

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
Sarah Trevino	Principal	sjtrevino@cps.edu
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Awilda Lopez	Dual Language Coordinator	alopez-yolich@cps.edu
Anne Morrison	Lead Coach	aemorrison@cps.edu
Steven Ansilio	Case Manager	sansilio@cps.edu
Irene Jackson	Teacher Leader	iejackson1@cps.edu
Jessica Parra	School and Culture and Climate Coordinator	jparra3@cps.edu
Ivelisse Concepcion	Parent	iconcepcionsanchez@cps.edu
Liana Tores	Parent	ltorres56@cps.edu
	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	4/25/23	5/24/23
Reflection: Curriculum & Instruction (Instructional Core)	5/3/23	5/24/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/3/23	5/31/23
Reflection: Connectedness & Wellbeing	5/10/23	5/31/23
Reflection: Postsecondary Success	5/10/23	6/1/23
Reflection: Partnerships & Engagement	5/10/2023	6/1/23
Priorities	5/17/23	8/18/23
Root Cause	5/24/23	8/18/23
Theory of Acton	5/31/23	8/18/23
Implementation Plans	6/7/23	8/18/23
Goals	6/27/23, 7/5/23, 7/18/23, 8/18/23	8/18/23
Fund Compliance	8/18/23	8/18/23
Parent & Family Plan	8/18/23	8/18/23
Approval		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	September 22, 2023
Quarter 2	October 27, 2023
Quarter 3	February 9, 2024
Quarter 4	April 1, 2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.
 Stakeholders are consulted for the Reflection of Foundations.
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	CPS High Quality Curriculum Rubrics All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Curriculum may not be taught with fidelity Teachers may not be focusing on priority standards Standards Based small group instruction may not be happening Small group instruction needs to be redefined and fine tuned How are teachers using data? Are teachers being reflective on data points throughout the school year?	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Partially	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction Students experience grade-level, standards-aligned instruction.		STAR (Math)
Partially	Powerful Practices Rubric Learning Conditions Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	What is the feedback from your stakeholders? Students may be falling behind because of excessive absences. Teachers may be teaching but if students are out they are missing important instruction Maybe too much computer based instruction and testing Parents may not be able to help students as a lot of the resources and curriculum are online and parents may not be able to understand how to navigate the curriculum and may not have access to technology Is homework being sent home? Are parents being made aware of what is being taught throughout the school year? Need lesson plan checklist to be used during REACH observations to build buy in from all teachers.	iReady (Reading) iReady (Math)
Partially	Continuum of ILT Effectiveness Distributed Leadership The ILT leads instructional improvement through distributed leadership.		Cultivate Grades ACCESS
Partially	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development 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.		TS Gold
Partially	Assessment for Learning Reference Document Evidence-based assessment for learning practices are enacted daily in every classroom.	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? Third and fourth grade will be using Skyline SLA in SY24 POSSIBLE GOALS: 1. Dedicate coaching through co-teaching to supporting Skyline and Checkpoint implementation with regular feedback and accountability to staff. 2. Departmentalize Science and Social Science in K-4th as SS is taught in English to lighten the Skyline learning curve for teachers and increase the probability of Science and SS instruction. 3. Increase accountability through a sequence of Present/Model/Engage in Shared learning in GLTs, then the next week teachers bring their product to present to peers to ensure we make progress with developing common practices. 4. Showcase student learning in a presentation to families at least once a year to increase student writing and oracy. Also ensure bulletin boards include developmental writing. 5. Develop an appropriate lesson plan checklist for DL teachers and have them reviewed once a month with feedback. 6. Establish a scope and sequence (this is in the curriculum map overviews already). 7. Hold content meetings in place of some GLTs. 8. Have grade level or content leads. 9. Vocabulary/word walls/subject journals. 10. Define coaching responsibilities for all. 10. Target focus/priority skills based on I-Ready and Star360 data.	Interim Assessment Data
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.			
1. 3rd and 4th grade does not have standard based instruction in Spanish due to a lack of curriculum. 2. The EOY REACH tasks are very challenging for students given that multiple Skyline units were not taught therefore students may not have had instruction and practice with some key grade level standards. 3. Student focused and intentional grade level team meetings, 1-1 coaching/collaboration/content focused. 4. Need for quarterly student success celebration assemblies. 5. Need structured literacy/Small groups/Foundational skills/Accountable Talk 6. Need for accountability 7. Science and Social Science are not taught with fidelity (evidence in lack of lesson plans) in K-5, therefore teachers are not giving students the opportunity to learn these standards. 8. Skyline/Checkpoint: lack of implementation and usage. Needs to be paced in order to ensure students are taught all standards. 9. Oracy and Writing (Productive) language skills are low on ACCESS due to a need for more formal practice and feedback. 10. The lesson plan checklist is not used in correlation with Domain 1 REACH observations, therefore not all teachers regard it as important. Also DL teacher lesson plans are not reviewed and teachers do not receive feedback. 11. Although many goals and practices have been shared in PD, without accountability only some staff move forward.			

