

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
Natasha Ortega	Principal	naortega1@cps.edu
Paula Sontag	Teacher Leader	prburnett@cps.edu
Jeannie Chang	Teacher Leader	jschang@cps.edu
Maria Torres	Teacher Leader	mgomez7@cps.edu
Emily Schwartz	Teacher Leader	erschwartz2@cps.edu
Julia Woods	Teacher Leader	jawoods9@cps.edu
Dinorah Gomez	Teacher Leader	dbgomez@cps.edu
Haley Ross	Teacher Leader	hcross3@cps.edu
Maria Campos	Parent	
Patricia Limon	LSC Member	
Ms. Mujica	Parent	
	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	5/1/23	6/1/23
Reflection: Curriculum & Instruction (Instructional Core)	5/24/23	6/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/31/23	6/1/23
Reflection: Connectedness & Wellbeing	6/9/23	6/1/23
Reflection: Postsecondary Success	6/9/23	6/9/23
Reflection: Partnerships & Engagement	6/9/23	6/9/23
Priorities	6/12/23	6/12/23
Root Cause	6/12/23	6/12/23
Theory of Acton	7/18/23	7/18/23
Implementation Plans	7/18/23	7/18/23
Goals	8/14/23	8/14/23
Fund Compliance	9/12/23	9/12/23
Parent & Family Plan	9/12/23	9/12/23
Approval	9/14/23	9/14/23

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 22, 2023
Quarter 2	December 22, 2023
Quarter 3	April 1, 2024
Quarter 4	June 1, 2024

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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	<p>We have partially met several of the metrics as is relates to curricula and instruction as a school. Our rigor walk data indicates that we have grown in our ability to align standards and objectives for students. According to our LSI rigor walk data, continued work is needed in defining criteria of success within each block and ensuring alignment between standard, objective and task. In addition, continued work is needed as it relates to Quality of Student Discussion which was rated at a 5 (very weak) by the stakeholder group, teachers, on the 5 Essentials survey. This foundational area will be an area of focus for our CIWP over the course of the next 3 years. According to our iReady K-2 data for math, 17% of our students are on grade level and meeting grade level expectations. According to iReady ELA K-2, 33% of our students are on grade level and meeting grade level expectations. According to IAR for ELA, 6% of 3rd-8th grades are at or above grade level. According to IAR for math, 3% of students are at or above grade level. More explicit tier I instruction will support more students meeting or exceeding grade level expectations within reading and math.</p> <p>What is the feedback from your stakeholders?</p> <p>According to our CIWP Parent Survey, families want more information on how to support their child in their school work. Parents reports knowing "sometimes" or "occasionally" by their teacher how they can support their child at home. According to our 5 Essentials Survey data, teachers ranked the school as Weak (36) on Family Engagement, Parent Involvement in School. Teachers indicated that "some" families reached out regarding their child's academic performance and "some" families responded to feedback/suggestions offered by the teacher.</p>	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed 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.	Powerful Practices Rubric Learning Conditions		
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		

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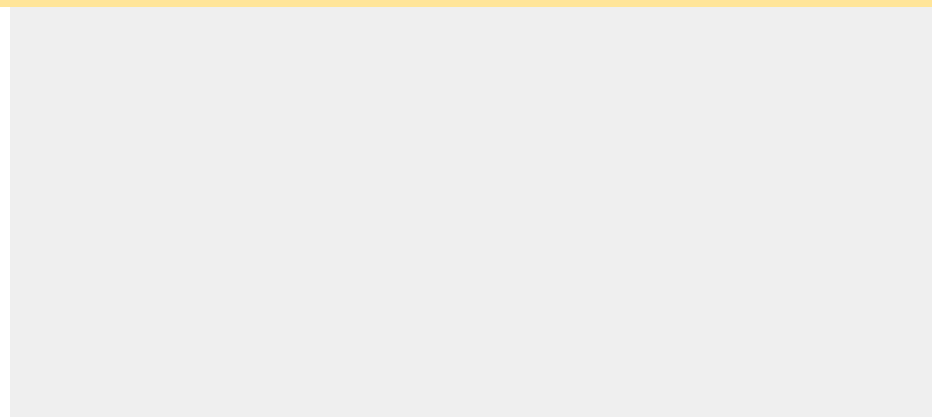
[Inclusive & Supportive Learning](#)

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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
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document




[ACCESS](#)

[TS Gold](#)


[Interim Assessment Data](#)

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?

