CIWP Team & Schedules

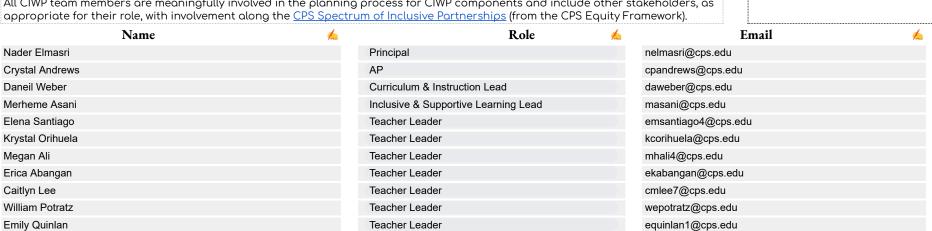Indicators of Quality CIWP: CIWP Team

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 ✍
Nader Elmasri	Principal	nelmasri@cps.edu
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Megan Ali	Teacher Leader	mhali4@cps.edu
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Caitlyn Lee	Teacher Leader	cmlee7@cps.edu
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Emily Quinlan	Teacher Leader	equinlan1@cps.edu
Leah Songer	Parent	leah.songer@gmail.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	6/9/23	8/10/23
Reflection: Curriculum & Instruction (Instructional Core)	6/26/23	7/31/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/11/23	8/7/23
Reflection: Connectedness & Wellbeing	6/9/23	8/10/23
Reflection: Postsecondary Success	8/8/23	8/10/23
Reflection: Partnerships & Engagement	8/8/23	8/10/23
Priorities	7/25/23	8/10/23
Root Cause	7/25/23	8/10/23
Theory of Acton	7/25/23	8/10/23
Implementation Plans	7/25/23	8/10/23
Goals	7/25/23	8/10/23
Fund Compliance	8/8/23	8/10/23
Parent & Family Plan	8/8/23	8/10/23
Approval	8/10/23	8/10/23

SY24 Progress Monitoring Schedule

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

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

Indicators of a Quality CIWP: Reflection on Foundations

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

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

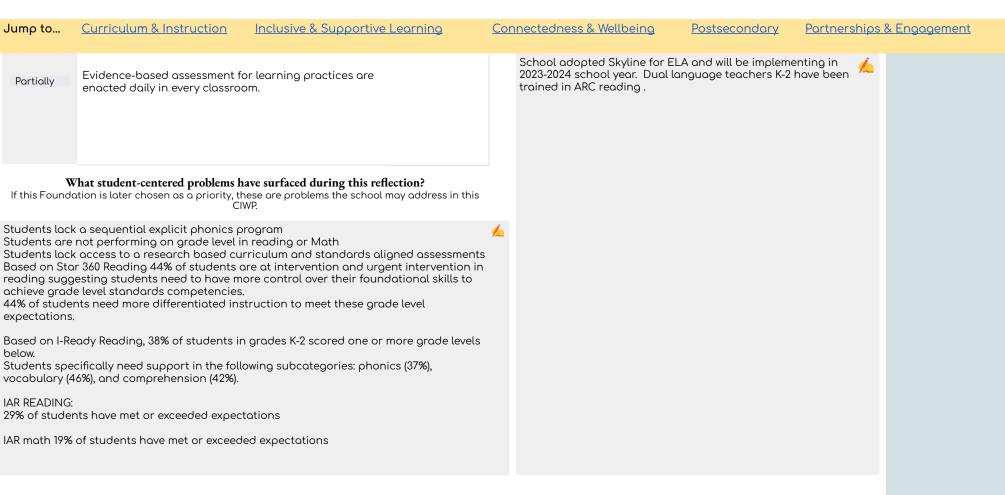Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

Curriculum & Instruction

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes — All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	IAR ELS 9% Meeting in ELA, 4% Meeting in Math - Very few ELS meeting Grade level profiiciency on IAR causing us to be Targeted for IL Empower ✏️ I-Ready Math Concerns - kindergarten growth BOY - EOY, concerned about strands from MOY to EOY - what can we do to help them succeed? 1st grade - concerns about 1 grade level below across BOY, MOY, EOY - minimal growth throughout the year 2nd grade - positive math trends Positive math trends in kindergarten and 2nd 2nd grade made up a huge gap in foundation skills Narrow which skills need to be targeted with skyline I-Ready ELA: Good growth in kindergarten 1st grade minimal growth - a lot of turnover in 1st grade 2nd grade growth Spanish - Math: Larger gains in kindergarten, but similar trend of growth in both 2nd and kinder Think about: they have to read it to themselves in Spanish (read, comprehend, then determine answer) → a large majority are now 50/50 split of Spanish being the home language. Do students have the academic math vocabulary they need?	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW)
Partially — Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	Spanish - ELA: Reading was much stronger in Spanish than English Language arts is thematic (SS or Science is embedded in language arts - exposure to vocabulary is much heavier than math which is taught in isolation) may contribute to higher scores Star Math: School wide - by EOY over 50% of students were at or above benchmark School wide - 50% are not at benchmark Strong emphasis on number sense - the school has had a drop in number sense over the past few years Large yellow category - how are we structuring math blocks/centers? What tier 1 s upports are we putting in place? Can they be quick wins to move yellow group? How can we utilize go math better? Need time to build it in + practice the facts. Can we spiral the curriculum better? Star Reading: More students at or above benchmark in math than ELA - could be because of advanced math program Urgent intervention category is largest in reading w/ 30% (UrgentInt+ Int 44%) Monolingual classroom EL's should be a focus IAR Math: Great learning curve on using the IAR assessment 42% approach expectations or higher Amount of students in emerging category did not move much Saw growth in expanding and bridging categories 54% of students did not show proficiency IAR READING: 29% of students have met or exceeded expectations	PSAT (Math) STAR (Reading)
Partially — Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** Based on our Cultivate data, our school scored in the following categories: affirming identities 63%, classroom community 43%, feedback for growth 60%, learning goals 56%, meaningful work 39%, student voice 41%, supportive teaching 49%, teacher caring 44%, well organized classroom 61%. ✏️	STAR (Math) iReady (Reading) iReady (Math)
Partially — The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades ACCESS
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		TS Gold Interim Assessment Data
	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	

| Partially | Evidence-based assessment for learning practices are enacted daily in every classroom. | School adopted Skyline for ELA and will be implementing in 2023-2024 school year. Dual language teachers K-2 have been trained in ARC reading . ✏️ | |

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 lack a sequential explicit phonics program ✏️
Students are not performing on grade level in reading or Math
Students lack access to a research based curriculum and standards aligned assessments
Based on Star 360 Reading 44% of students are at intervention and urgent intervention in reading suggesting students need to have more control over their foundational skills to achieve grade level standards competencies.
44% of students need more differentiated instruction to meet these grade level expectations.