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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	MTSS Integrity Memo MTSS Continuum Roots Survey 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.	Teachers are asking for collaboration time with DL and GenEd teachers.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
No	MTSS Integrity Memo School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)

Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	<p>What is the feedback from your stakeholders?</p> <p>IEP conversation: 1. Students receive services outlined in IEP. 2. Implementation is not consistent as students do not receive services during absences and grades are altered when IEP is followed. 3. Consistent data is not used to create targeted goals by all DL teachers. 4. Grading modification is not followed consistently. 5. Need for gen ed and DL teacher to both honor the IEP and work toward student IEP goals.</p> <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>POSSIBLE GOALS: 1. Establish SECA and Teacher collaboration PD and protocol. 2. Increased inclusion of cluster students, such as during lunch or certain content courses when appropriate, not just specials. 3. Safety care PD for all teachers. 4. Team written IEPs between gen ed and DL teachers to improve IEPs. 5. Build time into the year-long schedule to facilitate collaboration between gen ed and DL teachers. 6. Have CM observe to ensure IEP implementation is effective and provide feedback.</p>	<p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
Partially	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.			

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.

1. Need for a former 8th grade students as a panel for current 8th grade students as done in SY22.
2. Need a plan to best support newcomers in the classroom and PD for teachers.
3. While data is being used to develop IEPs and students are receiving their related services with fidelity, student IEPs are not being implemented with fidelity in classroom as far as modifications and accomodations.
- 4) Not all teachers are ESL/Bilingual endorsed, being able to speak the language does not count for OLCE requirements.

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>The behavior health team and climate and culture team need to be established at the onset of the school year and need to set their candence of meetings as soon as possible.</p> <p>Having more consistant expectaitons and consequences with discipline.</p> <p>Staff needs to teach SEL consistantly and needs to refer back to vocabualry and practices taught in curriculum.</p> <p>There needs to be an attendance team in place in order to increase our attendance metric and to help develop reentry plans.</p> <p>Communication with staff if an attendance plan is in place etc.</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p> <p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		
Yes	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	<p>What is the feedback from your stakeholders?</p> <p>There needs to be more staff buy in and staff participation. for student incentives. This takes a team effort.</p> <p>All programs are offered to all students there is an issue with students that take the bus ... they may not be able to participate in afterschool activities due to transportation issues.</p> <p>If a student has excessive absences it is impornat they are given the opportunity to make up the work they have missed at a gradual pace.</p> <p>Communicating with families on a regualr basis with what students are learning in SEL and Academic settings.</p>	
No	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		

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

1. Act proactively to address the drop in attendance during week 11 and week 17.
2. Create systems and structures within the classroom.
3. Need home visits for chronic absenteeism.
4. Acknowledging success frequently.
5. Need to build student to student and teacher and student rapport through daily in class teacher practices.
6. Need follow through in planning and temperature checks through a collective effort.

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?

1. Daily morning meeting/advisory with homeroom teacher to increase community through targeted social capital building activities that improve student to student and student to teacher relationships (invest in Responsive Classroom PD?)
2. End of the month morning breakfast to come together as a school staff with different

breakfast to come together as a school staff with different grade hosts. 3. Collective planning, follow through, temperature check in. 4. System and structures within the classroom. 5. Home visits. 6. Acknowledging success frequently. 7. Committees for each staff member. 8. Incentives for attendance, academics, behavior. 9. Small groups for anger/stress management. 10. Animal programs at school (Anti-cruelty). 11. Bring back Sit Stay Read. 12. Build BAM and WOW.

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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
Partially	College and Career Competency Curriculum (C4) 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).	Staff needs to become more aware of WBL Curriculum. We need to have formalized ILPs in place for middle school students.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed
Yes	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		% of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Partially	Work Based Learning Toolkit 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).	What is the feedback from your stakeholders? Students did their resumes, education requirements, presentation for each other on different jobs. Need to work on having a career day.	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
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	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	PLT Assessment Rubric 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).	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? <i>[impact on most students; impact on specific student groups]</i>	
N/A	Alumni Support Initiative One Pager 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).		