- Ideas For Improving Within This Domain: 
- Monthly whole-school newsletter focused on key academic focus for the school
 - Monthly grade level newsletters highlighting key academic focus for the grade level and specific ways in which families can support at the school level
 - FLEX days focused on family and community engagement
 - Social media presence to communicate family-facing information, reminders and celebrations
 - SMART goals and print outs after iReady assessments
 - SMART goals leveraged during Power Hour and communicated to families
 - Raffles and incentives for families who attend school-wide events
 - School-wide communication platform to streamline two way communication between home and school and to prevent language barriers

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.

According to our 5 Essentials data, within the Domain of Ambitious Instruction, students rated the school at a 30 (weak) for academic press with concerns in the following areas: 

- well-defined with clear expectations for student success,
- interactive and encourages students to build and apply knowledge,
- well-paced (not measured), and
- aligned across grades (not measured).

According to our iReady data for ELA K-2, 33% of students are at or above grade level. According to IAR ELA for grades 3rd-8th, 6% of students are at or above grade level standards. According to our iReady data for Math K-2, 17% of students are at or above grade level. According to IAR Math for grades 3rd-8th, 3% of our students are at or above grade level standards.

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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

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

More explicit and direct support with Tier I core content with clear criteria of success will support clear academic expectations for students. Explicit Tier II targeted curricula will support student growth and motivation within preparedness for class and success within class. Our IAR and iReady data indicate that students are at various performance levels academically (6% of students at or above grade level in ELA and 3% at or above grade level in math) demonstrating a need to ensure differentiated instruction and strong cycles of MTSS are present for all students across the academic spectrum.



Unit/Lesson Inventory for Language Objectives (School Level Data)

[MTSS Continuum](#)

[Roots Survey](#)

[ACCESS](#)

[MTSS Academic Tier Movement](#)

[Annual Evaluation of Compliance \(ODLSS\)](#)

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

What is the feedback from your stakeholders?

Anecdotal data shared during EOY reflection grade level team meetings indicated that both students and teachers were unclear on what specific goals students should be working on based on previous assessments. With clearer and aligned assessments as well as clear and communicated goals to students, teachers and families, all stakeholders will feel aligned and clear on academic outcomes for students.



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?

Ideas to Support Progress Within This Domain:

- Instructional coaches supporting implementation of their grade level MTSS information within Branching Minds
- Goal setting with students around their current level and expected level in Power Hour
- Clear expectations for students and teachers connected to student timeliness and arrival to class



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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.

According to our 5 Essentials, data, Academic Engagement remains weak (34). 42% of students indicate that they are not interested in the work they are doing. In addition under the Supplemental Measure category of Student Responsibility, 32% of students indicate they do not try their best in class. According to our iReady ELA data for grades K-2, 33% of students are performing at or above grade level. According to our IAR ELA data, 6% of students are performing at or above grade level standards. According to our iReady Math data for grades K-2, 17% of students are performing at or above grade level. According to our IAR Math 3rd-8th grade data, 3% of students are performing at or above grade level standards.



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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

Yes

Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.

[BHT Key Component Assessment](#)

[SEL Teaming Structure](#)

As it relates to our teaming structures for a school culture of connectedness and well-being, our school has strong systems, structures, protocols and practices in place. Our greatest area of need within this priority lies within daily attendance rates and chronic absenteeism rates for our students. We believe that by weaving in strong family communication through our other priorities, we will be able to address this area of need as a school community. According to our school data, our daily attendance rate is 86%.