Based on I-Ready Reading, 38% of students in grades K-2 scored one or more grade levels below.
Students specifically need support in the following subcategories: phonics (37%), vocabulary (46%), and comprehension (42%).

IAR READING:
29% of students have met or exceeded expectations

IAR math 19% of students have met or exceeded expectations

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	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	After reviewing metrics, the MTSS team will continue to strengthen and support school wide implementation with branching minds. We will continue to use our handbook with screener reccomendations to support tiered instruction and differentation. We plan to implement a school-wide ELA curriculum (Skyline) to hopefully strengthen and further support students in their tier 1 ELA instruction. ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?**	
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	Stakeholders appreciate the resources the MTSS team has developed for school wide implementation as well as the implememtation of the MTSS referral process. By providing stakeholders with a clear process and an array of resources, teachers and families felt better equit to support students differentiated / tiered learning. There was feedback that we need a universal tier 1 curriculum for phonics instruction as that was an area of improvement seen in our school-wide data. ✏️	
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		We have created a detailed MTSS handbook that staff used as a resource to guide intervention supports. The MTSS lead and team attended branching minds training and implemented branching minds for intervention groups. The MTSS team also created and developed universal progress monitoring tools for all staff to use for tiered interventions. ✏️	

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.

Some student-centered problems that have surfaced is the need for a strong Tier 1 instruction and differentiation. There is also a need for teachers to identify and begin the referral process in a timely manner with the necessary data points to back their proposal. ✏️

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics

Using the associated references, is this practice consistently implemented?	Details	References	Reflection / Feedback	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	Overall the Safety Measure was 37% (weak) and more specifically 41% and 21% of students reported they feel "not safe" or "somewhat safe" in bathroom and hallway spaces respectively. ✏️ / Overall, Student-Teacher Trust was 40 (neutral) but more specifically 12 (very weak) for Black/African American population as well as 7th/8th Grade. / 51% "disagree" or "strongly disagree" that they can find a way to help people end arguments. / 84% of students reported they agreed or strongly agree that teachers are willing to give extra help on schoolwork if they need it. / 83% "agree" or "strongly agree" that teachers notice if they have trouble learning something. / 88% "agree" or "strongly agree" that teachers help them catch up if they are behind.	% of Students receiving Tier 2/3 interventions meeting targets / Reduction in OSS per 100 / Reduction in repeated disruptive behaviors (4-6 SCC)
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Overall the Safety Measure was 37% (weak) and more specifically 41% and 21% of students reported they feel "not safe" or "somewhat safe" in bathroom and hallway spaces respectively. / Overall, Student-Teacher Trust was 40 (neutral) but more specifically 12 (very weak) for Black/African American population as well as 7th/8th Grade. / 51% "disagree" or "strongly disagree" that they can find a way to help people end arguments. / 84% of students reported they agreed or strongly agree that teachers are willing to give extra help on schoolwork if they need it. / 83% "agree" or "strongly agree" that teachers notice if they have trouble learning something. / 88% "agree" or "strongly agree" that teachers help them catch up if they are behind.	Access to OST / Increase Average Daily Attendance / Increased Attendance for Chronically Absent Students
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** / Teachers expressed wanting to return to professional development to improve upon the classroom and schoolwide learning conditions to increase on-task behaviors and minimize disrutions to the class and learning. ✏️ / Students shared on student voice survey that they feel aduls int he building look out for them and they experience joy. 5Es showed feelings of uncertainty when it came to safety in the hallways, class, and outside of the school.	Reconnected by 20th Day, Reconnected after 8 out of 10 days absent / Cultivate (Belonging & Identity) / Staff trained on alternatives to exclusionary discipline (School Level Data) / Enrichment Program Participation: Enrollment & Attendance / Student Voice Infrastructure / Reduction in number of students with dropout codes at EOY
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			

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 do not feel safe in the bathroom, Hallways or Outside. ✏️
-Students lack Problem Solving/ Peer Conlfict Skills/Grit
-Only 49% of students feel that they can find a way to help people end arguments.
-Students spent 3 years learning by themslves at home and missed peer to peer in person interactions to pracitce the social skills andloive grit situations a
51% "disagree" or "strongly disagree"

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?

- Bucket filling whole school philosophy ✏️
-Planning to implement responsive classroom strategies

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	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)	6th - 8th grade take students through planning for high school. 8th grade engaged in pathways to success, which is an 8th grade planning tool. ✏️	Graduation Rate / Program Inquiry: Programs/participation/attainment rates of % of ECCC / 3 - 8 On Track / Learn, Plan, Succeed
	Structure for supporting the completion of	Individualized Learning Plans		

Partially	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
No	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit		9th and 10th Grade On Track
				Cultivate (Relevance to the Future)
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).			Freshmen Connection Programs Offered (School Level Data)
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		
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		

What is the feedback from your stakeholders?

Families appreciated parent meetings about 8th grade planning. ✏️

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?