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.

1. Bring structured college and career/trade fairs to students. 2. Go on more high school and college tours. Include 6th and 7th grades. 3. Have high school panel with our graduates.

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?

	References	What are the takeaways after the review of metrics?	Metrics
Partially	Spectrum of Inclusive Partnerships 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.	There needs to be stronger connections between staff and communities. ie. Newsletters, phone calls in person presence. School Committees need to be strengthened: Math Night was a step in the right direction, promoting Reading Night for next year. Texting or emails are not enough phone calls really go a long way when trying to build relationships with families	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families
	Reimagining With Community Toolkit		5E: Supportive Environment

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

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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)

What is the feedback from your stakeholders?
Have opportunities for students to showcase learning etc. 📌
Possibility of room parents?

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.
1. Establish a Friends of Funston to encourage parent involvement. 2. Strengthen and improve communication between teachers and LSC and parents and LSC. Establish a true PPLC. 📌

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?
Principal has collaborated with BGCC on ensuring they have strategic and robust programming for students in Funston. 📌

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.
Partially	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?

Curriculum may not be taught with fidelity
 Teachers may not be focusing on priority standards
 Standards Based small group instruction may not be happening
 Small group instruction needs to be redefined and fine tuned
 How are teachers using data? Are teachers being reflective on data points throughout the school year?

What is the feedback from your stakeholders?

Students may be falling behind because of excessive absences. Teachers may be teaching but if students are out they are missing important instruction
 Maybe too much computer based instruction and testing
 Parents may not be able to help students as a lot of the resources and curriculum are online and parents may not be able to understand how to navigate the curriculum and may not have access to technology
 Is homework being sent home? Are parents being made aware of what is being taught throughout the school year? Need lesson plan checklist to be used during REACH observations to build buy in from all teachers.

What student-centered problems have surfaced during this reflection?

1. 3rd and 4th grade does not have standard based instruction in Spanish due to a lack of curriculum. 2. The EOY REACH tasks are very challenging for students given that multiple Skyline units were not taught therefore students may not have had instruction and practice with some key grade level standards. 3. Student focused and intentional grade level team meetings, 1-1 coaching/collaboration/content focused. 4. Need for quarterly student success celebration assemblies. 5. Need structured literacy/Small groups/Foundational skills/Accountable Talk 6. Need for accountability 7. Science and Social Science are not taught with fidelity (evidence in lack of lesson plans) in K-5, therefore teachers are not giving students the opportunity to learn these standards. 8. Skyline/Checkpoint: lack of implementation and usage. Needs to be paced in order to ensure students are taught all standards. 9. Oracy and Writing (Productive) language skills are low on ACCESS due to a need for more formal practice and feedback. 10. The lesson plan checklist is not used in correlation with Domain 1 REACH observations, therefore not all teachers regard it as important. Also DL teacher lesson plans are not reviewed and teachers do not receive feedback. 11. Although many goals and practices have been shared in PD, without accountability only some staff move forward.

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?

Third and fourth grade will be using Skyline SLA in SY24 POSSIBLE GOALS: 1. Dedicate coaching through co-teaching to supporting Skyline and Checkpoint implementation with regular feedback and accountability to staff. 2. Departmentalize Science and Social Science in K-4th as SS is taught in English to lighten the Skyline learning curve for teachers and increase the probability of Science and SS instruction. 3. Increase accountability through a sequence of Present/Model/Engage in Shared learning in GLTs, then the next week teachers bring their product to present to peers to ensure we make progress with developing common practices. 4. Showcase student learning in a presentation to families at least once a year to increase student writing and oracy. Also ensure bulletin boards include developmental writing. 5. Develop an appropriate lesson plan checklist for DL teachers and have them reviewed once a month with feedback. 6. Establish a scope and sequence (this is in the curriculum map overviews already). 7. Hold content meetings in place of some GLTs. 8. Have grade level or content leads. 9. Vocabulary/word walls/subject journals. 10. Define coaching responsibilities for all. 10. Target focus/priority skills based on I-Ready and Star360 data.

