

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Donella Carter	Principal	dcarter1@cps.edu
April Trentham	Curriculum & Instruction Lead	ALTrentham@cps.edu
Tiffany Doss	Inclusive & Supportive Learning Lead	tdoss@cps.edu
Alexis Chandler	Other [Type In] Interventionist	akchandler3@cps.edu
Brenda James	LSC Member	brendajames718@yahoo.com
Cathy Wright	Curriculum & Instruction Lead	clwright@cps.edu
Hannah Harper-Smith	Teacher Leader	hcharpersmith@cps.edu
Charlene Reynolds	Teacher Leader	cdreynolds-myers@cps.edu
Xavier Williams	Parent	xavierwilliams12@icloud.com
Kierra Thomas	Counselor	kthomas135@cps.edu
Monique Watkins	Connectedness & Wellbeing Lead	mwatkins6@cps.edu
	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	6/6/23	7/5/23
Reflection: Curriculum & Instruction (Instructional Core)	6/7/23	6/7/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/7/23	6/7/23
Reflection: Connectedness & Wellbeing	6/7/23	6/7/23
Reflection: Postsecondary Success	6/7/23	6/7/23
Reflection: Partnerships & Engagement	6/7/23	6/7/23
Priorities	6/12/23	7/6/23
Root Cause	7/6/23	7/13/23
Theory of Action	7/6/23	7/13/23
Implementation Plans	7/6/23	7/20/23
Goals	7/6/23	7/28/23
Fund Compliance	8/3/23	9/3/23
Parent & Family Plan	8/3/23	9/3/23
Approval	8/3/23	9/3/23

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	10/27/23
Quarter 2	12/22/23
Quarter 3	4/1/24
Quarter 4	6/10/24

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources 

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References


What are the takeaways after the review of metrics?

Metrics

Partially	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	Benchmark (iReady& Star; BOY, MOY, EOY) and IAR assessment data shows large growth; Grades predom in C range-is it correlated? 	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		STAR (Math)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	What is the feedback from your stakeholders? Rigor needs to be a part of daily instruction. Students below grade level need to be exposed to grade level before state assessments. 	iReady (Reading) iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades ACCESS TS Gold
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		Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? ILT-Teacher created Scope and Sequence based on teaching needed skills and supplementing with authentic texts, etc. 	




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 below grade level; Teacher intervention and acceleration with Tier 2 & 3 students-How can we keep Tier 1 progressing? Ensuring students have access to grade level standards through teacher unpacking of standards and differentiating for students 


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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<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>MTSS is most impactful when teachers complete and document process with consistency.</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>MTSS is a not an optional process and is not just for referring a student to receive services.</p>	<p>EL Program Review Tool</p>
Yes	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p> <p>IDEA Procedural Manual</p>		
No	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier 1 instructional services.</p> <p>EL Placement Recommendation Tool ES</p> <p>EL Placement Recommendation Tool HS</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 a better understanding this year of the EL learner process. We have completed trainings and can give the EL screeners and Access test. We also have a bilingual SECA joining our staff.</p>	<p></p>
Partially	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</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><i>Students are receiving inconsistent supports. Comprehensive documentation and notes by teachers for students who need MTSS supports.</i> </p>			

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
	<p>BHT Key Component Assessment</p>	<p>We have too many behavior infractions. And inconsistencies in implementation of a solid Teir 1 SEL curriculum.</p>	<p> % of Students receiving Tier 2/3 interventions meeting targets</p>

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team. SEL Teaming Structure			Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			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	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>What is the feedback from your stakeholders?</p> SEL curriculum is not culturally relevant to all of our students. There is a need for clear structures and sequence of steps regarding supporting students with frequent behavioral incidents. 🍌	<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> Chronically late and absent students-how to get them here everyday on time; Students who are interested and mostly likely benefit from OST programs (high SPI's)-can't stay -no ride, etc. 🍌	<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> Team is defining roles and responsibilities which is then being shared with all staff to clarify who to reach out to for support. Gathering feedback from teachers to address concerns and needs regarding SEL curricula. 🍌
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			

