CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name ✍	Role ✍	Email ✍
Adrian S. Dobbins	Principal	asdobbins@cps.edu
Cynthia Williams	AP	cwilson5@cps.edu
Monica Flores	Curriculum & Instruction Lead	mflores202@cps.edu
Latavia Hinton	Curriculum & Instruction Lead	ldhinton1@cps.edu
	Select Role	
	Select Role	
	Select Role	
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	3/13/23	3/16/23
Reflection: Curriculum & Instruction (Instructional Core)	3/13/23	3/24/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/17/23	4/28/23
Reflection: Connectedness & Wellbeing	5/8/23	5/19/23
Reflection: Postsecondary Success	5/22/23	6/2/23
Reflection: Partnerships & Engagement	6/26/23	6/3/23
Priorities	7/3/23	July 14
Root Cause	7/17/23	7/28/23
Theory of Acton	7/31/23	8/4/23
Implementation Plans	7/31/23	8/4/23
Goals	8/7/23	8/11/23
Fund Compliance	8/7/23	8/11/23
Parent & Family Plan	9/4/23	9/8/23
Approval	9/1/23	9/12/23

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	10/26/23
Quarter 2	12/22/23
Quarter 3	3/20/24
Quarter 4	

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	The school has adopted Skyline curriculum in ELA, Social Studies and Mathematics for grades 5th-8th to help ensure that all students have access to grade-level content. Additionally, the school utilizes Amplify Science and Lucy Calkins Writers Workshop; this adoption of standards-based curriculum helps ensure that teachers have abundant instructional resources to provide access for all students.	IAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction		IAR (English) / Rigor Walk Data (School Level Data) / PSAT (EBRW) / PSAT (Math) / STAR (Reading) / STAR (Math)
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?**

Feedback from school stakeholders indicate the challenges to student performance is lack of academic challenge (rigor), instruction that does not connect academic experiences to real-world application and the lack of access to instructionally appropriate instruction for diverse and EL learners. Of particular concern is teachers not taking into account the instructional needs of learners when it comes to planning daily activities/tasks and assessments. Differentiation and modified classroom activities are not consistently implemented across the school. There is a lack of use of materials provided by Skyline and inadequate implementation of strategies indicated in IEPs and ACCESS data. Lack of teacher implementation of instructional practices that reflect the unique instructional needs of culturally diverse and differently abled students has led to student disenchantment, disinterest and apathy. Students responses on the Cultivate Survey as well as the 5-Essentials Survey reflect students overwhelmingly responding that they do not feel supported in school. Remarks in student-led conferences reveal a high level os student dissatisfaction with their classes, which may account for assessment outcomes below exectations. | STAR (Math) / iReady (Reading) / iReady (Math) / Cultivate / Grades / ACCESS / TS Gold / Interim Assessment Data |
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan / ES Assessment Plan Development Guide / HS Assessment Plan Development	**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?**	
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	The school is focused on improving Tier 1 instruction by providing additional professional development to teachers. The school's interventionist and ELPT will be instrumental in facilitating PD that specifically addressess effective strategies to differentiate instruction at the Tier 1 level. Professional development will revolve around best practices for making modifications to student tasks and assessments using information and data provided in student IEPs and ACCESS scores. As a Personalized Learning school, teachers are expected to use Learner Profiles (LPs) to gather additional information about student interests and needs (both SEL and instructional). By integrating the tenets of PL, teachers and staff will have an opportunity to learn more about all students; which will facilitate building stronger relationships between teachers and students.	

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

Tier 1 instruction is not differentiated for all learners and EL students are not receiving native language instructional materials. The lack of instructional modifications on daily tasks, activities and assessments lead teachers to prescribe Tier 2 and Tier 3 interventions for students without providing appropriate scaffolding for DL and EL learners at the Tier 1 Level.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo / MTSS Continuum / Roots Survey	Field school develops and implements an assessment plan that adheres to the state and district mandated assessments in grades 5th-8th. While the school remains in compliance with assessment schedules, there is an additional need to improve school-wide data analysis systems within the school's ILT and MTSS team to better support students at the Tier 1 level (and those in need of more intensive academic supports at Tier 2 and Tier 3). Additionally, there is a school-wide need to educate and support teachers in the use of Branching Minds as a tool to monitor student progress. Teachers need to take full advantage of professional learning provided by CPS to engage in self-paced professional development	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum / Roots Survey / ACCESS
		MTSS Integrity Memo		

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		

(provided by the district) to increase their learning to better support students in the classroom.

What is the feedback from your stakeholders?