Determine Priorities

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

Students...

are not performing at grade level in Reading, Math, or Science. According to the data in grades 3-8 44% of our students body do not meet expectations in both ELA and Math. In Math the only place we see progress/movement is in the at/above benchmark by +5.95. The bottom tier students stayed about the same at 33%. In reading, we see progress/movement is in the at/above benchmark by +4.7. 88 students are still at urgent intervention at the EOY.

i-Ready Data Breakdown (Grades K-2)

(Math-English) 0% of students were at/above grade level at BOY. This increased to 48% at EOY. 52% remained below grade level.

(Math-Spanish) 0% of students were at/above grade level at BOY. This increased to 30% at EOY. 70% remained below grade level.

(Reading-English) 12% of students were at/above grade level at BOY. This increased to 57% at EOY. 43% remained below grade level.

(Reading-Spanish) 86% of students were at/above grade level at BOY. This increased to 100% at EOY.

Star360 Data Breakdown (Grades 3-8)

(Math-English) 28% of students were at/above benchmark at BOY. This increased to 34% at EOY. 12% of students were on watch at EOY (compared to 16% at BOY). 56% of students needed intervention or urgent intervention at BOY. This decreased to 54% at EOY.

(Math-Spanish) 28% of students were at/above benchmark at BOY. This increased to 37% at EOY. 8% of students were on watch at EOY (compared to 18% at BOY). 56% of students needed intervention or urgent intervention at BOY. This decreased to 55% at EOY.

(Reading-English) 16% of students were at/above benchmark at BOY. This increased to 20% at EOY. 12% of students were on watch at EOY (compared to 15% at BOY). 69% of students needed intervention or urgent intervention at BOY. This decreased to 67% at EOY.

(Reading-Spanish) 23% of students were at/above benchmark at BOY. This increased to 36% at EOY. 22% of students were on watch at EOY (compared to 11% at BOY). 65% of students needed intervention or urgent intervention at BOY. This decreased to 41% at EOY.

[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

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

As adults in the building, we...

Need to provide rigorous, standards-based instruction and build students' executive functioning skills. Possible root causes for these identified areas of growth are: Teaching skills but not asking students to apply them in various settings. Units of study are not being taught with fidelity and are not taught thoroughly Teachers are not differentiating instruction and are teaching to a "general audience They need to establish an attendance committee to ensure every student has the opportunity to learn

[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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What is your Theory of Action?

If we.... [Resources:](#)

provide staff professional learning and support on the importance of knowing and understanding curriculum, learning standards, student data, and implementing intentional small groups in reading and math

then we see....

students taking ownership of their learning while applying knowledge in various settings & an instructional shift to differentiate learning

which leads to...

50% of students meeting or exceeding various data metrics such as I-Ready, Star 360 and IAR & an increase in the redesignation rate of PY4+ ELs to 10% on ACCESS.

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.

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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

Trevino & Toledo/ CIWP Team / ILT

Dates for Progress Monitoring Check Ins

Q1 September 21, 2023 Q3 February 9, 2024

Q2 October 27, 2023 Q4 April 1, 2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Teaching Curriculum with Fidelity (100% of teachers strive toward implementing the curriculum at Funston and always teach toward the learning standards.)	All Staff	9/25/23	Select Status
Action Step 1	Data Review (Data Analysis of Star360, Iready, IAR, ACCESS)	All Staff	Quarterly	Select Status
Action Step 2	Standards Review (Professional Development Q1)	All Teachers	During 1st 5 wks. of school	Select Status
Action Step 3	Curriculum Review (Teacher collaboration for Vertical and Horizontal Alignment)	All Teachers	During 1st 5 wks. of school	Select Status
Action Step 4	Professional Learning / Coach Support	All Teachers	Weekly	Select Status
Action Step 5	Setting a coaching schedule / Non evaluative Observations	All Teachers, Coaches, Admin.	During 1st 5 wks. of school	Select Status
Implementation Milestone 2	Knowing Your Students (100% of teachers will attend Skyline Reading professional development)			Select Status
Action Step 1	BOY, MOY, EOY Classroom Data Gathering	All Teachers	8/28/23 - 9/21/23	Select Status
Action Step 2	Data table set up, include info from MTSS, Testing, IEP, ACCESS, SEL needs	All Staff	9/21/23	Select Status
Action Step 3	Create Key Uses Chart with EL Data to support differentiation	All Staff	9/11/23	Select Status
Action Step 4	Establish Family Communication: Survey, Newsletter, Remind, Parent Portal	All Teachers	8/28/23	Select Status
Action Step 5	Classroom Rapport Building - Know student Funds of Knowledge	All Teachers	8/25/23	Select Status
Implementation Milestone 3	Small Group Instruction (80% of teachers are implementing standards aligned small-group instruction)			Select Status
Action Step 1	Funston Small Groups 2.0 - Refresh on teaching norms/ data / intentional practices	All Teachers	Week 0	Select Status
Action Step 2	Setting Independent Practice Protocols I do/ we do / you do	All Teachers	8/25/23	Select Status
Action Step 3	Setting Classroom Small Group Norms	All Teachers	9/1/23	Select Status
Action Step 4	Relating small group work back to the learning standards	All Teachers	9/21/23	Select Status
Action Step 5	Setting a coaching schedule / Non evaluative Observations	All Teachers, Coaches, Admin.	9/25/23	Select Status
Implementation Milestone 4	100% of teachers engages in once quarterly professional learning cycles on differentiation	All Teachers	The end of each quarter	Select Status
Action Step 1	Analyze student data of subgroups and how they compare to students not in designated subgroups	All Teachers	BOY, MOY, EOY	Select Status
Action Step 2	GLT EL / DL Professional Learning of Differentiation	All Teachers	Quarterly	Select Status
Action Step 3	Teacher will engage in safe practice	All Teachers	Ongoing	Select Status
Action Step 4	Teachers will engage in collaborative planning / conversations	All Teachers	Quarterly	Select Status
Action Step 5				Select Status

