to focus on diversity and inclusion training for teachers and students and the promotion of student voice.	
SY26 Anticipated Milestones	...in SY23 we will continue to focus on building the capacity of students by focusing on positive social relationships and interactions as well as increasing self-confidence.	

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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 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

Inclusive & Supportive Learning Environment

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📌	Numerical Targets [Optional] 📌		
					SY24	SY25	SY26
Building upon our positive school culture	Yes <input type="text"/>	MTSS Academic Tier Movement	Overall <input type="text"/>				
			Overall <input type="text"/>				
Enhancing student engagement	Yes <input type="text"/>	Cultivate (Belonging & Identity)	Overall <input type="text"/>				
			Overall <input type="text"/>				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 📌	Specify your practice goal and identify how you will measure progress towards this goal. 📌		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	By the end of the academic year, every classroom will have implemented research-based, culturally responsive practices to create a learning environment that prioritizes identity, community, and relationships ensuring that all students have what they need to need to learn effectively.		

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Inclusive & Supportive Learning Environment

<p>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.</p>	<p>By the end of the school year, all school teams will effectively utilize the Branching Minds platform to create, implement, and progress monitor academic intervention plans that align with the principles and expectations of the MTSS framework, resulting in improved support for students at all tiers of intervention</p>		
<p>I&S:1 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.</p>	<p>By the end of the academic year, all school teams will successfully implement an equity-based MTSS framework that prioritizes strong team collaboration, establishes supportive systems and structures, and employs a data-driven problem-solving process to inform and enhance student and family engagement.</p>		

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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
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Inclusive & Supportive Learning Environment

Building upon our positive school culture	MTSS Academic Tier Movement	Overall			Limited Progress	Select Status	Select Status	Select Status
		Overall			Limited Progress	Select Status	Select Status	Select Status
Enhancing student engagement	Cultivate (Belonging & Identity)	Overall			Limited Progress	Select Status	Select Status	Select Status
		Overall			Limited Progress	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.	By the end of the academic year, every classroom will have implemented research-based, culturally responsive practices to create a learning environment that prioritizes identity, community, and relationships ensuring that all students have what they need to need to learn effectively.	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.	By the end of the school year, all school teams will effectively utilize the Branching Minds platform to create, implement, and progress monitor academic intervention plans that align with the principles and expectations of the MTSS framework, resulting in improved support for students at all tiers of intervention	Limited Progress	Select Status	Select Status	Select Status
I&S:1 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.	By the end of the academic year, all school teams will successfully implement an equity-based MTSS framework that prioritizes strong team collaboration, establishes supportive systems and structures, and employs a data-driven problem-solving process to inform and enhance student and family engagement.	Limited Progress	Select Status	Select Status	Select Status

Parent and Family Plan

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



Our school is a Title I school operating a Schoolwide Program

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

If Checked:
No action needed



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

SCHOOL & FAMILY ENGAGEMENT POLICY

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



The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.



At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.



Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.



Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.



Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.



Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.



Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.



Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.



Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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



The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.



The school will hold parent-teacher conferences.



The school will provide parents with frequent reports on their children's progress.




The school will provide parents reasonable access to staff.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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



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

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:

- q) 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)
 IAR (Math)
 iReady (MATH): Growth in Math

Required Reading Goal

STAR (Reading)
 IAR (English)
 iReady (Reading): Growth in Reading

Optional Goal

Select a Goal

Student Groups	Baseline	SY24	SY25	SY26
Overall				
Overall				
Overall				
Overall				