Staffing of diverse learner teacher is a concern for both students and parents; as student IEP minutes are not being followed with fidelity. Support for students in inclusion and resource classes is inconsistent; with substitute teachers taking on the teacher responsibilities of a certified diverse learner teacher. Modifications to grade-level work is inconsistent; DL students are being taught with instructional material that is below grade level. Student performance continues to lag behind grade level (as teachers do not follow the scope and sequence of Skyline instructional material. SECA support in the classroom students does not meet students' instructional needs.

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](#)
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	[EL Placement Recommendation Tool ES](#) [EL Placement Recommendation Tool HS](#)
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

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

The ELPT, Interventionist and AP (Scheduler) are working collaboratively on student classroom placement to provide the greatest level of support for EL learners. The ELPT meets with school administration and teachers to review ACCESS data, STAR 360 and other data sources (authentic teacher-created assessments) to evaluate student progress and construct an ESL resource and inclusion schedule to support EL students in varying stages of ELD. Despite scheduling efforts, the school continues with being challenged with staffing deficits in ESL and bilingual endorsed teachers (we currently have four ESL endorsed teachers.

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.

After reflecting on the student achievement challenges and problems, the root cause of students not meeting grade level expectations is the inconsistent, inadequate delivery of instruction at the Tier 1 Level. There is a lack of appropriately modified instruction to support the diversity of learners in the classroom. Teacher's lessons, instructional tasks and assessments do not appropriately reflect student needs. The lack of Tier 1 support is particularly apparent when it comes to providing access to grade level content for EL and diverse learners.

Metrics (right sidebar):
- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance (ODLSS)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

Connectedness & Wellbeing

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	[BHT Key Component Assessment](#) [SEL Teaming Structure](#)	The school recognizes the connection between SEL and academics. Therefore, Field has prioritized establishing a BHT and CCT. The BHT is composed of the school counselor, social worker, Interventionist, ELPT, administration and associated clinicians. Our school has structures in place for Tier 1 school-wide support for students that promote a positive and safe learning climate through the implementation of CHAMPS and RP protocols Our school has structures in place for Tier 1 classroom support (e.g. shared agreements, Calm Classroom and Talking Circles). Classroom-based SEL curriculum (Second Step) teaches social and emotional skills to students in grades 5th-8th. While there are structures in place for implementation of the practices above, the school is in the developing stages of progress monitoring these systems to ensure they are the most impactful in the classroom. Second Step responsibilities will be transferred the social worker to the classroom teacher. Teachers will receive professional development in the implementation of Second Step with their homeroom classes.	[% of Students receiving Tier 2/3 interventions meeting targets](#) [Reduction in OSS per 100](#) [Reduction in repeated disruptive behaviors (4-6 SCC)](#) [Access to OST](#)
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			[Increase Average Daily Attendance](#) [Increased Attendance for Chronically Absent Students](#) [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
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?** Through the Communities Schools Inititave Grant (CSI), the school provides a variety of before and after school programming for students that includes academics, sports, fine arts and other extra-curricular activities. Students and their families report a high level of satifaction with the diversity of programs offered to students. Parents and students appreciate the opportunity to share their program interests with the school. Student enrollment in CSI remains an important part of providing opportunities for student for academic and social growth. Feedback cycles after programming provide an opportunity to make changes and improvements with programming.	[Cultivate (Belonging & Identity)](#) Staff trained on alternatives to exclusionary discipline (School Level Data) [Enrichment Program Participation: Enrollment & Attendance](#)

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

Reduction in number of students with dropout codes at EOY |

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

Schoolwide, students report feeling disconnected and unsupported by teachers and school staff. The lack of student engagement with Personalized Learning tenets has led to the lack of PL implementation in the classroom. Students are not engaging in SEL activities with classroom teachers connected to the Personalized Learning philosophy. ✍️

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

The school will address these problems by providing professional development for teachers (and other personnel working directly with students in the classroom) around the effective use of achievement data and student IEPs to plan for instructional differentiation. After receiving professional development, teachers will be observed by school administration ✍️

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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
Yes — An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	With the facilitation of Success Bound curriculum in grades 6th - 8th, the school counselor, social worker, and other service providers meet bi-weekly with school administration to discuss ways to effectively implement SEL practices in academic and extra-curricular settings. The schoolcounselor conducts outreach to expernal partners to organize school-wide practices and protocols provide opportunities for students to collaborate (by way of the school counselor faciliating networking opportunities with external school partners. ✍️	Graduation Rate