6th - 8th grade take students through planning for high school. 8th grade engaged in pathways to success, which is an 8th grade planning tool. ✍️

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

There are some students having a hard time meeting with / contacting families to ensure they meet their deadlines. ✏️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	We scored 74 - Strong on the 5 Essentials Survey in the "Involved Families" section. ✍️	Cultivate
				5 Essentials Parent Participation Rate
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		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)
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		Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

Stakeholders have expressed they appreciate all the activities we offer at the school. They have expressed that they want more communication from certain grade level 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.

Middle school students would like to have more student voice in the school community.   ✍️

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

Student schedules are tailored to their specific class needs. We are using responsive classroom to engage students in classroom community and environment.   ✍️

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?

IAR ELS 9% Meeting in ELA, 4% Meeting in Math - Very few ELS meeting Grade level profiiciency on IAR causing us to be Targeted for IL Empower

I-Ready Math
Concerns - kindergarten growth BOY - EOY, concerned about strands from MOY to EOY - what can we do to help them succeed?
1st grade - concerns about 1 grade level below across BOY, MOY, EOY - minimal growth throughout the year
2nd grade - positive math trends
Positive math trends in kindergarten and 2nd
2nd grade made up a huge gap in foundation skills
Narrow which skills need to be targeted with skyline

I-Ready ELA:
Good growth in kindergarten
1st grade minimal growth - a lot of turnover in 1st grade
2nd grade growth

What is the feedback from your stakeholders?

Based on our Cultivate data, our school scored in the following categories: affirming identities 63%, classroom community 43%, feedback for growth 60%, learning goals 56%, meaningful work 39%, student voice 41%, supportive teaching 49%, teacher caring 44%, well organized classroom 61%.

What student-centered problems have surfaced during this reflection?

Students lack a sequential explicit phonics program
Students are not performing on grade level in reading or Math
Students lack access to a research based curriculum and standards aligned assessments
Based on Star 360 Reading 44% of students are at intervention and urgent intervention in reading suggesting students need to have more control over their foundational skills to achieve grade level standards competencies.
44% of students need more differentiated instruction to meet these grade level expectations.

Based on I-Ready Reading, 38% of students in grades K-2 scored one or more grade levels below.
Students specifically need support in the following subcategories: phonics (37%), vocabulary (46%), and comprehension (42%).

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?

School adopted Skyline for ELA and will be implementing in 2023-2024 school year. Dual language teachers K-2 have been trained in ARC reading .

Determine Priorities

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

Students...

Students are not on grade level in reading (Star 360 Reading 44% of students are at intervention and urgent intervention
Students need to have more control over their foundational skills to achieve grade level standards competencies.
44% of students need more differentiated instruction to meet these grade level expectations.
Students don't have access to explicit
Based on I-Ready Reading, 38% of students in grades K-2 scored one or more grade levels below.
Students specifically need support in the following subcategories: phonics (37%), vocabulary (46%), and comprehension (42%).

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

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

As adults in the building, we...

We are not teaching using an explicit/systematic phonics curriculum
We are not consistently using a high quality curriculum with a clear scope and sequence that builds from year to year.
We are not collaboratively looking at unit assessments to plan for reteaching and standards mastery.
teachers pulled form a wide varieyt of resouces to accomodate; time distrubution among students who need intense support
We have inconsistency in lesson plans/tier 1 and teir 2 instruction.
We are overcorrecting towards meeting the kids where they are instead of teaching grade level curriculum

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

What is your Theory of Action?

If we....

"adopt and implement a high quality curriculum by all teachers, PK-8, with materials, including foundational skills materials, that are standards-aligned and culturally responsive

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

Curriculum & Instruction

with rigorous, meaningful tasks

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

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

then we see....

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.

Students experience grade-level, standards-aligned instruction and increasing their control over grade level competencies

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...

More students (particularly ELs) performing at or above grade level on curriculum based assessments (iReady K-2 and Star360 3-8) and IAR by the end of the three year CIWP cycle.

Return to Top | **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

ILT

Dates for Progress Monitoring Check Ins

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

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Cohesive school -wide ELA curriculum (Skyline, Lunita, ARC, Estrellita) to provide rigourus instruction to students	Teachers, ILT, Admin Team	June 2024	*Select Status*
Action Step 1	send emails to staff to complete Skyline training, send PD schedule	ILT	August	Completed
Action Step 2	During week 0, ILT members will lead teacher teams through unpacking curriculum for ELA Skyline, ARC and Estrellita and Lunita to review scope and sequence	Teachers, ILT, Admin Team	August, week 0	*Select Status*
Action Step 3	During Week 0, building on the Scope and Sequence,	Teachers	August, week 0	*Select Status*
Action Step 4	monthly collaborative unit planning/looking at data	Teachers/Admin	Monthly	*Select Status*
Action Step 5	Attend CPS Skyline PDS	Teachers/Admin	On-going	*Select Status*
Implementation Milestone 2	Administer and review end of unit grade level assessments to better track student mastery of grade level standards			*Select Status*
Action Step 1	PD on checkpoint and looking at unit assessment data			*Select Status*
Action Step 2	Establish cadence of GLTs focused on reviewing checkpoint item analysis			*Select Status*
Action Step 3	year 3 - begin to administer Interim assesments for IAR predictor			*Select Status*
Action Step 4	Create reteach and small group plans based on assessment data			*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 3	Create consistent instructional dual language/bilingual team to review curriculum, data and refine program			*Select Status*
Action Step 1	Meet to reivew the Cultural and Linguistic Loof-Fors in Dual Language Culturally & Linguistically Student-Centered Spaces			*Select Status*
Action Step 2	Review I-ready/Star/IAR data and create plans			*Select Status*
Action Step 3	Examine block and content allocations to ensure right fit and student success			*Select Status*
Action Step 4	Study best practices in dual education and implement (Bridge, metalinguistic analysis, dictado, asi/asi)			*Select Status*
Action Step 5	Present at school improvement day Professional development days to whole staff on ways to support English Learners in monolingual classrooms			*Select Status*
Implementation Milestone 4	Differentiated professional development for teacher tiers			*Select Status*
Action Step 1	Connect Year 1-2 teachers with a non-grade level mentor for support with teaching and learning			*Select Status*
Action Step 2	New teachers recive weekly meetings with instrucitonal lead coach to lesson plan and review assessment data			*Select Status*
Action Step 3	Teachers attend district and network PD based on need			*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]	✍️