SY25 Anticipated Milestones	40% of students meeting or exceeding various data metrics such as I-Ready, Star 360 and IAR & an increase in the redesignation rate of PY4+ ELs to 5% on ACCESS with a focus on differentiation in small groups.	
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SY26 Anticipated Milestones	50% of students meeting or exceeding various data metrics such as I-Ready, Star 360 and IAR & an increase in the redesignation rate of PY4+ ELs to 5% on ACCESS with a focus on differentiation and acceleration in small groups.	
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[Return to Top](#) **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
% of students meeting or exceeding Star 360/i-Ready	Yes <input type="checkbox"/>	iReady (Reading and Math) Star 360 (Reading and Math)	Other [Dual Language]	IReady Reading: Iready Math: STAR 360 Reading: STAR 360 Math:	30	40	50
			Other [Monolingual]		30	40	50
% of students mastering the standards tested on interim assessments	Yes <input type="checkbox"/>	Interim Assessment Data	Other [Dual Language]	N/A	65	75	85
			Other [Monolingual]	N/A	65	75	85

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.	Funston teachers will be given time to disc., plan and understand learning standards that will be taught each the quarter. Progress will be measured through analyzing interim and benchmark assessment data	Funston teachers will be given time to disc., plan and understand learning standards that will be taught each the quarter. Progress will be measured through analyzing interim and benchmark assessment data	Funston teachers will be given time to disc., plan and understand learning standards that will be taught each the quarter. Progress will be measured through analyzing interim and benchmark assessment data
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.	School staff will review how on track data correlates with benchmark data. Staff will monitor promotion criteria throughout the school year. Concesus on how often progress monitoring is occurring using what platform will need to be established. Progress monitor data should be reviewed on a weekly basis. Flexible groupings shoule be adjusted at least twice a quarter to reflect data.	School staff will review how on track data correlates with benchmark data. Staff will monitor promotion criteria throughout the school year. Concesus on how often progress monitoring is occurring using what platform will need to be established. Progress monitor data should be reviewed on a weekly basis. Flexible groupings shoule be adjusted at least twice a quarter to reflect data.	School staff will review how on track data correlates with benchmark data. Staff will monitor promotion criteria throughout the school year. Concesus on how often progress monitoring is occurring using what platform will need to be established. Progress monitor data should be reviewed on a weekly basis. Flexible groupings shoule be adjusted at least twice a quarter to reflect data.
C&I:4 The ILT leads instructional improvement through distributed leadership.	Funston's ILT will work toward supporting differnt committees to oversee the various focus groups and implement distributive leadership. Protocols and cadence of meetings will be set at the onset of the school year and information will be accessible for all to see. As the work progresses shifts in initiatives may take place.	Funston's ILT will work toward supporting differnt committees to oversee the various focus groups and implement distributive leadership. Protocols and cadence of meetings will be set at the onset of the school year and information will be accessible for all to see. As the work progresses shifts in initiatives may take place.	Funston's ILT will work toward supporting differnt committees to oversee the various focus groups and implement distributive leadership. Protocols and cadence of meetings will be set at the onset of the school year and information will be accessible for all to see. As the work progresses shifts in initiatives may take place.