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

3 - 8 On Track

Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate

9th and 10th Grade On Track

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data) |
| Yes — Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). | Individualized Learning Plans | | |
| Partially — 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 counseling office supports students in grades 6th-8th using Success Bound Curriculum and works collaboratively with high schools to educate students in middle school students about the goal setting and the transition from middle to high school. Students have some opportunities to learn about college and career, but have limited opportunites to participate in actitivites connecting them to real life experiences (such as site visits and shadowing professionals in the work space. Students would benefit greatly from more opportunities to learn about careers and trades (esp. as it relates to opportunities for minority students). ✍️ | |
N/A — Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A — Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A — There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
N/A — Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	The school counselor continues to work in collaboration with school administration to organize the annual high school fair. While this event supports student exploration of secondary options, students need more expansive opportunities to explore their individual interests; especially as it pertains to long-term goal-setting for academic and professional life after high school. Students need to be better educated about financial resources available to them (i.e scholarships & grants), higher education school options that reflect their individual strengths and interests (esp. opportunities for students of color). ✍️	

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

Students have extremely limited opportunities to explore college and career interests and discuss the pathways to future success in secondary school and beyond. Students are in need of field experiences, guest speakers and other professionals to provide insight into educational and professional options that will prepare them for life after high school. Students need to be better informed about the connection(s) between their learning at ✍️

school and making decisions about their academic and professional lives.

Partnership & Engagement

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	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	*All teachers work collaborative to create grade level parent newsletters to go out to parents and families monthly. Correspondence will be shared in paper and electronic form. The school will also utilize Blackboard Connect to broadcast school-based events in three different forms: robotic calls, email and text. Additionally, Snap Connect will be used by administration and teachers to communicate at least bi-weekly with families about student grades and expectations, school-wide policies and expectations. All teachers are required to update grades in ASPEN weekly and to notify parents by telephone and/or in writing (email correspondence or failure notices) if a child is "off track", (grades falling below a "C", attendance below 95% and/or school misconducts). Teachers will also maintain an electronic communication log that details parental outreach efforts (including dates, times and outcome of correspondence). School administrators will work collaboratively with the school counselor to monitor student attendance and conduct weekly outreach to families to review and discuss attendance expectations. CSI will continue to be a school partner to provide extended learning opportunities (both before and after school) to students for both academic, sports and extra-curricular activities for all students.*	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) Formal and informal family and community feedback received locally. (School Level Data)
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
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?** In 5-Essentials and Cultivate Survey responses, students overwhelmingly report that they do not feel supported by teachers and they are not being academically challenged. The school does facilitate opportunities for students to confer with teachers regularly (student conferencing takes place after each grading cycle), and creat academic and SEL SMART Goals. Students want more opportunities to provide their imput and ideas for classes and activities that take place during and after school.	

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

While Field has adopted Personalized Learning and emphasized the importance of SEL and relationship-building between students, teachers and staff, students report a high level of dissatisfaction with teacher to student relationships and feelings of disconnection in the school. Students also report that they do not feel supported by school staff.

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

The BHT and CCT will work collaboratively to evaluate data results from the Cultivate and 5-Essentials Survey (SY 23) to identify specific SEL areas that in need of increased development schoolwide. Teachers (with some assistance from the school social worker), will strengthen the implemention the Second Step curriculum by focusing on specific SEL attributes weekly; through this focused, intentional SEL skill-building work, we expect to improve the culture and climate in the classroom and across the school.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

The school has adopted Skyline curriculum in ELA, Social Studies and Mathematics for grades 5th-8th to help ensure that all students have access to grade-level content. Additionally, the school utilizes Amplify Science and Lucy Calkins Writers Workshop; this adoption of standards-based curriculum helps ensure that teachers have abundant instructional resources to provide access for all students.

What is the feedback from your stakeholders?

Feedback from school stakeholders indicate the challenges to student performance is lack of academic challenge (rigor), instruction that does not connect academic experiences to real-world application and the lack of access to instructionally appropriate instruction for diverse and EL learners. Of particular concern is teachers not taking into account the instructional needs of learners when it comes to planning daily activities/tasks and assessments. Differentiation and modified classroom activities are not consistently implemented across the school. There is a lack of use of materials provided by Skyline and inadequate implementation of strategies indicated in IEPs and ACCESS data. Lack of teacher implementation of instructional practices that reflect the unique instructional needs of culturally diverse and differently abled students has led to student disenchantment, disinterest and apathy. Students responses on the Cultivate Survey as well as the 5-Essentials Survey reflect students overwhelmingly responding that they do not feel supported in school. Remarks in student-led conferences reveal a high level os student dissatisfaction with their classes, which may account for assessment outcomes below exectations.

What student-centered problems have surfaced during this reflection?