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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
	College and Career Competency Curriculum (C4)	Our On Track is increasing and our is a priority. 🍌	Graduation Rate

Jump to...	Curriculum & Instruction	Inclusive & Supportive Learning	Connectedness & Wellbeing	Postsecondary	Partnerships & Engagement
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).				Program Inquiry: Programs/participation/attainment rates of % of ECCE
Partially	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				3 - 8 On Track Learn, Plan, Succeed % 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) Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).				
N/A	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? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students being prepared and scoring high on HSAT to be eligible for selective enrollment high schools. 🍌</p>					
			<p>What is the feedback from your stakeholders? Our students need exposure to colleges and alternative educational settings. Success Bound curriculum is beneficial. 🍌</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? We are using and encouraging more teachers to use Success Bound with our middle school students. 🍌</p>		

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Spectrum of Inclusive Partnerships	Family and community engagement is our strength and challenge. We have a deep relationship with our community and family stakeholders. However, many parents and families in the community are faced with many challenges that are prioritized over school involvement and support. 🍌	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
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric

What is the feedback from your stakeholders?

Our school community trusts us to teach their children academics and social and life skills. 🏡

[5E: Involved Families](#)

[5E: Supportive Environment](#)

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

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

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

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.

Our families and students are facing serious deficits and challenges outside of school. Support is needed to meet the needs of the whole child. 🏡

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 voice is a priority for us. We are organizing a student council and elections. Surveys are sent to students requesting their input in the culture and climate of the building. 🏡

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

What are the takeaways after the review of metrics?

Benchmark (iready& Star; BOY, MOY, EOY) and IAR assessment data shows large growth; Grades predom in C range-is it correlated?

What is the feedback from your stakeholders?

Rigor needs to be a part of daily instruction. Students below grade level need to be exposed to grade level before state assessments.

What student-centered problems have surfaced during this reflection?

Students below grade level; Teacher intervention and acceleration with Tier 2 & 3 students-How can we keep Tier 1 progressing? Ensuring students have access to grade level standards through teacher unpacking of standards and differentiating for 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?

ILT-Teacher created Scope and Sequence based on teaching needed skills and supplementing with authentic texts, etc.

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Determine Priorities

Resources: 

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

Students...

to receive appropriate instruction-based on individual academic needs and strengths with access to grade level; Students are not consistently exposed to curriculum due to not being taught with fidelity and need for training

[Determine Priorities Protocol](#)



Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources: 

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

As adults in the building, we...

need training in differentiation, modeling of instructional practice and how to apply it within our context, continuous support with unpacking the standards and accountability

[5 Whys Root Cause Protocol](#)



Indicators of a Quality CIWP: Root Cause Analysis

our context, continuous support with unpacking the standards and accountability.

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...
leverage our lead teachers/staff to model best instructional practices and ensure we have high quality curriculum; identify key skills needed for student success; develop scope and sequence



then we see...
teachers instructing with fidelity; assessing and using data to drive instruction. Increase in student engagement, participation, responses to higher levels of DOK questioning within the classrooms.



which leads to...
higher percentage of students meeting and exceeding grade level expectations on Benchmarks and IAR



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.

[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	10/27/23	Q3	4/1/24
Q2	12/22/23	Q4	6/10/24

SY24 Implementation Milestones & Action Steps

Who



By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers participated in Scope and Sequence planning workshops	ILT, Teachers	Jun 2023	Completed
Action Step 1	ILT reflected and analyzed Sy23 data	ILT		Completed
Action Step 2	ILT collaborated and met with Lead 180 to plan Teacher Summer Institute	ILT	April 2023	Completed
Action Step 3	Lead180 held workshop on rigor and standards	ILT, Teachers	June 2023	Completed
Action Step 4	Teachers collaborated and created scope and sequence per subject	ILT, Teachers	June 2023	Completed
Action Step 5	Teachers collaborated and created first semester unit plans per subject	ILT, Teachers	June 2023	Completed
Implementation Milestone 2	100% of teachers demonstrate understanding of unpacking standards and question stems through lesson plans and instructional practice	IC, Int., DM, Teachers	Jun 2024	In Progress
Action Step 1	Instructional Coach modeled unpacking of standards and question stem use to teachers during GLT	Lead Coach, Teachers	August 21	In Progress

