

CIWP Team & Schedules

[Resources](#)

Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.
 The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
 The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.
 The CIWP team includes parents, community members, and LSC members.
 All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name	Role	Email
AIC-Kathleen Bandolik	Other [Type In]	kpbandolik@cps.edu
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Liliana Silva	Teacher Leader	lsilva10@cps.edu
Cindy Guzman	Curriculum & Instruction Lead	cguzman55@cps.edu
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Trina Kroll	Inclusive & Supportive Learning Lead	tmkroll@cps.edu
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Leonor Arellano	LSC Member	leonorad11@gmail.com
	Select Role	
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	7/27/23	7/28/23
Reflection: Curriculum & Instruction (Instructional Core)	6/12/23	6/12/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/12/23	6/12/23
Reflection: Connectedness & Wellbeing	6/12/23	6/12/23
Reflection: Postsecondary Success	6/12/23	6/12/23
Reflection: Partnerships & Engagement	6/12/23	6/12/23
Priorities	6/12/23	6/12/23
Root Cause	6/12/23	6/12/23
Theory of Acton	6/12/23	6/12/23
Implementation Plans	6/12/23	6/12/23
Goals	6/12/23	6/12/23
Fund Compliance	9/1/23	9/5/23
Parent & Family Plan	9/1/23	9/1/23
Approval	9/13/23	9/13/23

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	October 20, 2023
Quarter 2	December 21, 2023
Quarter 3	March 22, 2024
Quarter 4	6/6/2024

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](#)

[Return to Top](#) **Curriculum & Instruction**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p>CPS High Quality Curriculum Rubrics</p>	<p>K-2 teachers elected to adopted the Skyline ELA and Social Studies curriculum. Middle elected to adopt their content area (Social Studies and Science). We currently need to incorporate culturally relevant resources throughout the curriculum.</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Yes	<p>Students experience grade-level, standards-aligned instruction.</p> <p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>		<p>STAR (Math)</p>
No	<p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p> <p>Powerful Practices Rubric</p> <p>Learning Conditions</p>	<p>What is the feedback from your stakeholders?</p> <p>2022-2023 ELA: 37% Met/Exceeded expectations Math: 23% Met/Exceeded expectations This is similar to 2021-2022 data.</p> <p>School is focused on CPS inner core by ensuring culturally relevant resources in all areas of curriculum. Evidence based assessments are used regularly/as needed, yet not used daily.</p>	<p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p>
Yes	<p>The ILT leads instructional improvement through distributed leadership.</p> <p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>		<p>Interim Assessment Data</p>
Yes	<p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p> <p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p>		
Partially	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p>Assessment for Learning Reference Document</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>We have created communities to begin to address attendance issues. This is a work-in-progress. Through MTSS, we are addressing students who need tier 2 and tier 3 supports through small-group instruction weekly. There is evidence of growth in K-6t grade.</p>	
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>As a school, we have not been able to effectively address the increasing need for culturally responsive, daily instructional practices to increase buy-in from the students.</p>			

[Return to Top](#) **Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p>	<p>We have continued implementation of a MTSS team and now have a full time interventionist. We are working on whole school branching minds data input that includes teacher directed interventions and progress monitors for students in tier 2 and 3. Parents are notified of students' involvement in MTSS and can reach out to providers. Parents are also given benchmark results throughout the year. We will continue to ensure teachers are trained and are implementing small group interventions, progress monitors and inputting data into branching minds.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
Partially	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p>		<p>Quality Indicators of Specially Designed Curriculum</p>
Yes	<p>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.</p> <p>LRE Dashboard Page</p>	<p>What is the feedback from your stakeholders?</p> <p>Creation of intervention groups are created with the MTSS coordinator during Grade Level Meetings. Progress monitoring poses challenges (specifically time constraints) for</p>	<p>EL Program Review Tool</p>

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

classroom teachers. Teachers are learning to use Branching Minds with fidelity. Staffing/enrollment issues pose challenges for all classrooms to have an ESL endorsed teacher. Language objectives may not be posted/explicitly stated in classrooms.

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

We will continue to ensure teachers are trained and are implementing small group interventions, progress monitors and inputting data into branching minds. We will provide scaffolded support for teachers to implement groups, interventions and data. Teachers will continue to receive support for grouping, interventions, progress monitors and data input. This will address time barriers for teachers so they can reach student groups that are struggling.

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.

Student attendance and lack of growth mindsets have been the most prevalent barriers.