Tier 1 instruction is not differentiated for all learners and EL students are not receiving native language instructional materials. The lack of instructional modifications on daily tasks, activities and assessments lead teachers to prescribe Tier 2 and Tier 3 interventions for students without providing appropriate scaffolding for DL and EL learners at the Tier 1 Level.

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

The school is focused on improving Tier 1 instruction by providing additional professional development to teachers. The school's interventionist and ELPT will be instrumental in facilitating PD that specifically addressess effective strategies to differentiate instruction at the Tier 1 level. Professional development will revolve around best practices for making modifications to student tasks and assessments using information and data provided in student IEPs and ACCESS scores. As a Personalized Learning school, teachers are expected to use Learner Profiles (LPs) to gather additional information about student interests and needs (both SEL and instructional). By integrating the tenets of PL, teachers and staff will have an opportunity to learn more about all students; which will facilitate building stronger relationships between teachers and students.

Determine Priories

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

Students...

Students are not receiving differentiated, Tier 1 instruction in academic classes. Teachers are not effectively (and with intentionality) adhering to the Skyline scope and sequence (and other school-selected curriculum).

Resources:

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

As adults in the building, we (teachers, SECAs & tutors), are not providing high-quality, instructionally differentiated instruction at the Tier 1 Level The lack of differentiation has greatly reduced the access for students (esp. DL & EL students) who are struggling to understand grade-level content.

Resources:

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

Ensure teachers commit to creating differentiated, grade-level lessons, student tasks and assessments at the Tier 1 , and analyze multiple student data sources (i.e. STAR 360, IAR,

Resources:

Indicators of a Quality CIWP: Theory of Action

Jump to... | Priority | TOA | Goal Setting | Progress Monitoring
Reflection | Root Cause | Implementation Plan

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

ACCESS and teacher school level and interim assessments) to strategically plan for small group, targeted instruction based on identified student areas of development that is instructionally appropriate and differentiated/modified for all learners.

then we see....

Teachers deliberately creating lesson and/or unit plans for students that reflect each student's individual academic, linguistic and cultural need that is differentiated and modified to provide access and engagement for all learners in content classes.

which leads to...

An increase in access and student engagement using grade-level content and the number of students meeting and/or exceeding district and state level assessments.

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

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

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

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

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

Return to Top | **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Principal, Assistant Principal, Field Teachers

Dates for Progress Monitoring Check Ins

| Q1 | 10/26/23 | Q3 | 3/20/24 |
| Q2 | 12/22/23 | Q4 | |

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 — Schoolwide implementation of Skyline and other school adopted curriculum (ie. Amplify, Lucy Calkins Writing)	Teachers	End of Quarter 1.	Not Started
Action Step 1 — Ensure all Skyline materials are distributed to teachers.	Principal & Assistant Principal	Quarter 1	Completed
Action Step 2 — Conduct weekly informal classroom observations to determine if Skyline curriculum is being used in classrooms.	Principal & Assistant Principal	Quarter 1	In Progress
Action Step 3 — Provide feedback to teacher after the informal classroom observation.	Principal & Assistant Principal	Quarter 1	Completed
Action Step 4 — Schedule debriefing session with teachers post-observation.	Principal & Assistant Principal	Quarter 1	Completed
Action Step 5 — Revisit classrooms after debriefing session to observe implementation of suggestions.	Principal & Assistant Principal	Quarter 1	Not Started
Implementation Milestone 2 — Ensure differentiation is occuring during Tier 1 instruction.	Administrative team	Quarter 1	In Progress
Action Step 1 — Review LPs bi-weekly, using a rubric/checklist for specific sections (i.e. DL/SECA & Tutor Corps tutors) to ensure collaboration and planning is differentiating activities to provide all students access and engagement to grade level content.	Administration, ELPT & Interventionist	Quarter 2	Not Started
Action Step 2			
Action Step 3 — Ensure Personalized Learning Choice Menus/Learning Plans are fully implented across all content areas.	Administration	Quarter 1	In Progress
Action Step 4 — The ILT will review data, along with student tasks and assessments to analyze the effective implementation of SGI and student learning plans.	ILT	Quarter 2	Not Started
Action Step 5			Select Status
Implementation Milestone 3 — Conduct multiple data deep dives based on assessment results from REACH benchmarks, STAR360, Skyline Interims, ACCESS, etc.	Administrators & Teachers	Quarter 2	Not Started
Action Step 1 — ILT will meet quarterly to review data results from ACCESS, STAR BOY 360 data, teacher-created interim assessments and Checkpoint.	ILT	Quarter 2	Not Started
Action Step 2 — During one Principal Directed and one GLM (monthly), teachers (and support staff) will meet to review individual student data to discuss schoolwide achievement trends and intervention support.	Administration & Teachers	Quarter 2	Not Started
Action Step 3 — During at least one monthly Principal Directed meeting, teachers, SECAS and Tutor Corps tutors will meet bi-weekly to review (and discuss) lesson planning and differentiation.	Teachers & Support Staff	Quarter 2	Not Started
Action Step 4 — Teachers, SECAS and Tutor Corps tutors meet bi-weekly to review (and discuss) data and plan for SGI.	Teachers & Support Staff	Quarter 2	Not Started
Action Step 5			Select Status
Implementation Milestone 4 — Develop a weekly small group instruction schedule (SGI) that includes daily, targeted small groups in both ELA and mathematics.	Assistant Principal	End of Quarter 1	Not Started
Action Step 1 — Collaborate with the ELPT to create a daily schedule for ESL resource & inclusion support in content classes to provide instructional strategies for teachers provide language appropriate scaffolds to support EL learners so that they have access to grade-level content.	Assistant Principal & ELPT	End of Quarter 1	In Progress
Action Step 2			
Action Step 3 — Work with teachers to develop Tier 1 small group schedules for Gen Ed teachers.	Teachers/Assistant Principal/Interventionist	End of Quarter 1	Not Started
Action Step 4 — Gen Ed teachers collaborate with the Interventionist (re Tier 2/Tier 3 school support, which includes Tutor Corps tutors.	Teachers/Assistant Principal/Interventionist	End of Quarter 1	Not Started

Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Continue using Skyline and differentiation action plans for Tier 1 students. Additionally, teachers will engage analysis review and subtractive planning to strengthen structured instructional teaching blocks across all content areas to provide all students appropriate, grade-level instruction for learners. Teams will take a closer look at instructional strategies, resources and technology that reflect best practices for engaging all learners, especially foundational, DLs, ELLs and accelerated students.	✏️
SY26 Anticipated Milestones	Teachers strengthen support for Tier 2 & Tier 3 students by reviewing achievement data (STAR 360, Checkpoint & teacher created formative/summative assessments) to develop instructional plans for differentiation and small group instruction. Progress monitoring of Tier 2/Tier 3 students will be done using Branching Minds. The school's ILT will develop a peer observation schedule so that teachers can witness the instructional practice of their peers and provide evidence based feedback. During Principal Directed and/or GLMs, teachers will debrief classroom observations and discuss best practices for supporting students at Tier 2 and Tier 3 to ensure differentiation and/or modifications to grade-level content meets the needs of students and is done with fidelity.	✏️

Goal Setting

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Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	Numerical Targets [Optional] ✏️		
					SY24	SY25	SY26
Increase the percentage of students meeting and/or exceeding expectations in IAR mathematics.	No	IAR (Math)	Overall	4%	25%	30%	40%
			Students with an IEP	0%	20%	25%	30%
Increase the percentage of students meeting and/or exceeding expectations in IAR ELA.	No	IAR (English)	Overall	12%	25%	30%	40%
			African American	18%	30%	35%	40%

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Administration will ensure Skyline and other instructional material is distributed to all teachers at the beginning of the school year. Administration (along with the ILT) will check in with teachers during GLMs to ensure teachers have access to all school adopted instructional material, along with other supplemental material the supports learning)	With the full implementation of Skyline (ELA, mathematics & social studies), teachers will begin subtractive planning to ensure lessons, activities and assessments revolve around the identified needs of students (as indicated in IEPs, student "Can Do" Descriptors for ELs and school data).	Teachers and school teams (ILT & BHT) will analyze school data to discuss best practices that support learnig for students in Tier 2 & Tier 3. The ILT will review student achievement data (in conjuction with Branching Minds) to develop instructional plans for SGIs that continue to support Tier 2 & Tier 3 students.
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers in collaboration with administration, ELPT and Interventionist will work to ensure teachers are following grade level CCSS and adhering the the scope and sequence of learning across the content. To ensure daily instruction is at grade level and standards aligned, the school's administration, ELPT and Interventionist will conduct bi-weekly, informal observations to evaluate the Tier 1 instruction. These observations will be followed by feedback cycles and debriefing with teachers.	School administration continues providing professional learning opportunities for teachers to build their capacity in using Skyline curriculum for all students. Administration, ELPT and Interventionist will conduct bi-weekly observations and conduct feedback cycles and provide on-going teacher support related to writing instructional objective, utilization of CCSS, grade-level content and differentiation.	Teachers facilitate the schoolwide use of student learning plans to compose individual student portfolios (which include learner profiles as well as examples of student cumulative work from grades 5th-8th).
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will meet bi-weekly to review and discuss student learning; activities, tasks and assessments while working in tandem with GLTs and classroom teachers.	The ILT will lead collaborative work in Small Group Instruction; specifically building weekly scheduling for differentiated groups that focus on foundational and students performing at/above grade level in reading and math.	The ILT will work with teachers to evaluate and assess day to day instructin, student tasks and activities and assessments. The ILT will engage in evaluation cycles and peer observation cycles. Through GLTs, teacher will review student work by using the PSP.