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>			
Reflection	Root Cause	Implementation Plan						
Action Step 2	Coach will observe classrooms and get feedback as to how teachers are implementing DOK questioning	Lead Coach, Teachers	September	In Progress				
Action Step 3	Lead180 will provide additional teacher workshops on unpacking standards specific to our curriculum	Teachers	October 26	In Progress				
Action Step 4	Teachers will do peer walks and observations of each others instruction and classroom, using network tools	Teachers	Continuous	In Progress				
Action Step 5	Lesson plans will be monitored for evidence of unpacking standards and DOK question implementation	Lead Coach		In Progress				
Implementation Milestone 3	100% of teachers show evidence of differentiation in instruction and lesson plans	IC, Teachers	June 24	Not Started				
Action Step 1	Instructional Coach meet regularly with teachers to discuss curriculum, standards and best practices for implementation of standards with rigor and differentiation, etc	IC, Teachers	Continuous	Not Started				
Action Step 2	Analyze data and reflect on student learning styles and academic strengths and challenges to group students to be able to access grade level content	IC, teachers, DM	December 21	Not Started				
Action Step 3	Coach provides resources on differentiation strategies to fit specific student needs (workshop)	IC, teachers	December 21	Not Started				
Action Step 4	Teachers will use model lesson plan templates that show differentiation	IC, teachers		Not Started				
Action Step 5	Monitor student work and grades to reflect differentiation	ILT, IC		Not Started				
Implementation Milestone 4	100% of teachers will have required Gradebook/Branching Minds components		Monthly	Select Status				
Action Step 1	Created Gradebook and Branching Minds checkin templates	Interventionist, DM	Aug 21 2023	Completed				
Action Step 2	Formed and trained teacher team for monthly reviews	DM, Teacher team	Monthly	In Progress				
Action Step 3	Review gradebook and Branching Minds monthly	DM, Interventionist, Teachers	Monthly	In Progress				
Action Step 4	Meet and discuss gradebook/BrM review results with teacher	DM, Interventionist, Teachers	Monthly	Select Status				
Action Step 5	Identify trends and needs to inform professional learning	DM, Interventionist	Continuous	Select Status				

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	<i>We will focus on solidifying vertical alignment with instructional practices between grade levels; Schoolwide curriculum will be implemented by 100% of teachers with fidelity and fully aligned with IAR throughout the school which would allow accurate data to drive instructional decisions and planning.</i>	
SY26 Anticipated Milestones	<i>100% of teachers will use instructional strategies that ensure students with varying academic needs have access to a high-quality curriculum in a way that is beneficial for them; Classroom teachers will model best practices to colleagues; Monitoring and in house walks will be conducted regularly with focus on specific feedback to observed teachers, pulling out all skills of each standard; differentiation-Through modeling of instructional practices; data analysis; prog monitoring; interventions, etc.</i>	

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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
iReady BOY to EOY Benchmark increase in the number of K-2	Yes	iReady (Reading)	Overall	51% mid or above grade level	70%		

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Curriculum & Instruction				
Reflection	Root Cause	Implementation Plan	Yes	Select the Priority Foundation to pull over your Reflections here => iReady (Reading)					
increase in the number of K-2 students at or above grade level				Other [Specify]					
By March 2024, 40% of 3rd-8th students will be meeting expectations on the IAR	Yes	IAR (English)	Overall	23% met expectations	40%				
			NA						