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

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
% of students meeting or exceeding Star 360/i-Ready	iReady (Reading and Math) Star 360 (Reading and Math)	Other [Dual Language]	IReady Reading: Iready	30	Select Status	Select Status	Select Status	Select Status
		Other [Monolingual]		30	Select Status	Select Status	Select Status	Select Status
% of students mastering the standards tested on interim	Interim Assessment Data	Other [Dual Language]	N/A	65	Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>
standards tested on interim assessments	Reflection	Root Cause	Implementation Plan	Interim Assessment Data	

Curriculum & Instruction

Other [Monolingual]	N/A	65	Select Status	Select Status	Select Status	Select Status
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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.	Funston teachers will be given time to disc. ,plan and understand learning standards that will be taught each the quarter. Progress will be measured through analyzing interium and benchmark assessment data	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	School staff will review how on track data correlates with benchmark data. Staff will monitor promotion criteria throughout the school year. Concesus on how often progress monitoring is occuring using what platform will need to established. Progress monitor data should be reviewed on a weekly basis. Flexible groupings shoule be adjusted at least twice a quarter to reflect data.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Funston's ILT will work toward supporting differnt committees to oversee the various focus groups and implement distributive leadership. Protocols and cadence of meetings will be set at the onset of the school year and information will be accessible for all to see. As the work progresses shifts in initiatives may take place.	Select Status	Select Status	Select Status	Select Status

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

What are the takeaways after the review of metrics?

Teachers are asking for collaboration time with DL and GenEd teachers.

What is the feedback from your stakeholders?

IEP conversation: 1. Students receive services outlined in IEP. 2. Implementation is not consistent as students do not receive services during absences and grades are altered when IEP is followed. 3. Consistent data is not used to create targeted goals by all DL teachers. 4. Grading modification is not followed consistently. 5. Need for gen ed and DL teacher to both honor the IEP and work toward student IEP goals.

What student-centered problems have surfaced during this reflection?

1. Need for a former 8th grade students as a panel for current 8th grade students as done in SY22. 2. Need a plan to best support newcomers in the classroom and PD for teachers. 3. While data is being used to develop IEPs and students are receiving their related services with fidelity, student IEPs are not being implemented with fidelity in classroom as far as modifications and accommodations. 4) Not all teachers are ESL/Bilingual endorsed, being able to speak the language does not count for OLCE requirements.

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?

POSSIBLE GOALS: 1. Establish SECA and Teacher collaboration PD and protocol. 2. Increased inclusion of cluster students, such as during lunch or certain content courses when appropriate, not just specials. 3. Safety care PD for all teachers. 4. Team written IEPs between gen ed and DL teachers to improve IEPs. 5. Build time into the year-long schedule to facilitate collaboration between gen ed and DL teachers. 6. Have CM observe to ensure IEP implementation is effective and provide feedback.

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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...

Are missing large periods of instruction and must catch up when they return to class, large % of student with IEPs and is EL program are currently not on track due to attendance and truancy, in the past, student have reported having a "weak" sense of school connectedness on the School Progress Report survey



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...

need to leverage our roles as teachers to motivate students and parents to attend regularly, need to encourage a sense of community within the school through everyday interactions as well as school-wide practices of SEL initiatives, need to increase parental communication about school related matters and attendance concerns for high-truancy students



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....

create a school wide attendance plan and climate and culture student initiatives (i.e. Student of the Month, Be Kind, Special Olympics, WOW Sessions, Extracurriculars)



Resources:

Indicators of a Quality CIWP: Theory of Action

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

then we see....

a heightened sense of student motivation to come to school and an increase of parent to school communication



which leads to...

students missing fewer days of instruction (an increase in overall school attendance to 93%), an increased sense of student belonging, and more Diverse Learners and English Language Learners being considered "on track" by 50%

[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
 Trevino & Toledo/ CIWP Team / ILT

Dates for Progress Monitoring Check Ins
 Q1 [September 2](#) Q3 [February 9, 2024](#)
 Q2 [October 27, 2023](#) Q4 [April 1, 2024](#)