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

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

<div align="right">Curriculum & Instruction</div>

| SY26 Anticipated Milestones | [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] ✍️ |

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 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 ✍️	SY24	SY25	SY26
% of students meeting/exceeding on the IAR ELAMATH Assessment	No	IAR (English)	Overall	29%/19% Meeting/Exceed	35	40	45
			English Learners	9%/4% Meeting ELA	15	20	25
% of students at/or above benchamrk in grades 3/8 STAR reading	Yes	STAR (Reading)	Overall	45% At/Or Above Benchmark	51	56	61
			English Learners	11% At/Or Above Benchmark	16	21	26

Numerical Targets [Optional] ✍️

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.	100% ELA teachers will be trained to use high quality curriculum (Skyline)	100% ELA teachers will administer and review skyline unit assessment data for reteaching and small group planning	100% teachers will be implementing the entire curriculum and will add interim assessments to prepare for IAR assessment
C&I:2 Students experience grade-level, standards-aligned instruction.	60% classrooms exhibit standards based instruction based on Rigor Walk rubric and walkthroughs	75% classrooms exhibit standards based instruction based on Rigor Walk rubric and walkthroughs	100% classrooms exhibit standards based instruction based on Rigor Walk rubric and walkthroughs
Select a Practice			

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/exceeding on	IAR (English)	Overall	29%/19% Meeting/Exceed	35	Select Status	Select Status	Select Status	Select Status

Curriculum & Instruction

					Select Status	Select Status	Select Status	Select Status
the IAR ELAMATH Assessment	IAR (English)	English Learners	9%/4% Meeting ELA	15	Select Status	Select Status	Select Status	Select Status
% of students at/or above benchamrk in grades 3/8 STAR reading	STAR (Reading)	Overall	45% At/Or Above Benchmark	51	Select Status	Select Status	Select Status	Select Status
		English Learners	11% At/Or Above Benchmark	16	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.	100% ELA teachers will be trained to use high quality curriculum (Skyline)	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	60% classrooms exhibit standards based instruction based on Rigor Walk rubric and walkthroughs	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

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?

IAR ELS 9% Meeting in ELA, 4% Meeting in Math - Very few ELS meeting Grade level profiiciency on IAR causing us to be Targeted for IL Empower

I-Ready Math
Concerns - kindergarten growth BOY - EOY, concerned about strands from MOY to EOY - what can we do to help them succeed?
1st grade - concerns about 1 grade level below across BOY, MOY, EOY - minimal growth throughout the year
2nd grade - positive math trends
Positive math trends in kindergarten and 2nd
2nd grade made up a huge gap in foundation skills
Narrow which skills need to be targeted with skyline

I-Ready ELA
Good growth in kindergarten
1st grade minimal growth - a lot of turnover in 1st grade
2nd grade growth

What is the feedback from your stakeholders?

Based on our Cultivate data, our school scored in the following categories: affirming identities 63%, classroom community 43%, feedback for growth 60%, learning goals 56%, meaningful work 39%, student voice 41%, supportive teaching 49%, teacher caring 44%, well organized classroom 61%.

What student-centered problems have surfaced during this reflection?

Students lack a sequential explicit phonics program
Students are not performing on grade level in reading or Math
Students lack access to a research based curriculum and standards aligned assessments
Based on Star 360 Reading 44% of students are at intervention and urgent intervention in reading suggesting students need to have more control over their foundational skills to achieve grade level standards competencies.
44% of students need more differentiated instruction to meet these grade level expectations.

Based on I-Ready Reading, 38% of students in grades K-2 scored one or more grade levels below.
Students specifically need support in the following subcategories: phonics (37%), vocabulary (46%), and comprehension (42%).

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?

School adopted Skyline for ELA and will be implementing in 2023-2024 school year. Dual language teachers K-2 have been trained in ARC reading .

Determine Priorities

Resources: 🚀

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

Students...

Students are not on grade level in reading (Star 360 Reading 44% of students are at intervention and urgent intervention
Students need to have more control over their foundational skills to achieve grade level standards competencies.
44% of students need more differentiated instruction to meet these grade level expectations.
Students don't have access to explicit
Based on I-Ready Reading, 38% of students in grades K-2 scored one or more grade levels below.
Students specifically need support in the following subcategories: phonics (37%), vocabulary (46%), and

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

Resources: 🚀

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

As adults in the building, we...

We are not teaching using an explicit/systematic phonics curriculum
We are not consistently using a high quality curriculum with a clear scope and sequence that builds from year to year.
We are not collaboratively looking at unit assessments to plan for reteaching and standards mastery.
Teachers pulled from a wide variety of resources to accomodate; time distribution among students who need intense support
We have inconsistency in lesson plans/tier 1 and tier 2 instruction.
We are overcorrecting towards meeting the kids where they are instead of teaching grade level curriculum

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

What is your Theory of Action?

If we....

adopt and implement a high quality curriculum by all teachers, PK-8, with materials, including foundational skills materials, that are standards-aligned and culturally responsive with rigorous, meaningful tasks

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Curriculum & Instruction

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

then we see....

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.

Students experience grade-level, standards-aligned instruction and increasing their control over grade level competencies ✏️

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...