Return to Top   **SY24 Progress Monitoring**

Jump to...	Priority	TOA	Goal Setting	Progress
Reflection	Root Cause	Implementation Plan		Monitoring

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

Curriculum & Instruction

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
Increase the percentage of students meeting and/or exceeding expectations in IAR mathematics.	IAR (Math)	Overall	4%	25%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	0%	20%	Select Status	Select Status	Select Status	Select Status
Increase the percentage of students meeting and/or exceeding expectations in IAR ELA.	IAR (English)	Overall	12%	25%	Select Status	Select Status	Select Status	Select Status
		African American	18%	30%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Administration will ensure Skyline and other instructional material is distributed to all teachers at the beginning of the school year. Administration (along with the ILT) will check in with teachers during GLMs to ensure teachers have access to all school adopted instructional material, along with other supplemental material the supports learning)	On Track	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers in collaboration with administration, ELPT and Interventionist will work to ensure teachers are following grade level CCSS and adhering the the scope and sequence of learning across the content. To ensure daily instruction is at grade level and standards aligned, the school's administration, ELPT and Interventionist will conduct bi-weekly, informal observations to evaluate the Tier 1 instruction. These observations will be followed by feedback cycles and debriefing with teachers.	Limited Progress	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will meet bi-weekly to review and discuss student learning; activities, tasks and assessments while working in tandem with GLTs and classroom teachers.	On Track	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress
Reflection	Root Cause	Implementation Plan		Monitoring

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

Jump to...	Priority	TOA	Goal Setting	Progress
Reflection	Root Cause	Implementation Plan		Monitoring

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Field school develops and implements an assessment plan that adheres to the state and district mandated assessments in grades 5th-8th. While the school remains in compliance with assessment schedules, there is an additional need to improve school-wide data analysis systems within the school's ILT and MTSS team to better support students at the Tier 1 level (and those in need of more intensive academic supports at Tier 2 and Tier 3). Additionally, there is a school-wide need to educate and support teachers in the use of Branching Minds as a tool to monitor student progress. Teachers need to take full advantage of professional learning provided by CPS to engage in self-paced professional development (provided by the district) to increase their learning to better support students in the classroom.

What is the feedback from your stakeholders?

Staffing of diverse learner teacher is a concern for both students and parents; as student IEP minutes are not being followed with fidelity. Support for students in inclusion and resource classes is inconsistent; with substitute teachers taking on the teacher responsibilities of a certified diverse learner teacher. Modifications to grade-level work is inconsistent; DL students are being taught with instructional material that is below grade level. Student performance continues to lag behind grade level (as teachers do not follow the scope and sequence of Skyline instructional material. SECA support in the classroom students does not meet students' instructional needs.

What student-centered problems have surfaced during this reflection?

After reflecting on the student achievement challenges and problems, the root cause of students not meeting grade level expectations is the inconsistent, inadequate delivery of instruction at the Tier 1 Level. There is a lack of appropriately modified instruction to support the diversity of learners in the classroom. Teacher's lessons, instructional tasks and assessments do not appropriately reflect student needs. The lack of Tier 1 support is particularly apparent when it comes to providing access to grade level content for EL and diverse learners.

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

The ELPT, Interventionist and AP (Scheduler) are working collaboratively on student classroom placement to provide the greatest level of support for EL learners. The ELPT meets with school administration and teachers to review ACCESS data, STAR 360 and other data sources (authentic teacher-created assessments) to evaluate student progress and construct an ESL resource and inclusion schedule to support EL students in varying stages of ELD. Despite scheduling efforts, the school continues with being challenged with staffing deficits in ESL and bilingual endorsed teachers (we currently have four ESL endorsed teachers.

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Determine Priorities

Resources: 🚀

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

Students...

According to Cultivate and 5-Essentials data, students report feelings of discontent, disconnection and dissatisfaction with instruction in their classes, their relationships with teachers and staff and the overall school learning environment. Students do not feel supported by adults in the school .

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources: 🚀

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

As adults in the building, we...

As adults in the building, we are not connecting with students on a personal level and have not been successful developing trusting relationships with students. This disconnection between school staff and students has resulted in students reporting feelings of discontent, mistrust and general dissatisfaction with the overall school experience.