[% of Students receiving Tier 2/3 interventions meeting targets](#)

[Reduction in OSS per 100](#)

[Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)

[Access to OST](#)

[Increase Average Daily Attendance](#)

Yes

Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.

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Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What 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.

According to the 5 Essentials data, Teacher-Student trust is Weak (35). According to the survey results, 30% of students indicate that teachers do not keep the promises to students. According to our daily percentage, 86% of students met attendance expectations for the last year.



	<p>What is the feedback from your stakeholders?</p> <p>Ideas for Forward Movement in this Category Include:</p> <ul style="list-style-type: none"> - Incentive systems based on clear behavioral criteria for students - Recommitment of the Morning Meeting expectations within each classroom and clear monitoring of this system during the first 6 weeks of the school year
	<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>Ideas to Support Forward Movement Within this Category Include:</p> <ul style="list-style-type: none"> - Recommitment with staff around the importance of keeping our promises to students - Modeling from Leadership around keeping their promises to students and staff - Communication to families and students around the importance of daily attendance for students' academic progress - Regular incentive systems for students based on clear behavioral expectations for students



[Increased Attendance for Chronically Absent Students](#)

[Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)

[Cultivate \(Belonging & Identity\)](#)

Staff trained on alternatives to exclusionary discipline (School Level Data)

[Enrichment Program Participation: Enrollment & Attendance](#)

[Student Voice Infrastructure](#)

[Reduction in number of students with dropout codes at EOY](#)

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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)

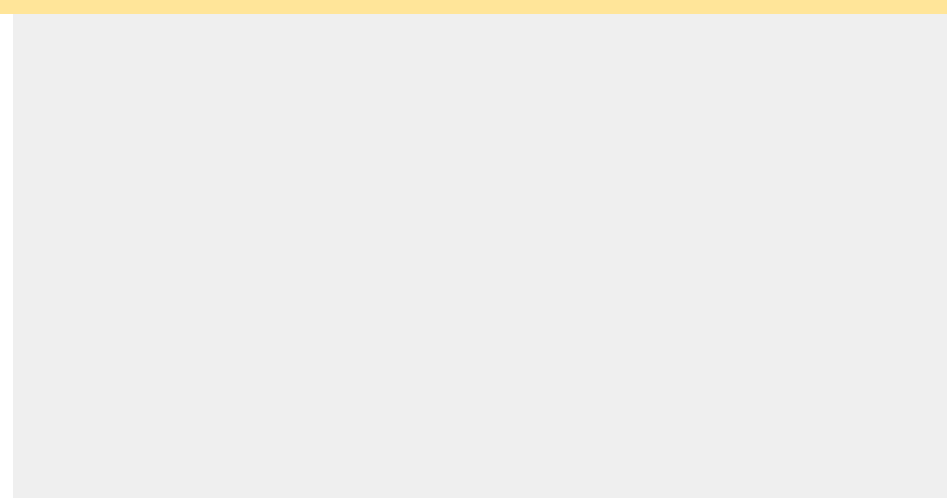
References

What are the takeaways after the review of metrics?


Metrics

<p>Yes</p>	<p>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).</p>	<p>College and Career Competency Curriculum (C4)</p>	<p>This appears to be an area of strength for the school. Our On-Track Data has been rising over the past few years. In addition, we had 100% of students complete high school enrollment and acceptance at Hamline. According to our final week of the SY23, 30% of students were off track, largely due to attendance issues. </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>Yes</p>	<p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>	<p>Individualized Learning Plans</p>		
<p>Yes</p>	<p>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).</p>	<p>Work Based Learning Toolkit</p>		
	<p>Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized</p>		<p>What is the feedback from your stakeholders?</p> <p>Continue to support students through the high school application process and leverage Success Bound to support this work. Continue to implement the structure for Success Bound within the blocks of the day we have. </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>

N/A	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




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?

Ideas for Continued Progress Within this Area Include: 

- Continue to support students through the high school application process and leverage Success Bound to support this work.
- Continue to implement the structure for Success Bound within the blocks of the day we have.