More students (particularly ELs) performing at or above grade level on curriculum based assessments (iReady K-2 and Star360 3-8) and IAR by the end of the three year CIWP cycle. ✏️

Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✏️

ILT

Dates for Progress Monitoring Check Ins

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

	SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1	Teachers demonstrate a clear understanding of standards at, above and below my grade level and identify the priority standards for each unit/year	Teachers, ILT, Admin Team		Select Status
Action Step 1	Unpack grade level standards by reviewing the common core coherence map	ILT	Ongoing monthly	In Progress
Action Step 2	Identify where in the curriculum the priority standards are listed for grade levels (both above and below)	Teachers, ILT, Admin Team	August, week 0	Completed
Action Step 3	Examine and compare vertical assessments to identify the differences in grade level expectations per standard		Ongoing monthly	
Action Step 4	Examine examples of IAR questions based on standards		End of Q2 (jan/feb)	Select Status
Action Step 5	On-going tiered support; Connect Year 1-2 teachers with a non-grade level mentor for support with teaching and learning; New teachers recieve weekly meetings with instructional lead coach to lesson plan and review assessment data; Teachers attend district and network PD based on their needs		On going monthly	In Progress
Action Step 6	Monthly check-ins at grade level team meetings and flex after school PD with protocols for check-ins		On going monthly	In Progress
Implementation Milestone 2	Identifying school-wide skyline assessments that teams will use to assess grade level criteria			Select Status
Action Step 1	Curriculum map built out for each quarter with topics, standards, and assessments outlined		Quarterly Check in	Not Started
Action Step 2	Update skyline provided scope and squence with links to texts and assessments grade teams used. Goal is to create a working document for teams to reference next year		Quarterly Check in	Not Started
Action Step 3	Know where to identify the appropriate supports for ELs and DLs so they can be highlighted and linked in the lessons		Stating in Q3 add to working document from action step 2	Not Started
Action Step 4	Professional reading about looking at student work and practice protocols for collatoration		PD 9/22 and a subsequent GLT	Not Started
Action Step 5	Analyze student work and performance on tasks based on rubrics to determine next steps/corrective action plans		Start in Q3	Not Started
Implementation Milestone 3	Implement grade level units/tasks that are rigorous and meaningful			Select Status
Action Step 1	Building a collective understanding of what makes tasks rigorous by reviewing End of Unit Assessments and determining rigor level of assessment. (Utilizing the rigor tools such as Hess rigor matrix, Bloom's Taxonomy, the DOK (depth of knowledge), Marzano levels		Monthly (by unit), Starts week 0	Select Status
Action Step 2	Connect the tasks in the unit to the coherence map and examine how they build on previous knowledge and what this standard builds on for the next year and plan for modifications		Monthly (by unit), Starts week 0	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

Implementation Milestone 4	Create consistent instructional dual language/bilingual team to review curriculum, data and refine program			*Select Status*
Action Step 1	Meet to review the Cultural and Linguistic Look-Fors in Dual Language Culturally & Linguistically Student-Centered Spaces		October 11	*Select Status*
Action Step 2	Review I-ready/Star/IAR data and create plans		November 1st	*Select Status*
Action Step 3	Examine block and content allocations to ensure right fit and student success- Review Block Break down PDF to identify gaps in the integration of Spanish Language Arts embedded withing the content.		December 13th	*Select Status*
Action Step 4	Bridge, metalinguistic analysis, dictado, asi/asi)		January 24th and Weekly planning with Dual Language Coordinator and ELPT	In Progress
Action Step 5	Present to whole staff at school improvement day/ Professional development days on ways to support English Learners in monolingual classrooms		Beginning of February	*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	75% of teachers demonstrate a clear understanding of standards at, above, and below grade level and use school-wide assessments that are rigorous and meaningful ✏️
SY26 Anticipated Milestones	100% of teachers demonstrate a clear understanding of standards at, above, and below my grade level and use school-wide assessments that are rigourous and meaningful ✏️

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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/exceeding on the IAR ELA Assessment	No	IAR (English)	Overall	29% Meeting/Exceed	33	40	45
			English Learners	9% Meeting ELA	13	20	25
% of students at/or above benchmark in grades 3/8 STAR reading	Yes	STAR (Reading)	Overall	45% At/Or Above Benchmark	51	56	61
			English Learners	11% At/Or Above Benchmark	16	21	26

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.	100% ELA teachers will be trained to use high quality curriculum (Skyline)	100% ELA teachers will administer and review skyline unit assessment data for reteaching and small group planning	100% teachers will be implementing the entire curriculum and will add interim assessments to prepare for IAR assessment
C&I:2 Students experience grade-level, standards-aligned instruction.	60% classrooms exhibit standards based instruction based on Rigor Walk rubric and walkthroughs	75% classrooms exhibit standards based instruction based on Rigor Walk rubric and walkthroughs	100% classrooms exhibit standards based instruction based on Rigor Walk rubric and walkthroughs

Curriculum & Instruction

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/exceeding on the IAR ELA Assessment	IAR (English)	Overall	29% Meeting/Exceed	33	Select Status	Select Status	Select Status	Select Status
		English Learners	9% Meeting ELA	13	Select Status	Select Status	Select Status	Select Status
% of students at/or above benchmark in grades 3/8 STAR reading	STAR (Reading)	Overall	45% At/Or Above Benchmark	51	Select Status	Select Status	Select Status	Select Status
		English Learners	11% At/Or Above Benchmark	16	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.	100% ELA teachers will be trained to use high quality curriculum (Skyline)	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	60% classrooms exhibit standards based instruction based on Rigor Walk rubric and walkthroughs	Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status

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

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Overall the Safety Measure was 37% (weak) and more specifically 41% and 21% of students reported they feel "not safe" or "somewhat safe" in bathroom and hallway spaces respectively.

Overall, Student-Teacher Trust was 40 (neutral) but more specifically 12 (very weak) for Black/African American population as well as 7th/8th Grade.

51% "disagree" or "strongly disagree" that they can find a way to help people end arguments.

84% of students reported they agreed or strongly agree that teachers are willing to give extra help on schoolwork if they need it.

83% "agree" or "strongly agree" that teachers notice if they have trouble learning something.

88% "agree" or "strongly agree" that teachers help them catch up if they are behind.

Overall the Safety Measure was 37% (weak) and more specifically 41% and 21% of students reported they feel "not safe" or "somewhat safe" in bathroom and hallway spaces respectively.

What is the feedback from your stakeholders?

Teachers expressed wanting to return to professional development to improve upon the classroom and schoolwide learning conditions to increase on-task behaviors and minimize disrutions to the class and learning.