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Establish attendance team and school wide attendance plan	All Stakeholders	Week 3	Select Status
Action Step 1	Develop the team	All Stakeholders	Week 0	Select Status
Action Step 2	Develop the attendance plan	Attendance team, Administration	Week 1	Select Status
Action Step 3	Share and promote plan with school community	Attendance team, Administration	Week 2	Select Status
Action Step 4	Launching and monitoring data	Attendance team, Administration	Week 3	Select Status
Action Step 5	Tweak and revise as needed	Attendance team, Administration	Ongoing	Select Status
Implementation Milestone 2	Communication of all initiatives to students and community members	All Stakeholders	Ongoing	Select Status
Action Step 1	All teachers are asked to create a newsletter to communicate information to parents. Newsletters should be uploaded on each teacher page.	Administration / All Teachers	Week 0	Select Status
Action Step 2	Website and Remind App are updated and utilized regularly	All Teachers	Week 0	Select Status
Action Step 3	Morning announcements and assemblies are used to communicate the initiatives to students on an ongoing basis.	Administration	Ongoing	Select Status
Action Step 4	Promoting opportunities for parent involvement (Parent groups BAC / PAC/ LSC , Volunteers I & II)	Leadership Team, Administration	Monthly	Select Status
Action Step 5	Students present products of units of study in showcases to families, dance assembly, math and literacy nights and science fair.	All Teachers	Weekly starting Week 2	Select Status
Implementation Milestone 3	Implement strategic SEL programming	All Teachers	Quarterly	Select Status
Action Step 1	Provide advisory for grades 5th - 8th	Leadership Team, Counselor, Teachers	On Going	Select Status
Action Step 2	Partnering with outside Organizations to provide group sessions to interested students via WOW (Working on Womanhood)	All community stakeholders	On Going	Select Status
Action Step 3	Promoting positive behavioral characteristics via Be Kind initiative	Leadership Team, Teachers	On Going	Select Status
Action Step 4	Promoting positive behavioral and academic characteristics on a school wide basis via the Student Of the Month initiative	All Teachers	On Going	Select Status
Action Step 5	7th-8th grade student council promotes student voice, guides student surveys and organize activities for students.	Leadership Team, Counselor, Teachers	On Going	Select Status
Implementation Milestone 4	Extracurriculars / School Spirit	Leadership Team	Quarterly	Select Status
Action Step 1	Back to School Bash / Field Day	Leadership Team	Twice Yearly	Select Status
Action Step 2	Out of School Time Programming / OICE	Leadership Team	Twice Yearly / At Semester	Select Status
Action Step 3	CPS Sports Programming (Score) / Special Olympics	Leadership Team	Twice Yearly	Select Status
Action Step 4	Pep Rallies, Various Spirit Weeks, Various School Activities	Leadership Team, All Teachers	Twice Yearly	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 A school-wide constant weekly attendance percentage of 94% or higher, plus a "strong" sense of school connectedness as self reported by students in the My Voice survey.

SY26 Anticipated Milestones
 A school-wide constant weekly attendance percentage of 95% or higher, plus a "strong" sense of school connectedness as self reported by students in the My Voice survey.

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

Resources:

Indicators of a Quality CIWP: Goal Setting

[IL-EMPOWER Goal Requirements](#)

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.