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.

As it relates to post-secondary success metric for elementary schools, our school has reflected on a high level of implementation of this work through the focused efforts of our counseling program. According to our final week of the SY23, 30% of students were off track, largely due to attendance issues. 

[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

	Spectrum of Inclusive Partnerships
--	--

While we have a plethora of community partnerships at the school level, there is an opportunity for growth between communication between teachers and families. There are opportunities for this lift to happen at the school level and some opportunities for teachers to strengthen this. 

Cultivate

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Partially

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.

Some opportunities for teachers to strengthen this communication. According to the Parent CIWP Input survey, 50 of parents indicate that they do not know what their child is working on throughout the school year. In addition, according to the 5 Essentials data, teachers reported family engagement as weak, (36).

[5 Essentials Parent Participation Rate](#)

[5E: Involved Families](#)

Partially

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

[Reimagining With Community Toolkit](#)

[5E: Supportive Environment](#)

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

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

Partially

School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

[Student Voice Infrastructure Rubric](#)

What is the feedback from your stakeholders?

Overall, anecdotal information gathered from PAC, BAC and LSC meetings, indicates that families desire more communication from their child's teacher with specific strategies on how to support their child at home.



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

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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.

According to the Parent CIWP Input survey, 50 of parents indicate that they do not know what their child is working on throughout the school year. In addition, according to the 5 Essentials data, teachers reported family engagement to weak, (36)



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?

Ideas for Continued Improvement Within these Areas Include:



- Monthly grade level newsletters
- SMART goals communicated to students and families based on BOY, MOY and EOY interim assessments
- SMART goals connected and communicated to students for MTSS block
- Social media presence for school that focuses on important reminders, updates, and celebrations
- Incentive systems for EdTech communicated to students and families
- Raffles for family attendance at school-wide events
- FLEX days focused on family and community engagement

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?

We have partially met several of the metrics as it relates to curricula and instruction as a school. Our rigor walk data indicates that we have grown in our ability to align standards and objectives for students. According to our LSI rigor walk data, continued work is needed in defining criteria of success within each block and ensuring alignment between standard, objective and task. In addition, continued work is needed as it relates to Quality of Student Discussion which was rated at a 5 (very weak) by the stakeholder group, teachers, on the 5 Essentials survey. This foundational area will be an area of focus for our CIWP over the course of the next 3 years. According to our iReady K-2 data for math, 17% of our students are on grade level and meeting grade level expectations. According to iReady ELA K-2, 33% of our students are on grade level and meeting grade level expectations. According to IAR for ELA, 6% of 3rd-8th grades are at or above grade level. According to IAR for math, 3% of students are at or above grade level. More explicit tier I instruction will support more students meeting or exceeding grade level expectations within reading and math.

What is the feedback from your stakeholders?

According to our CIWP Parent Survey, families want more information on how to support their child in their school work. Parents reports knowing "sometimes" or "occasionally" by their teacher how they can support their child at home. According to our 5 Essentials Survey data, teachers ranked the school as Weak (36) on Family Engagement, Parent Involvement in School. Teachers indicated that "some" families reached out regarding their child's academic performance and "some" families responded to feedback/suggestions offered by the teacher.

What student-centered problems have surfaced during this reflection?

According to our 5 Essentials data, within the Domain of Ambitious Instruction, students rated the school at a 30 (weak) for academic press with concerns in the following areas:
 - well-defined with clear expectations for student success,
 - interactive and encourages students to build and apply knowledge,
 - well-paced (not measured), and
 - aligned across grades (not measured).

According to our iReady data for ELA K-2, 33% of students are at or above grade level. According to IAR ELA for grades 3rd-8th, 6% of students are at or above grade level standards. According to our iReady data for Math K-2, 17% of students are at

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?