Students shared on student voice survey that they feel aduls int he building look out for them and they experience joy. 5Es showed feelings of uncertainty when it came to safety in the hallways, class, and outside of the school.

What student-centered problems have surfaced during this reflection?

-Students do not feel safe in the bathroom, Hallways or Outside.
-Students lack Problem Solving/ Peer Conflict Skills/Grit
-Only 49% of students feel that they can find a way to help people end arguments.
-Students spent 3 years learning by themslves at home and missed peer to peer in person interactions to pracitce the social skills andloive grit situations a
51% "disagree" or "strongly disagree"

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?

- Bucket filling whole school philosophy
-Planning to implement responsive classroom strategies

Determine Priorities

Return to Top

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

Students...

Students show a weak ability to solve personal and interpersonal conflicts
Students are reporting they are not feeing safe in different areas of the school
Students do not see the abliity to keep trying and perservre when things become diffuclt
-Students lack Problem Solving/ Peer Conlfict Skills/Grit
-Only 49% of students feel that they can find a way to help people end arguments.
-Students spent 3 years learning by themslves at home and missed peer to peer in person interactions t
51% "disagree" or "strongly disagree"

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

Return to Top

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

As adults in the building, we...

Worry about academic leanring loss and under-estimated the emotional impact
- had no guidance for how to recover and deal with the size of the lack of skills.
-lack capacity to handle behaviors
-were excited to get back to things but kids came back had a lack of frame of reference for what to return too.
Physcial safety took more priority over meitonal skil building of students
4 years of no PD focused on "regular resposive tyoe of leanring" and the tier 1 isntuction didn't meethe majority needs

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....

Resources: 🚀

Connectedness & Wellbeing

provide all staff with focused and intentional professional development on Responsive Classroom and Restorative Practices strategies to establish a more cohesive structure of classroom supports ✏️

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.

then we see....

a consistent approach across the school that gives classrooms common age appropiate expectations, students access to tools and strategies to resolve conflicts and help each other, and a greater sense of community inside and outside the classroom ✏️

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 overall feeling safe, able to solve arguements with peers, and able to sustain interest and effort toward long-term goals, and increase their growth mindset and interpersonal skills as evidenced by the 5E measures of safety, emotional health, and grit. ✏️

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 ✏️

Climate and Culture

Dates for Progress Monitoring Check Ins

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

	SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1	Establish cohesive schoolwide systems for building strong relationships (student to student, student to adult, adult to adult)	Teachers, ILT, Admin Team	End of Q1	Select Status
Action Step 1	Understand basic components of Responsive Classroom	Teachers, ILT, Admin	Week 0	Completed
Action Step 2	Leading staff through making rules and create an ongoing opt in schedule for peer visits	Teachers, ILT, Admin	Week 0	Completed
Action Step 3	Build out schoolwide agreements/expecatations for first 20 days by creating a common list of key components and learning conditions that are necessary for a supportive classroom	Teachers, ILT, Admin	Week 0	Select Status
Action Step 4	Check in to share rules and how they're created and identify model classrooms to provide tiered support	Teachers, ILT, Admin	Week 0	Completed
Action Step 5	Establish meaningful schoolwide consequences	Teachers, Climate Culture Team, Admin	September 22	In Progress
Implementation Milestone 2	Implementing Tier 1 strategies that empower students to contribute to a supportive learning environment	Teachers, Climate Culture Team, Admin	End of Q1	Select Status
Action Step 1	Establish classroom agreements	Teachers	Week 0	Completed
Action Step 2	Create own wheel of choices by grade band	Teachers	Week 0	Completed
Action Step 3	Introduce wheel of choices to students	Teachers	September	Completed
Action Step 4	Revisiting essential agreements, wheel of choices, and meaningful consequences	Admin/Climate Culture	February 9	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Responding to Misbehavior with Empathy	Admin/Climate Culture	End of Q4	Select Status
Action Step 1	Read professional articles from the Responsive Classroom series on empathy, teaching self-discipline, and the power of our words to build an understanding of how teachers can help students develop the intrinsic motivation to take care of themselves, each other, and their own learning	School Improvement Day	Sept. 22	Select Status
Action Step 2	Model and reflect on case studies where a sample student is misbehaving and use stategies from the Responsive Classsroom and Restorative Practices Toolkit to lead to a resolution	Teachers/Admin	Oct. 27	Select Status
Action Step 3	Examine in grade level teams misconducts and assign logical consequences from a menu of interventions and practices. Discuss in teams what made that consequence effective or not effective using the Responsive Classroom and Restorative Practices Toolkit rubric for logical consequence	Teachers/Admin	On-going in Grade Team Meetings	Select Status
Action Step 4	Climate and Culture, BHT Team, and teachers engage in consultancy protocol to problem solve and develop adpative skills to repair harm in the classroom/relationship	BHT/Climate CUlutre/Admin	June 7	Select Status
Action Step 5	Whole staff engages in professional learning provided by Single Story INC. on bias and impacts of bias in classrom relationships and discipline, including student workshops faciliated by SIngle Story	Admin/Teachers	June 7	Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status

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Connectedness & Wellbeing

</div>

Action Step 3					Select Status
Action Step 4					Select Status
Action Step 5					Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	75% of classrooms will display the school wide systems and structures for safety protocols to establish a supportive learning environment ✏️
SY26 Anticipated Milestones	100% of classrooms will display the school wide systems and structures for safety protocols to establish a supportive learning environment ✏️

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

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	Numerical Targets [Optional] ✏️		
					SY24	SY25	SY26
% of students feel safe both in and around the school building and while they travel to and from home.	No	5E: Supportive Environment	Overall	37	42	47	53
			English Learners	30	35	40	45
The Climate and Culture student voice survey adminstered 3xs per year to all grade levels focused on SEL	Yes	Other	Overall	TBD			
			Select Group or Overall	TBD			