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>BHT Key Component Assessment SEL Teaming Structure</p>	<p>We have an established BHT and MTTS process to address concerns teachers have with the academic success and/or behavior of individual students.</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p> <p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p>
Yes	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		
Partially	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	<p>What is the feedback from your stakeholders?</p> <p>We have a school-wide SEL curriculum (Second Step) and also have begun to use PBIS strategies to teach students to use agency when confronted with obstacles. We also build community through quarterly Pow Pride assemblies to celebrate school-wide successes.</p>	<p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p>Enrichment Program Participation: Enrollment & Attendance</p>
No	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		<p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>

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

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?

Tier 3 support for students with chronic absenteeism has not yet been addressed. There have been activities to engage students who need tier 2 support due to absenteeism and tardiness, such as rewarding students with improved attendance with structured game time.

There have been activities to engage students who need tier 2 support due to absenteeism and tardiness, such as rewarding students with improved attendance with structured game time. The school counselor is available for individual, small group, and classroom interventions and emotional support when needed.

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Postsecondary Success

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

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

References

What are the takeaways after the review of metrics?

Metrics

No	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	<p>We have not yet incorporated ILPs or C4 instruction. 📌</p> <p>What is the feedback from your stakeholders?</p> <p>The school counselor has weekly meetings with 6th-8th grade homerooms and has introduced the middle school students to Naviance and the idea of goal-setting for future college and career choices. She also brought in speakers to discuss career paths. Students are engaged and look forward to these sessions. 📌</p> <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Post-secondary success goals are a work-in-progress. 📌</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p> <p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
No	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		
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		
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric		
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		
<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>There is a need to evaluate how this area can be incorporated into instruction in grades 6-8th. 📌</p>				

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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	<p>As a school we have been able to create relationships with families and community members through different before and after school activities. Our school also has created a PTO and has worked collaboratively with the families to bring additional opportunities to our school community. As a school we also have open communication with families, not only per classroom but schoolwide. 📌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p>
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		

			Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
No	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p>Student Voice Infrastructure Rubric</p>	<p>What is the feedback from your stakeholders?</p> <p>We need to provide additional opportunities for all students to have a voice in the partnerships. Students need to have opportunities to lead and be part of the decision making process. 🗣️</p>	Formal and informal family and community feedback received locally. (School Level Data)
<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>Student voice needs to be prioritized in decision making regarding school based programs. 🗣️</p>		<p>As a school we are in the process of creating youth led opportunities to allow students to make decisions and give input on school wide activities but we have not been able to fully implement a student council. We currently do not have the staff in place to establish and run student led activities. 🗣️</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
No	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

K-2 teachers elected to adopted the Skyline ELA and Social Studies curriculum. Middle elected to adopt their content area (Social Studies and Science). We currently need to incorporate culturally relevant resources throughout the curriculum.

What is the feedback from your stakeholders?

2022-2023
 ELA: 37% Met/Exceeded expectations
 Math: 23% Met/Exceeded expectations
 This is similar to 2021-2022 data.

School is focused on CPS inner core by ensuring culturally relevant resources in all areas of curriculum. Evidence based assessments are used regularly/as needed, yet not used daily.

What student-centered problems have surfaced during this reflection?

As a school, we have not been able to effectively address the increasing need for culturally responsive, daily instructional practices to increase buy-in from the students.

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

We have created communities to begin to address attendance issues. This is a work-in-progress. Through MTSS, we are addressing students who need tier 2 and tier 3 supports through small-group instruction weekly. There is evidence of growth in K-6t grade.

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Resources:

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

[Determine Priorities Protocol](#)

Students...

Low student achievement in math and reading according to the IAR reports from 2021-2023 (63% partially and did not meet expectations).



Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.
 Priorities are determined by impact on students' daily experiences.

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Resources:

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

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

As adults in the building, we...

Our root cause is the inconsistencies in the curriculum among the grade levels. Vertical alignment is necessary to ensure there is no loss of standards being taught from year to year.



Indicators of a Quality CIWP: Root Cause Analysis

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

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What is your Theory of Action?

If we....

If teachers collaborate in horizontal and vertical teams to align their standards-based K-8 scope and sequence, and curriculum maps, and include differentiated tasks, with culturally relevant resources to their curriculum map, that include English and Native Language



Resources:

Indicators of a Quality CIWP: Theory of Action

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

then we see....

Then we will see students deeply engaged in their learning, student inquiry, agency, authority and identity, Curriculum maps aligned to the cognitive rigor of CCSS. In addition, we will see students deeply engaged in their learning, student inquiry, agency, authority, and identity.



which leads to...
 Which will lead to a 5% increase in students meeting and exceeding in both Reading and Math in the IAR state assessment.