Ideas For Improving Within This Domain:
 - Monthly whole-school newsletter focused on key academic focus for the school
 - Monthly grade level newsletters highlighting key academic focus for the grade level and specific ways in which families can support at the school level
 - FLEX days focused on family and community engagement
 - Social media presence to communicate family-facing information, reminders and celebrations
 - SMART goals and print outs after iReady assessments
 - SMART goals leveraged during Power Hour and communicated to families
 - Raffles and incentives for families who attend school-wide events
 - School-wide communication platform to streamline two way communication between home and school and to prevent language barriers

or above grade level. According to IAR Math for grades 3rd-8th, 3% of our students are at or above grade level standards.

[Return to Top](#) **Determine Priorities**

Resources: 

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

[Determine Priorities Protocol](#)

Students...

Overall, student achievement scores within IAR are below national levels of attainment. Quality of Student Discussion which was rated at a 5 (very weak) by the stakeholder group, teachers, on the 5 Essentials survey. This foundational area will be an area of focus for our CIWP over the course of the next 3 years. According to our iReady K-2 data for math, 17% of our students are on grade level and meeting grade level expectations. According to iReady ELA K-2, 33% of our students are on grade level and meeting grade level expectations. According to IAR for ELA, 6% of 3rd-8th grades are at or above grade level. According to IAR for math, 3% of students are at or above grade level. In addition, based on the 5 Essentials survey data, Ambitious Instruction remains Weak as measured by the survey.

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

 Priorities are determined by impact on students' daily experiences.

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Resources: 

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

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

As adults in the building, we...

believe that it is our responsibility to provide a rigorous learning environment for our children that challenges them academically. We believe that through collaborative and aligned practices, we will be able to support high levels of student growth and continue to increase student achievement levels throughout the years. As adults, we are committed to increasing our content knowledge in core areas through professional development, strengthening alignment between our objectives and tasks in the classroom and assessing students aligned to the learning target in order to support strong tier I implementation of instruction across all grade levels.

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....

focus on alignment of Standards, Objectives, Tasks and Assessments (SOTA), building the content knowledge of our teachers in core subjects, looking at student work through cycles

Resources: 

[Indicators of a Quality CIWP: Theory of Action](#)

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of inquiry and increasing student discussion throughout lessons,

then we see...
 an increase in alignment of practices as a school building, an increase in teacher facilitation of lessons, deliberate decision-making for small groups and an increase in student voice during lessons

which leads to...
 an increase in student achievement in iReady interim assessment scores and IAR summative scores in reading and math and an increase in our performance in Ambitious Instruction on the 5 Essentials survey from Weak to Neutral

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

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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
 Administration, Teacher-Leaders, ILT, Teachers, Students

Dates for Progress Monitoring Check Ins
 Q1 **October 22, 2** Q3 **April 1, 2024**
 Q2 **December 22** Q4 **June 1, 2024**

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	SOTA Alignment and Rigor of Tasks	Administration, Teacher-Leaders, Teachers, Counselors, Case Manager and students	ongoing	<div style="width: 100%; height: 10px; background-color: #f4a460; border-radius: 5px;"></div> In Progress
Action Step 1	Provide professional learning around alignment of objective and student learning task	Administration, Teacher-Leaders	Quarter 2	<div style="width: 100%; height: 10px; background-color: #ccc; border-radius: 5px;"></div> Select Status


Jump to... [Priority Reflection](#) [TOA Root Cause](#) [Goal Setting Implementation Plan](#) [Progress Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>