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

Implement Personalized Learning in every classroom with fidelity and make sure teachers are establishing personal relationships with students and creating a classroom culture that honors and reflects all aspects of each student's identity (which includes their language, cultural heritage and culture).

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Inclusive & Supportive Learning Environment

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

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

then we see....

An increase in the number of students reporting feeling connected to adults and staff and experiencing personal satisfaction with the school culture, and a heightened sense of overall well-being and community. ✍️

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...

Students reporting feelings of belonging, support from teachers and school staff and and increase in overall satisfaction with the school experience as it relates to their relationships with adults and peers (when completing the 5-Essentials and Cultivate Survey). ✍️

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 ✍️
Principal, AP, Field Staff

Dates for Progress Monitoring Check Ins
Q1	10/26/23	Q3	3/20/24
Q2	12/22/23	Q4	

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 Ensure school-wide implementation of Personalized Learning.	Administration	Quarter 1	In Progress
Action Step 1 Schedule Personalized Learning professional development on Institute Day.	Principal & Administrative Team	End of September	Completed
Action Step 2 Facilitate school-wide completion of Learner Profiles in every homeroom.	Teachers	Quarter 1	In Progress
Action Step 3 Create LP protocols for teachers/staff to review & monitor LPs.	Assistant Principal & Teachers	Quarter 1	In Progress
Action Step 4 Develop a monthly schedule for LP student review.	Assistant Principal/Teachers	Quarter 1	In Progress
Action Step 5			Select Status
Implementation Milestone 2 Conduct a student satisfaction survey	Administrative Team	End of Q 1	Select Status
Action Step 1 Create a student survey to assess their feelings/satisfaction with the school experience as it relates to student safety, peer to peer interactions and Resorative Practices.	Assistant Principal	End of Q 1	Select Status
Action Step 2 Evaluate student survey data results with teachers during principal directed meetings.	Assistant Principal	End of Q 1	Select Status
Action Step 3 Meet with CCT to devise school-wide protocols to address student concerns identified in the student survey.	Assistant Principal & CCT	End of Q 1	Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3 Student Leadership Opportunities	Admin & teachers	Quarter 2	Not Started
Action Step 1 Create student voice committee	Admin & teachers	Quarter 2	Not Started
Action Step 2 Identify students to serve as "ambassadors" (selected students will serve as escorts for school visitors)	Admin & Teachers	Quarter 2	Not Started
Action Step 3			
Action Step 4			
Action Step 5			
Implementation Milestone 4			
Action Step 1			
Action Step 2			
Action Step 3			
Action Step 4			
Action Step 5			

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Teachers throughout the school (and across all disciplines) will review (and monitor) student Learner Profiles. Teachers and staff will support students in the creation of SMART goals for academic achievement and SEL that take into account each student's individual needs as they relate to race and ethnicity, language and cultural identity. Administration (in collaboration with teachers), will develop a Personalized Learning calendar to schedule one-on-one meeting time with students to review and update profile entries and check on the progression of meeting SMART goal metrics. ✍️

| SY26 Anticipated Milestones | School administration work in collaboration with the CSI Resource Coordinator to develop an interest survey to administer to students and families (Quarter 1) to assess students' programming needs and/or interests. The school informs all students and their families about CSI programs beginning in the summer. Additional program recruitment efforts will be conducted during Open House and RCPU (Q1 & Q3). We endeavor to recruit students to participate in all facets of learning (academic/extra-curricular) so that they are provided with an opportunity to increase their learning and improve their social skills; esp. peer to peer interactions. CSI programs will provide support both before and after school. This will include boys and girls sports, fine arts and other extracurricular activities. CSI satisfaction surveys will be administered to students and familes at the end of each semester to gather information about the satisfaction and efficacy of programming. Feedback generated from surveys will provide valuable insight to school administration and teachers about what is working and areas in need of further development. |

Goal Setting

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Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
There will be an increase in students reporting feelings of physical and emotional safety and trusting relationships between students and adults.	No	Cultivate (Belonging & Identity)	Overall	34	50	75	90
				n/a	n/a	n/a	n/a
There will be an increase in the number of students reporting feelings of school safety, connectedness with school staff and overall satisfaction with the day to day student experience.	No	5E: Supportive Environment	Overall	39	50	75	90
				n/a	n/a	n/a	n/a