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Resources:

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

Team/Individual Responsible for Implementation Plan
 Instructional Leadership Team

Dates for Progress Monitoring Check Ins
 Q1 October 20, 2023
 Q2 December 21, 2023
 Q3 March 22, 2024
 Q4 6/6/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	By the end of quarter 1 teachers will submit an ELA scope and sequence.	ILT	End of 1stQ	Not Started
Action Step 1	Grade band teachers will collaborate to identify the ELA curriculum they are using (K-2), (3-5), (6-8)	ILT	September 1, 2023	Not Started
Action Step 2	Determine if there are gaps within the ELA scope and sequence using CCSS	ILT	September 22	Not Started
Action Step 3	If there are gaps, teachers will collaborate with grade band to fill their ELA scope and sequence using the CCSS	ILT	October 20th, 2023	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Teachers will collaborate during GLTs once a month to determine if students are meeting the ELA standards using classroom assessments	Administrators and Interventionist	Monthly	Not Started
Action Step 1	Dedicated time during monthly GLT meetings to look at mastery using data protocols.	Administrators and Interventionist	Monthly	Not Started
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Teachers will meet 3 times a year to analyze state and district testing to determine what next steps should be taken with the ELA curriculum	Administrators and interventionist	BOY/MOY/EOY	Not Started
Action Step 1	Dedicated time in BOY to look at mastery using data protocol.	Interventionist	November 1st, 2023	Not Started
Action Step 2	Dedicated time in MOY to look at mastery using data protocol.	Interventionist	February 1st, 2024	Not Started
Action Step 3	Dedicated time in EOY to look at mastery using data protocol.	Interventionist	June 1st, 2024	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	In quarter 4, teachers will collaborate vertically to identify gaps in standards to prepare student curriculum for the following SY.	Administrators and ILT	Q4	Select Status
Action Step 1	Dedicated time during May 2024 staff monthly FLEX meetings and 1 GLT in May to vertically plan for the following SY.	Administrators and ILT	May 17th and one May GLT	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
 Continuing to work on milestones 2-4. These milestones are ongoing implementations that will improve our theory of action plan for ELA.

SY26 Anticipated Milestones
 Continuing to work on milestones 2-4. These milestones are ongoing implementations that will improve our theory of action plan for ELA.

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

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

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

Performance Goals

Specify the Goal 🍌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🍌	Numerical Targets [Optional] 🍌		
					SY24	SY25	SY26
Increasing by 5% the number of students meeting/exceeding on the IAR benchmark in reading by EOY SY23.	Yes	IAR (English)	African American				
			Students with an IEP				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

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

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

	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Dedicating GLT and FLEX time for teachers to collaborate on aligning instruction the the CCSS		
Select a Practice			
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increasing by 5% the number of students meeting/exceeding on the IAR benchmark in reading by EOY SY23.	IAR (English)	African American			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Dedicating GLT and FLEX time for teachers to collaborate on aligning instruction the the CCSS	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

We have continued implementation of a MTSS team and now have a full time interventionist. We are working on whole school branching minds data input that includes teacher directed interventions and progress monitors for students in tier 2 and 3. Parents are notified of students' involvement in MTSS and can reach out to providers. Parents are also given benchmark results throughout the year. We will continue to ensure teachers are trained and are implementing small group interventions, progress monitors and inputting data into branching minds.

What is the feedback from your stakeholders?

Creation of intervention groups are created with the MTSS coordinator during Grade Level Meetings. Progress monitoring poses challenges (specifically time constraints) for classroom teachers. Teachers are learning to use Branching Minds with fidelity. Staffing/enrollment issues pose challenges for all classrooms to have an ESL endorsed teacher. Language objectives may not be posted/explicitly stated in classrooms.

What student-centered problems have surfaced during this reflection?

Student attendance and lack of growth mindsets have been the most prevalent barriers.

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

We will continue to ensure teachers are trained and are implementing small group interventions, progress monitors and inputting data into branching minds. We will provide scaffolded support for teachers to implement groups, interventions and data. Teachers will continue to receive support for grouping, interventions, progress monitors and data input. This will address time barriers for teachers so they can reach student groups that are struggling.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students have low engagement in learning since they do not feel connected to the school enough to engage in learning.

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core. Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative). For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation. Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources:

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

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

As adults in the building, we...

As adults in the building, we are not using materials that represent the diverse cultures within our building, creating strong connections/relationships with families, or providing opportunities for student voice.

Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

Resources:

What is your Theory of Action?

If we....

If we use student voice to determine what materials and/or instructional models should be used in order to represent the diverse cultures within the classroom/school, prioritize communication between teachers/school to families, and establish opportunities to empower families within the school

Indicators of a Quality CIWP: Theory of Action

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

then we see....

Then we see stronger relationships between students, families, and teachers

which leads to...
 Which leads to an increase in student learning engagement and overall school attendance. 🙌

[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_Attendance Team_Culture and Climate

Dates for Progress Monitoring Check Ins
 Q1 [October 20, 2](#) Q3 [March 22, 202](#)
 Q2 [December 21,](#) Q4 [6/6/2024](#)

	SY24 Implementation Milestones & Action Steps 🙌	Who 🙌	By When 🙌	Progress Monitoring
Implementation Milestone 1	Students will complete the Students Persepctive Survey in BOY and EOY to determine if student engagement has increased.	ILT	BOY / EOY	Not Started
Action Step 1	Students will complete the survey in BOY to get a baseline	ILT/ Classroom Teachers	September 30, 2023	Not Started
Action Step 2	The ILT will analyze the results of the BOY survey to identify trends and share results with the staff	ILT	October 2023	Not Started
Action Step 3	Students will complete the survey in EOY to compare results to the BOY survey	ILT/ Classroom Teachers	April 2024	Not Started
Action Step 4	The ILT will analyze the results of the BOY and EOY survey to identify trends	ILT	May 2024	Not Started
Action Step 5				Select Status
Implementation Milestone 2	Teachers will use intruactional strategies and models to meet the needs/wants of students	ILT	TBD	Not Started
Action Step 1	The ILT will create a resource for teachers that helps them implement groupwork within their instructional model	ILT	TBD	Not Started
Action Step 2	The ILT will use data from walk-throughs to identify trends and next steps	ILT	TBD	Not Started
Action Step 3	The ILT with share results, trends, and next steps with staff members.	ILT	TBD	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	All school stakeholders will establish opportunities to empower families within the school.	Staff/PTO/Committees	On-going	Not Started
Action Step 1	Determine application for parents to apply to relevant committees and ensure diversity amongst applicants	Committee Leads	End of Q1	Not Started
Action Step 2	Create and send out surveys after every school event to receive feedback to better our communication amongst familes and the school	Committee Leads	On-going	Not Started
Action Step 3	Establish an area within the school that is a resource room for parents	ELPT and Interventionist	September 2023	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Continuing to work on milestones 1-3. These milestones are ongoing implementations that will improve our theory of action plan for student voice, intruactional models/strategies and strengthening communication and relationships with familes. 🙌
SY26 Anticipated Milestones	Continuing to work on milestones 1-3. These milestones are ongoing implementations that will improve our theory of action plan for student voice, intruactional models/strategies and strengthening communication and relationships with familes. 🙌

[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](#).

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

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 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)	Numerical Targets [Optional] 🏆			
				Baseline 🏆	SY24	SY25	SY26
Increase attendance of chronically absent students.	Yes	Increased Attendance for Chronically Absent Students	Overall				
			Other [Specify]				
Increase family participation in school events and parent voice.	Yes	Other	Guardians				
			Select Group or Overall				

Practice Goals

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

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

Identified Practices	Practice Goal	SY24	SY25	SY26
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Will invite parents to participate in school wide committees to provide them with a voice			
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Will send out exit surveys after school events to provide families with a voice			
Select a Practice				

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase attendance of chronically absent students.	Increased Attendance for Chronically Absent Students	Overall			Select Status	Select Status	Select Status	Select Status
		Other [Specify]			Select Status	Select Status	Select Status	Select Status
Increase family participation in school events and parent voice.	Other	Guardians			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	Practice Goal	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Will invite parents to participate in school wide committees to provide them with a voice		Select Status	Select Status	Select Status	Select Status
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Will send out exit surveys after school events to provide families with a voice		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

Increased Attendance for Chronically Absent Students: Increase attendan...

Overall

Other [Specify]

Required Reading Goal

Select a Goal

Optional Goal

Select a Goal

	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	Overall				
	Other [Specify]				
Required Reading Goal	Select a Goal				
Optional Goal	Select a Goal				

Parent and Family Plan

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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



In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...

- Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)
- Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures
- Assure that funds impact the majority of parents or focus on parents with students most at academic risk
- Provide up to date monthly fund reports to PAC officers
- Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration
- Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support