Curriculum & Instruction

Action Step 2	Provide professional learning around rigor of task, leveraging Bloom's taxonomy and Marzano's taxonomy	Administration, Teacher-Leader:	Quarter 3	<i>Select Status</i>
Action Step 3	Provide opportunities for peer observation around alignment of SOTA (task-alignment)	Administration, Teacher-Leaders, Teachers	quarterly	<i>Select Status</i>
Action Step 4	Provide feedback and coaching cycles for teachers focused around task-alignment and rigor of tasks	Administration and Teacher Leaders	quarter 1 and ongoing	<i>Select Status</i>
Action Step 5	Provide professional learning on identifying and integrating key academic vocabulary for students within learning plans and how to monitor student comprehension and application of key academic vocabulary	Administration and Teacher Leaders	Quarter 3	<i>Select Status</i>
Implementation Milestone 2	Building content knowledge capacity in core content areas	Administration, Teacher Leaders	ongoing	In Progress
Action Step 1	Provide professional learning around unpacking of standards in core content area of science	Administration, Teacher Leader:	Quarter 1	In Progress
Action Step 2	Provide professional learning around implementation of new curricula within the content area of literacy	Administration, Teacher Leader:	Quarter 1	In Progress
Action Step 3	Provide professional learning around implementation and augmentation of current curricula within the content area of literacy	Administration, Teacher Leader:	Quarter 1	In Progress
Action Step 4	Incorporate key academic vocabulary into core content blocks in learning plans	Administration, Teacher Leader:	Quarter 3	<i>Select Status</i>
Action Step 5				<i>Select Status</i>
Implementation Milestone 3	Looking at Student Work and Data	Administration, Teacher Leader:	ongoing	In Progress
Action Step 1	Provide professional learning to look at student data after interim assessments are administered	Administration, Teacher Leader:	Quarter 1 and quarterly	<i>Select Status</i>
Action Step 2	Provide professional learning and protocols for analyzing student work and what to re-teach based on student performance and mastery of content	Administration, Teacher Leader:	Quarter 1 and quarterly	<i>Select Status</i>
Action Step 3	Build in data cycle meetings into our grade level team meetings	Administration, Teacher Leader:	Quarter 1 and quarterly	<i>Select Status</i>
Action Step 4				<i>Select Status</i>
Action Step 5				<i>Select Status</i>
Implementation Milestone 4	Student Questioning and Discussion	Administration, Teacher Leaders	ongoing	In Progress
Action Step 1	Identify specific student discussion techniques for integration into learning plans	Administration, Teacher Leader:	Quarter 3	<i>Select Status</i>
Action Step 2	Identify high leverage, high rigor question stems for teachers to incorporate into their lessons	Administration, Teacher Leader:	Quarter 3	<i>Select Status</i>
Action Step 3	Identify and implement accountability sentence stems for students to implement in their classroom conversations	Administration, Teacher Leader:	Quarter 3	<i>Select Status</i>

Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 We will continue on with deepening work from our SY 24 to deepen our data informed practices to support strategic small group instruction. We will continue to deepen our integration of key academic content aligned to key concepts from the learning target in school year 25. 

SY26 Anticipated Milestones
 We will continue on with deepening work from our SY 25 to deepen our data informed practices to support strategic small group instruction. We will continue to deepen our integration of key academic content aligned to key concepts from the learning target in school year 26. 

[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
Increase iReady student growth in both reading and math by 20% annually over the next 3 years.	Yes	iReady (Reading)	Overall	33%	53%	73%	93%
		iReady (Math)	Overall	17%	37%	57%	77%

Increase IAR student achievement levels in reading and math by 5% annually over the course of the next 3 years.	Yes	IAR (Math)	Overall	6%	11%	16%	21%
		IAR (English)	Overall	3%	8%	13%	18%

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.	Hamline will focus on implementation of task alignment and integration of key academic vocabulary within learning plans. Hamline will focus on deepening content knowledge for staff within the core content areas of literacy and science instruction through targeted professional development. This will be measured by evidence of identified key vocabulary in learning plans, implementation of the key academic vocabulary during the lesson and usage of key vocabulary from students.	Hamline will focus on implementation of assessments aligned to the student task and learning target to accurately determine student mastery of the objectives. This will be measured by aligned assessments administered to students at the end of key lessons within a unit.	Hamline will focus on using assessment data to create strategic small group instructional decisions.
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Hamline will focus on implementation and administration of iReady assessment across grades K-8 and practice analyzing the data to form strategic small groups within the content areas of reading and math. This will be measured by completion of data protocols based on iReady data after each interim assessment.	Hamline will focus on analysis of data from iReady to support strategic small group instruction. This will be measured by plans for re-teach lessons and small group lessons based on iReady data.	Hamline will focus on analysis of data from iReady to support strategic small group instruction. This will be measured by plans for re-teach lessons and small group lessons based on iReady data.
Select a Practice			