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	At the beginning of the year the BHT will rate themselves using the Behavioral Health Team (BHT) Key Components Assessment & Monitoring Tool and SEL Teaming Sturctures rubric Based on our BOY assessment, the team will choose focus areas to improve going from no/partial to yes by EOY	Using the same tool, the team will increase the number of components that they rate as being a yes to having a successfully functioning Behavioral Health team (BHT) and Climate and Culture team	
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	The Climate Culture team and school staff will conduct learning walks to gather schoolwide evidence that demonstrates students experiencing tier 1 healing supports, SEL instruction, and restorative pratices based on the strategies and components focused on the actions steps listed above. Based on this data, the school will look to set goals for the following two years to improve on this practice.	The Climate Culture team and school staff will conduct learning walks to gather scholwide evidence that demonstrates students experiencing tier 1 healing supports, SEL instruction, and restorative pratices based on the strategies and components focused on the actions steps listed above. Based on this data, the school will look to set goals for the following two years to improve on this practice.	
Select a Practice			

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 =>

Connectedness & Wellbeing

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 feel safe both in and around the school building and while they travel to and from home.	5E: Supportive Environment	Overall	37	42	Select Status	Select Status	Select Status	Select Status
		English Learners	30	35	Select Status	Select Status	Select Status	Select Status
The Climate and Culture student voice survey adminstered 3xs per year to all grade levels focused on SEL	Other	Overall	TBD		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall	TBD		Select Status	Select Status	Select Status	Select Status

Practice Goals

		Progress Monitoring			
Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	At the beginning of the year the BHT will rate themselves using the Key Components Assessment & Monitoring Tool and SEL Teaming Based on our BOY assessment, the team will choose focus areas to	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	The Climate Culture team and school staff will conduct learning wall	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	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 =>

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Overall the Safety Measure was 37% (weak) and more specifically 41% and 21% of students reported they feel "not safe" or "somewhat safe" in bathroom and hallway spaces respectively.

Overall, Student-Teacher Trust was 40 (neutral) but more specifically 12 (very weak) for Black/African American population as well as 7th/8th Grade.

51% "disagree" or "strongly disagree" that they can find a way to help people end arguments.

84% of students reported they agreed or strongly agree that teachers are willing to give extra help on schoolwork if they need it.

83% "agree" or "strongly agree" that teachers notice if they have trouble learning something.

88% "agree" or "strongly agree" that teachers help them catch up if they are behind.

Overall the Safety Measure was 37% (weak) and more specifically 41% and 21% of students reported they feel "not safe" or "somewhat safe" in bathroom and hallway spaces respectively.

Overall, Student-Teacher Trust was 40 (neutral) but more specifically 12 (very weak) for Black/African American population as well as 7th/8th Grade.

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83% "agree" or "strongly agree" that teachers notice if they have trouble learning something.

88% "agree" or "strongly agree" that teachers help them catch up if they are behind.

What is the feedback from your stakeholders?

Teachers expressed wanting to return to professional development to improve upon the classroom and schoolwide learning conditions to increase on-task behaviors and minimize disrutions to the class and learning.

Students shared on student voice survey that they feel aduls int he building look out for them and they experience joy. 5Es showed feelings of uncertianty when it came to safety in the hallways, class, and outside of the school.

What student-centered problems have surfaced during this reflection?

-Students do not feel safe in the bathroom, Hallways or Outside.
-Students lack Problem Solving/ Peer Conflict Skills/Grit
-Only 49% of students feel that they can find a way to help people end arguments.
-Students spent 3 years learning by themslves at home and missed peer to peer in person interactions to pracitce the social skills andloive grit situations a
51% "disagree" or "strongly disagree"

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?

- Bucket filling whole school philosophy
-Planning to implement responsive classroom strategies

Return to Top   ## Determine Priorities

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

Students...

Students show a weak ability to solve personal and interpersonal conflicts
Students are reporting they are not feeing safe in different areas of the school
Students do not see the abliity to keep trying and perservre when things become diffuclt
-Students lack Problem Solving/ Peer Conlfct Skills/Grit
-Only 49% of students feel that they can find a way to help people end arguments.
-Students spent 3 years learning by themslves at home and missed peer to peer in person interactions to
51% "disagree" or "strongly disagree"

Resources: 🚀

[Determine Priorities Protocol]

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top   ## Root Cause

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

As adults in the building, we...

Worry about academic leanring loss and under-estimated the emotional impact
- had no guidance for how to recover and deal with the size of the lack of skills.
-lack capacity to handle behaviors
-were excited to get back to things but kids came back had a lack of frame of reference for what to return too.
Physcial safety took more priority over meitonal skil building of students
4 years of no PD focused on "regular resposive tyoe of leanring" and the tier 1 isntuction didn't meethe majority needs

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.

Connectedness & Wellbeing

Theory of Action

What is your Theory of Action?

If we....

provide all staff with focused and intentional professional development on Responsive Classroom and Restorative Practices strategies to establish a more cohesive structure of classroom supports ✍️

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.

then we see....

a consistent approach across the school that gives classrooms common age appropiate expectations, students access to tools and strategies to resolve conflicts and help each other, and a greater sense of community inside and outside the classroom ✍️

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

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

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

which leads to...

students overall feeling safe, able to solve arguements with peers, and able to sustain interest and effort toward long-term goals, and increase their growth mindset and interpersonal skills as evidenced by the 5E measures of safety, emotional health, and grit. ✍️