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.	100% of teachers have created a scope and sequence that accurately outlines a plan for students to be exposed to grade level standards. 100% of teachers demonstrate understanding of unpacking standards and question stems through lesson plans and instructional practice	We will have vertical alignment with instructional practices throughout grade levels; Schoolwide curriculum will be implemented with fidelity and fully aligned with IAR; And we will have relevant and accurate data to drive instructional decisions and planning.	Instructional strategies will be identified that ensure students with varying academic needs have access to a high-quality curriculum in a way that is beneficial for them; Classroom teachers will show strong understanding and implementation of instructional strategies; Monitoring and in house walks will be conducted regularly with focus on specific feedback to observed teachers.
C&I:2 Students experience grade-level, standards-aligned instruction.	100% of teachers show evidence of differentiation in instruction and lesson plans	We will have identified schoolwide trends from classroom observations and teacher feedback. We will use those trends to identify and implement professional development support for teachers	ILT will analyze the effectiveness of the identified professional development through classroom observations and assessment scores. Based on the data, ILT will make changes regarding teacher support and future PD.
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	100% of teachers will have required Gradebook/Branching Minds components	100% of teachers will have required Gradebook/Branching Minds components	

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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
iReady BOY to EOY Benchmark increase in the number of K-2 students at or above grade level	iReady (Reading)	Overall	51% mid or above grade level	70%	Select Status	Select Status	Select Status	Select Status
		Other [Specify]			Select Status	Select Status	Select Status	Select Status
By March 2024, 40% of 3rd-8th students will be meeting expectations on the IAR	IAR (English)	Overall	23% met expectations	40%	Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices

SY24

Quarter 1

Quarter 2

Quarter 3

Quarter 4

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

Curriculum & Instruction

<p>C&I:2 Students experience grade-level, standards-aligned instruction.</p>	<p>100% of teachers have created a scope and sequence that accurately outlines a plan for students to be exposed to grade level standards. 100% of teachers demonstrate understanding of unpacking standards and question stems through lesson plans and instructional practice</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>C&I:2 Students experience grade-level, standards-aligned instruction.</p>	<p>100% of teachers show evidence of differentiation in instruction and lesson plans</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p>	<p>100% of teachers will have required Gradebook/Branching Minds components</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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.
Partially	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?

We have too many behavior infractions. And inconsistencies in implementation of a solid Teir 1 SEL curriculum.

What is the feedback from your stakeholders?

SEL curriculum is not culturally relevant to all of our students. There is a need for clear structures and sequence of steps regarding supporting students with frequent behavioral incidents.

What student-centered problems have surfaced during this reflection?

Chronically late and absent students-how to get them here everyday on time; Students who are interested and mostly likely benefit from OST programs (high SPI's)-can't stay -no ride, etc.

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?

Team is defining roles and responsibilities which is then being shared with all staff to clarify who to reach out to for support. Gathering feedback from teachers to address concerns and needs regarding SEL curricula.

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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 are not receiving Teir 1 SEL support consistently throughout the school.



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...

are not consistent implementing a SEL program. We need to identify a relevant SEL routine for teachers to implemet and reinforce daily



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.

[Return to Top](#) **Theory of Action**

What is your Theory of Action?

If we...
Identify and provide relevant training in a culturally relevant and age appropriate SEL program.

then we see...
more positive student interactions, increased student's intrinsic motivation and consistent implementation of SEL program

which leads to...
higher attendance rate and less tardies and less student behavior infractions

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.

[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	Dates for Progress Monitoring Check Ins
BHT and Culture & Climate	Q1 10/27/23 Q3 4/1/24 Q2 12/22/23 Q4 6/10/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of classrooms will provide input on student SEL needs	Watkins, Attendance and Culture and Climate Team	October 27 2023	In Progress
Action Step 1	Students complete needs inventory assessment	Thomas, Watkins	Sep 29 2023	In Progress
Action Step 2	BHT Team analyzes assessment data to identify trends	Thomas, Watkins	Oct 13 2023	Completed
Action Step 3	Provide SEL training focusing on interventions for the identified needs	Teachers, Watkins	Oct 27 2023	In Progress
Action Step 4	BHT Team models SEL interventions	Teachers, Watkins	October 27 2023	In Progress
Action Step 5	Create survey for teachers to express other needs and support from BHT	Thomas, Watkins	Oct 27 2023	In Progress
Implementation Milestone 2	100% of teacher will implement the schoolwide Tier 1 SEL routines	BHT Team/ School Psychologist	Dec 22 2023	In Progress
Action Step 1	Classroom observations to identify Tier 1 needs	School Psychologist, School counselor, Interventionist, Instructional Coach	Sep 1 2023	Completed