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 iReady student growth in both reading and math by 20% annually over the next 3 years.	iReady (Reading)	Overall	33%	53%	Select Status	Select Status	Select Status	Select Status
		Overall	17%	37%	Select Status	Select Status	Select Status	Select Status
Increase IAR student achievement levels in reading and math by 5% annually over the course of the next 3 years.	IAR (Math)	Overall	6%	11%	Select Status	Select Status	Select Status	Select Status
		Overall	3%	8%	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.	Hamline will focus on implementation of task alignment and integration of key academic vocabulary within learning plans. Hamline will focus on deepening content knowledge for staff within the core content areas of literacy and science instruction through targeted professional development. This will be measured by evidence of identified key vocabulary in learning plans, implementation of the key academic vocabulary during the lesson and usage of key vocabulary from students.	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Hamline will focus on implementation and administration of iReady assessment across grades K-8 and practice analyzing the data to form strategic small groups within the content areas of reading and math. This will be measured by completion of data protocols based on iReady data after each interim assessment.	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.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

More explicit and direct support with Tier I core content with clear criteria of success will support clear academic expectations for students. Explicit Tier II targeted curricula will support student growth and motivation within preparedness for class and success within class. Our IAR and iReady data indicate that students are at various performance levels academically (6% of students at or above grade level in ELA and 3% at or above grade level in math) demonstrating a need to ensure differentiated instruction and strong cycles of MTSS are present for all students across the academic spectrum.

What is the feedback from your stakeholders?

Anecdotal data shared during EOY reflection grade level team meetings indicated that both students and teachers were unclear on what specific goals students should be working on based on previous assessments. With clearer and aligned assessments as well as clear and communicated goals to students, teachers and families, all stakeholders will feel aligned and clear on academic outcomes for students.

What student-centered problems have surfaced during this reflection?

According to our 5 Essentials, data, Academic Engagement remains weak (34). 42% of students indicate that they are not interested in the work they are doing. In addition under the Supplemental Measure category of Student Responsibility, 32% of students indicate they do not try their best in class. According to our iReady ELA data for grades K-2, 33% of students are performing at or above grade level. According to our IAR ELA data, 6% of students are performing at or above grade level standards. According to our iReady Math data for grades K-2, 17% of students are performing at or above grade level. According to our IAR

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?

Ideas to Support Progress Within This Domain:

- Instructional coaches supporting implementation of their grade level MTSS information within Branching Minds
- Goal setting with students around their current level and expected level in Power Hour
- Clear expectations for students and teachers connected to student timeliness and arrival to class

Math 3rd-8th grade data, 3% of students are performing at or above grade level standards.

[Return to Top](#) **Determine Priorities**

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

Students...

Students' academic needs exist across a continuum at Hamline. While we start with strong tier I instruction as our baseline for students, we recognize the need to provide differentiated academic support for our students. We will accomplish this by provide ongoing, consistent access to MTSS for our students performing at various levels. Our IAR and iReady data indicate that students are at various performance levels academically (6% of students at or above grade level in ELA and 3% at or above grade level in math) demonstrating a need to ensure differentiated instruction and strong cycles of MTSS are present for all students across the academic spectrum.



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.

Resources:

[Determine Priorities Protocol](#)

[Return to Top](#) **Root Cause**

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

As adults in the building, we...

believe that it is our responsibility and opportunity to provide a rigorous learning environment for our children that challenges them academically. We believe that through collaborative and aligned practices, we will be able to support high levels of student growth and continue to increase student achievement levels throughout the years. As adults, we commit to engaging in strong MTSS cycles to support student growth at all academic levels. We commit to analyzing student data based on interim and summative assessment to create targeted and strategic re-teach for plans based on need.