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:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Teachers will fully integrate Personalized Learning and the use of Learner Profiles in the plans for daily intruction. The focus will be on ensuring that activities and assessments are culturally relevant, differentiated and reflect the needs, interests and values of each and every student in the classroom.	Teachers and support staff will use student-created Learner Profiles to develop individualized learning plans for students that reflect their individual interests, academic and SEL needs. We will measure the successful implementation LPs by reviewing student data results from the Cultivate and 5-Essentials Survey.	Student voice will be reflected in teacher's lessons, activities and assessments. Daily instruction will include differentiated activities that are reflective of student-expressed interests (as indicated in the LPs). We will measure the progress of PL application by reviewing lesson plans, student activities and informal classroom observations.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	As a result of Second Step in all classrooms, we hope to see an increase in the use of Restorative Practices; which we believe will manifest in a decrease in student misconduct (as reported by teachers and staff). We also expect to see an increase in respectful student to student interaction. We will measure this through observation during student transitions as well as informal and formal observations in the classroom.	We will provide additional training for SECAS (and other ancillary staff) in the implementation of Restorative Practices and Second Step instruction. This professional learning will provide increased opportunities for ancillary staff to be an integral part of teacher/learning as they work to increase their collaboration with Gen Ed and diverse learner teachers.	All school stakeholders will be versed in Tier 1 supports and the school's SEL curriculum (i.e. Second Step, RP and Success Bound). The school will facilitate parent workshops through the PAC/BAC to educate parents and families about the ways SEL school supports impact student learning and achievement.
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	The school has established a BHT and CCT that meets bi-weekly to review (and discuss) teacher SEL referrals, CHAMPS and the schoolwide implementation of Restorative Practices.	The BHT and CCT will evaluate the effectiveness of Restorative Practices and CHAMPS by reviewing referral data and Aspen behavior incidents. Based on data results, the team will develop a daily SEL support plan that for Tier 2/Tier 3 students that include (CICO, 2x10 or small group; as identified by BHT).	BHT/CCT will review Aspen Incident reports and data from SEL referrals at the beginning of SY 25 to establish early SEL interventions for Tier 2/Tier 3 students.

SY24 Progress Monitoring

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Resources: 🚀

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

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

Inclusive & Supportive Learning Environment

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
There will be an increase in students reporting feelings of physical and emotional safety and trusting relationships between students and adults.	Cultivate (Belonging & Identity)	Overall	34	50	Select Status	Select Status	Select Status	Select Status
			n/a	n/a	Select Status	Select Status	Select Status	Select Status
There will be an increase in the number of students reporting feelings of school safety, connectedness with school staff and overall satisfaction with the day to day student experience.	5E: Supportive Environment	Overall	39	50	Select Status	Select Status	Select Status	Select Status
			n/a	n/a	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Teachers will fully integrate Personalized Learning and the use of Learner Profiles in the plans for daily intruction. The focus will be on ensuring that activities and assessments are culturally relevant, differentiated and reflect the needs, interests and values of each and every student in the classroom.	Limited Progress		Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	As a result of Second Step in all classrooms, we hope to see an increase in the use of Restorative Practices; which we believe will manifest in a decrease in student misconduct (as reported by teachers and staff). We also expect to see an increase in respectful student to student interaction. We will measure this through observation during student transitions as well as informal and formal observations in the classroom.	Limited Progress	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	The school has established a BHT and CCT that meets bi-weekly to review (and discuss) teacher SEL referrals, CHAMPS and the schoolwide implementation of Restorative Practices.	On Track	Select Status	Select Status	Select Status

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds.** **(Continue to Approval)**
No action needed		

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

- ☑ The school will hold parent-teacher conferences.

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

- ☑ The school will provide parents reasonable access to staff.

- ☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

- ☑ The parents will support their children's learning.

- ☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

One of the primary priorities is to increase the level of parent engagement in Field School. We strongly believe that the academic success of our student will come from a supportive school environment that provides access to learning for both students and families. As a school community, we endeavor to improve the quality of instruction by providing differentiation and support for all students at the Tier 1 level. It is vital to educate our parents about the CPS Vision and the Instructional Core; to ensure that all school stakeholders are educated about the school's goal to provide access and differentiation to students so that we meet their individual needs. The overarching goal for Title I Parent & Family Engagement funds is to provide education to parents about not only academics; but adolescent development. In collaboration with the PAC, we will seek opportunities to engage parents in workshops that educate them about both academics, adolescent development and SEL needs of pre-teens and teens. The school will survey parents (by the end of Quarter 1), to gather input from them about their interests and needs as they relate to receiving support from the school, working with their child(ren) and their own personal and professional development. Additionally, we will plan to schedule quarterly meetings with parents (through the PAC) to ensure that the lines of communication are open to discuss strategies to ensure that both the school and parents are supporting students both in and out of the classroom. The school will provide technology support to parents both before and after school to learn about the Parent Portal, the use of Google Suites and Google classroom and SnapConnect.

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