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 ✍️
Climate and Culture

Dates for Progress Monitoring Check Ins
Q1	10/27/2023	Q3	4/1/2024
Q2	12/22/2023	Q4	6/7/2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 Establish cohesive schoolwide systems for building strong relationships (student to student, student to adult, adult to adult)	Teachers, ILT, Admin Team	End of Q1	*Select Status*
Action Step 1 Understand basic components of Responsive Classroom	Teachers, ILT, Admin	Week 0	*Select Status*
Action Step 2 Leading staff through making rules and create an ongoing opt in schedule for peer visits	Teachers, ILT, Admin	Week 0	*Select Status*
Action Step 3 Build out schoolwide agreements/expecations for first 20 days by creating a common list of key components and learning conditions that are necessary for a supportive classroom	Teachers, ILT, Admin	Week 0	*Select Status*
Action Step 4 Establish a monthly check in to share rules and how they're created and identify model classrooms to provide tiered support	Teachers, ILT, Admin	Week 0	*Select Status*
Action Step 5 Establish meaningful schoolwide consequences	Teachers, Climate Culture Team, Admin	September 22	*Select Status*
Implementation Milestone 2 Implementing Tier 1 strategies that empower students to contribute to a supportive learning environment	Teachers, Climate Culture Team, Admin	End of Q1	*Select Status*
Action Step 1 Establish classroom agreements	Teachers	Week 0	*Select Status*
Action Step 2 Create own wheel of choices by grade band	Teachers	Week 0	*Select Status*
Action Step 3 Introduce wheel of choices to students	Teachers	September	*Select Status*
Action Step 4 Revisiting essential agreements, wheel of choices, and meaningful consequences	Admin/Climate Culture	February 9	*Select Status*
Action Step 5			*Select Status*
Implementation Milestone 3 Responding to Misbehavior with Empathy and Restorative Practices	Admin/Climate Culture	End of Q4	*Select Status*
Action Step 1 Read professional articles from the Responsive Classroom series on empathy, teaching self-discipline, and the power of our words to build an understanding of how teachers can help students develop the intrinsic motivation to take care of themselves, each other, and their own learning	School Improvement Day	Sept. 22	*Select Status*
Action Step 2 Model and reflect on case studies where a sample student is misbehaving and use stategies from the Responsive Classsroom and Restorative Practices Toolkit to lead to a resolution	Teachers/Admin	Oct. 27	*Select Status*
Action Step 3 Examine in grade level teams misconducts and assign logical consequences from a menu of interventions and practices. Discuss in teams what made that consequence effective or not effective using the Responsive Classroom and Restorative Practices Toolkit rubric for logical consequence	Teachers/Admin	On-going in Grade Team Meetings	*Select Status*

Action Step 4	Climate and Culture, BHT Team, and teachers engage in consultancy protocol to problem solve and develop adpative skills to repair harm in the classroom/relationship	BHT/Climate CUlutre/Admin	June 7	*Select Status*
Action Step 5	Whole staff engages in professional learning provided by Single Story INC. on bias and impacts of bias in classrom relationships and discipline, including student workshops faciliated by SIngle Story	Admin/Teachers	June 7	*Select Status*
Implementation Milestone 4				*Select Status*
Action Step 1				*Select Status*
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	75% of classrooms will display the school wide systems and structures for safety protocols to establish a supportive learning environment	✏️
SY26 Anticipated Milestones	100% of classrooms will display the school wide systems and structures for safety protocols to establish a supportive learning environment	✏️

Return to Top   **Goal Setting**

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	Numerical Targets [Optional] ✏️		
					SY24	SY25	SY26
% of students feel safe both in and around the school building	No	5E: Supportive Environment	Overall	37	42	47	53
			English Learners	30	35	40	45
The Climate and Culture student voice survey adminstered 3xs per year to all grade levels focused on SEL	Yes	Other	Overall	TBD			
			Select Group or Overall	TBD			

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	At the beginning of the year the BHT will rate themselves using the Behavioral Health Team (BHT) Key Components Assessment & Monitoring Tool and SEL Teaming Sturctures rubric Based on our BOY assessment, the team will choose focus areas to improve going from no/partial to yes by EOY	Using the same tool, the team will increase the number of components that they rate as being a yes to having a successfully functioning Behavioral Health team (BHT) and Climate and Culture team	
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	The Climate Culture team and school staff will conduct learning walks to gather scholwide evidence that demonstrates students experiencing tier 1 healing supports, SEL instruction, and restorative pratices based on the strategies and components focused on the actions steps listed above. Based on this data, the school will look to set goals for the following two years to improve on this practice.	The Climate Culture team and school staff will conduct learning walks to gather scholwide evidence that demonstrates students experiencing tier 1 healing supports, SEL instruction, and restorative pratices based on the strategies and components focused on the actions steps listed above. Based on this data, the school will look to set goals for the following two years to improve on this practice.	

Connectedness & Wellbeing

Select a Practice

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 feel safe both in and around the school building	5E: Supportive Environment	Overall	37	42	Select Status	Select Status	Select Status	Select Status
		English Learners	30	35	Select Status	Select Status	Select Status	Select Status
The Climate and Culture student voice survey adminstered 3xs per year to all grade levels focused on SEL	Other	Overall	TBD		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall	TBD		Select Status	Select Status	Select Status	Select Status

Practice Goals

		Progress Monitoring			
Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	At the beginning of the year the BHT will rate themselves using the Behavioral Health Team (BHT) Key Components Assessment & Monitoring Tool and SEL Teaming Sturctures rubric Based on our BOY assessment, the team will choose focus areas to improve going from no/partial to yes by EOY	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	The Climate Culture team and school staff will conduct learning walks to gather scholwide evidence that demonstrates students experiencing tier 1 healing supports, SEL instruction, and restorative pratices based on the strategies and components focused on the actions steps listed above. Based on this data, the school will look to set goals for the following two years to improve on this practice.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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	IAR (English): % of students meeting/exceeding on the IAR ELAMATH ...	**Overall**	29%/19% Meeting/Exceed	35	40	45
		English Learners	9%/4% Meeting ELA	15	20	25
Required Reading Goal	IAR (English): % of students meeting/exceeding on the IAR ELAMATH ...	**Overall**	29%/19% Meeting/Exceed	35	40	45
		English Learners	9%/4% Meeting ELA	15	20	25
Optional Goal	Select a Goal					

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.

> Developing Social and Emotional Skills to help studetn regulate their feelings, develop grit, and have the stargies to help poeple solve conflicts.
> Undertsanding your child's learning levels and how to set targets with the teacher to montior their goals. ✏️

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