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 of school-wide student attendance Increase the percentage of students on track	Yes	Increase Average Daily Attendance	Overall	89	93	94	95
			Overall	41	50	55	60
Students report a strong sense of school connectedness	Yes	Cultivate (Belonging & Identity)	Overall	Weak	Neutral	Strong	Strong
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🏆	Specify your practice goal and identify how you will measure progress towards this goal. 🏆		
	SY24	SY25	SY26
P&E:1 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.	The goal is to increase the attendance rate of Funston Elementary overall via school wide initiatives and a heightened embracing of teacher role in fostering attendance as a priority and thus ensure that students have a constant path to learning, this will aid in ensuring students are on track. The goal is for a minimum of a 90% attendance rate per homeroom on a weekly basis. We will measure this goal by tracking weekly homeroom attendance via ASPEN and ontrack data via Dashboard. Parents of students with extended absenteeism receive communication and outreach efforts to provide support as appropriate.	The goal is to increase the attendance rate of Funston Elementary overall via school wide initiatives and a heightened embracing of teacher role in fostering attendance as a priority and thus ensure that students have a constant path to learning, this will aid in ensuring students are on track. The goal is for a minimum of a 90% attendance rate per homeroom on a weekly basis. We will measure this goal by tracking weekly homeroom attendance via ASPEN and ontrack data via Dashboard. Parents of students with extended absenteeism receive communication and outreach efforts to provide support as appropriate.	The goal is to increase the attendance rate of Funston Elementary overall via school wide initiatives and a heightened embracing of teacher role in fostering attendance as a priority and thus ensure that students have a constant path to learning, this will aid in ensuring students are on track. The goal is for a minimum of a 90% attendance rate per homeroom on a weekly basis. We will measure this goal by tracking weekly homeroom attendance via ASPEN and ontrack data via Dashboard. Parents of students with extended absenteeism receive communication and outreach efforts to provide support as appropriate.
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 goal is to increase students' opportunities to access extracurricular programs and be part of school wide programs/systems that promote a sense of belonging and school community. This will be measured by the number of students participating in OST programs, sessions with WOW, and special olympics. The number of students participating in school wide initiatives will be set throughout the year. Student sense of belonging and overall sense of support in school will be measured via students surveys including My Voice survey.	The goal is to increase students' opportunities to access extracurricular programs and be part of school wide programs/systems that promote a sense of belonging and school community. This will be measured by the number of students participating in OST programs, sessions with WOW, and special olympics. The number of students participating in school wide initiatives will be set throughout the year. Student sense of belonging and overall sense of support in school will be measured via students surveys including My Voice survey.	The goal is to increase students' opportunities to access extracurricular programs and be part of school wide programs/systems that promote a sense of belonging and school community. This will be measured by the number of students participating in OST programs, sessions with WOW, and special olympics. The number of students participating in school wide initiatives will be set throughout the year. Student sense of belonging and overall sense of support in school will be measured via students surveys including My Voice survey.

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 of school-wide student attendance Increase the percentage of students on track	Increase Average Daily Attendance	Overall	89	93	Select Status	Select Status	Select Status	Select Status
		Overall	41	50	Select Status	Select Status	Select Status	Select Status
Students report a strong sense of school connectedness	Cultivate (Belonging & Identity)	Overall	Weak	Neutral	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Inclusive & Supportive Learning Environment

<p>P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>The goal is to increase the attendance rate of Funston Elementary overall via school wide initiatives and a heightened embracing of teacher role in fostering attendance as a priority and thus ensure that students have a constant path to learning, this will aid in ensuring students are on track. The goal is for a minimum of a 90% attendance rate per homeroom on a weekly basis. We will measure this goal by tracking weekly homeroom attendance via ASPEN and ontrack data via Dashboard. Parents of students with extended absenteeism receive communication and outreach efforts to provide support as appropriate.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>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.</p>	<p>The goal is to increase students' opportunities to access extracurricular programs and be part of school wide programs/systems that promote a sense of belonging and school community. This will be measured by the number of students participating in OST programs, sessions with WOW, and special olympics. The number of students participating in school wide initiatives will be set throughout the year. Student sense of belonging and overall sense of support in school will be measured via students surveys including My Voice survey.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

If Checked:



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

Complete IL-Empower Section below

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

If Checked:



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

No action needed

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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



The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).



The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.



Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:

- a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
- b) Contracting for professional services from State-Approved Learning Partners
- c) Conducting school-level needs assessments
- d) Analyzing data
- e) Identifying resource inequities
- f) Researching and implementing evidence-based interventions
- g) Purchasing standards-aligned curriculum and materials
- h) Purchasing and administering local assessments for progress monitoring



Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.



Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.



School Improvement Reports (SIR) are due on a triannual basis.



Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.



As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.



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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

		Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	iReady (Reading and Math) Star 360 (Reading and Math): % of students meeting or exceeding Star 360/i-Ready	Other [Dual Language]	IReady Reading Iready Math: STAR 360 Read STAR 360 Math	30	40	50
		Other [Monolingual]		30	40	50
Required Reading Goal	iReady (Reading and Math) Star 360 (Reading and Math): % of students meeting or exceeding Star 360/i-Ready	Other [Dual Language]	IReady Reading Iready Math: STAR 360 Read STAR 360 Math	30	40	50
		Other [Monolingual]		30	40	50
Optional Goal	ACCESS: % of students exiting the ELL program at Funston					

Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	Our school is a Title I school operating a Schoolwide Program This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		
If Checked:	<input type="checkbox"/>	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.

CPR & 1st Aid Training

Promoting academic excellence in the home

Promoting resources the school community can use to advance (library, park district, alderman)

Providing opportunities for families to learn SEL strategies they can use with students

Preparing families for academic excellence while sharing how to navigate highschool application process



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