Action Step 2	Share feedback and resources	School Psychologist, School counselor, Interventionist, Instructional Coach	Sept 13 2023	Completed
Action Step 3	Identify 2-3 schoolwide SEL tools that will be implemented	BHT	October 27 2023	In Progress
Action Step 4	Professional development to explain the implementation of tools	BHT	Ongoing	In Progress
Action Step 5	Follow up observations/surveys/data review to track effectiveness	BHT	Ongoing	In Progress
Implementation Milestone 3	At least two schoolwide events will be student led each quarter	BHT, Culture and Climate, Student Council, Admin, Teachers, Support Staff	Aug 21 and ongoing	In Progress
Action Step 1	Create school year calendar of events	Ms. Watkins	Ongoing	In Progress
Action Step 2	Spearhead and elect student council	Ms. Frizzell	Sep 15	In Progress
Action Step 3	Survey/get student input	Student Council	October 2023	In Progress
Action Step 4	Organize and start student led school newspaper	Ms. Frizzell	Sep 19	In Progress
Action Step 5	Ensure students have access to culturally relevant materials	Ms. Wright	October 2023	In Progress
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	We will focus on 100% of our teachers continuously implementing our Tier 1 SEL curriculum. We will be working to encourage parent involvement. Student council will be working to identify how they want to expand their contributions to the school community. BHT and Culture & Climate teams will provide observed SEL practices and offer support.	
SY26 Anticipated Milestones	We will focus on ensuring that 100% of new teachers and returning staff will receive training and support in implementing a strong Tier 1 SEL system. Student council members will be leading their program and have trained new members. Student voice will be leveraged throughout the school.	

[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	Numerical Targets [Optional]		
					SY24	SY25	SY26
By June 2024, Gregory's attendance rate will be at 96%	Yes <input type="checkbox"/>	Increase Average Daily Attendance	Overall <input type="text"/>	92.74%			
			Select Group or Overall <input type="text"/>				
By June 2024, Gregory's behavioral	Yes <input type="checkbox"/>	Reduction in repeated disruptive behavior	Overall <input type="text"/>	519			

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	<div style="border: 1px solid black; padding: 2px;"> Select the Priority Foundation to pull over your Reflections here => </div>	Connectedness & Wellbeing			
Reflection	Root Cause	Implementation Plan	Implementation Plan	Monitoring		Disruptive Behavior Infractions			
infractions will reduce by 20%					yes				
						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&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	100% of classrooms input student needs; 100% of teachers will implement the schoolwide Teir 1 SEL system	100% of teachers will have continued developing and implementing a Tier 1 SEL curriculum. The BHT, Culture and Climate and Classroom teachers will have observed and collaborated on SEL practices.	100% of staff and teachers will receive training and support in implementing a strong Teir 1 SEL system.
P&E:3 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).	There will be a school newspaper and at least 2 student led schoolwide activities per quarter. Student council will be meeting consistently which will lead to an increase in student voice. There will be a school newspaper and at least 2 student led schoolwide activities per quarter.	Student council involvement will expand to other areas of leadership in the school. Student council will lead at least 4 student led activities per quarter.	Student council members will be leading their program and have trained new members. Student voice will be leveraged throughout the school.
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
By June 2024, Gregory's attendance rate will be at 96%	Increase Average Daily Attendance	Overall	92.74%		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By June 2024, Gregory's behavioral infractions will reduce by 20%	Reduction in repeated disruptive behavior infractions	Overall	519		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&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	100% of classrooms input student needs; 100% of teachers will implement the schoolwide Teir 1 SEL system	Select Status	Select Status	Select Status	Select Status
P&E:3 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).	There will be a school newspaper and at least 2 student led schoolwide activities per quarter. Student council will be meeting consistently which will lead to an increase in student voice. There will be a school newspaper and at least 2 student led schoolwide activities per quarter.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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.

Funds will be used to increase parent knowledge of their student's academic performance and needs to provide families with resources for academic support; to create processes for ongoing parent collaboration and involvement (specifically our new EL 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