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.

Resources:

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

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

What is your Theory of Action?

If we....

Resources:

Inclusive & Supportive Learning Environment

focus on implementation of language objectives in our bilingual classrooms, implementation of six week MTSS data cycles, progress monitoring of student growth via EdTech resources and student work data, and interpretation and analysis of student performance and leveraging re-teach plans



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....

an increase in student language acquisition, an increase in fidelity of MTSS data, higher percentages of usage in differentiated EdTech implementation, high teacher confidence in re-teaching lesson planning implementation



which leads to...

an increase in rigor of language acquisition in the classroom, higher percentage of goals being met through MTSS cycles, higher student growth scores on interim assessments and an increase in REACH scores for teachers in Domain 3d



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

Administration, Teacher-Leaders, ILT, Teachers, Students

Dates for Progress Monitoring Check Ins

Q1 October 22, 2	Q3 April 1, 2024
Q2 December 22	Q4 June 1, 2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1

Language objectives in bilingual classrooms	ELPT and Admin	Week 0 PD	<div style="background-color: #ffc107; width: 100%; height: 10px; border-radius: 5px;"></div> In Progress
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Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress](#) [Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

Inclusive & Supportive Learning Environment

Action Step 1	Provide professional learning for bilingual teachers on the why behind language objectives how to write them	ELPT and Admin	ongoing	In Progress
Action Step 2	Ensure language objectives are posted in classrooms and present in learning plans	ELPT and Admin	ongoing	In Progress
Action Step 3	Ensure alignment in the language objectives and how students are demonstrating mastery of content	ELPT and Admin	ongoing	Select Status
Action Step 4	Create alignment of bilingual best practices across classrooms	ELPT and Admin	ongoing	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Implementation of six week MTSS data cycles, progress monitoring of			In Progress
Action Step 1	Train teachers on new EdTech platforms during first 6 weeks of school year			In Progress
Action Step 2	Provide parent information and PD on EdTech platforms during Q1			Select Status
Action Step 3	Create incentive systems for 1 ELA and 1 Math EdTech platform for the school year			Select Status
Action Step 4	Track and monitor ongoing implementation of EdTech platform and share usage and growth data with all stakeholders, including students, teachers and families			Select Status
Action Step 5				Select Status
Implementation Milestone 3	Implementation of six week MTSS data cycles, progress monitoring of			In Progress
Action Step 1	Provide GLE time to review data every six weeks and after interim assessments			In Progress
Action Step 2	Leverage data dive protocol to practice analyzing student work			Select Status
Action Step 3	Identify next steps based on student level of achievement			Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Implementation of reteach plans			In Progress
Action Step 1	Review protocol and criteria for re-teach plans with team			Select Status
Action Step 2	Create re-teach plan to be taught in Power Hour with students			Select Status
Action Step 3	Create exemplar response for re-teach plan			Select Status
Action Step 4	Create assessment of re-teach plan to measure effectiveness of re-teach plan			Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

We will continue on with deepening work from our SY 24 and continue to deepen our work as a school to support strong implementation of MTSS cycles and re-teach plans for students.



SY26 Anticipated Milestones

We will continue on with deepening work from our SY 25 and deepen our content knowledge of highly effective interventions for students.



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Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).
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 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
Students will show growth from the beginning of their MTSS cycle to the end of the cycle with 20% of students over time moving out of the tiered intervention.	Yes	MTSS Academic Tier Movement	Other (Students who have been identified as qualifying and receiving MTSS)				
			Select Group or Overall				

Inclusive & Supportive Learning Environment

	Yes	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
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.	I&S:2 School teams create, implement, and pr	Hamline will focus in implementing high quality tiered interventions with fidelity. This goal will be measured by the type of high quality interventions inputted in Branching Minds per MTSS cycle.	Our goal will be to see continued student growth throughout the MTSS cycles of implementation as measured by progress by each student from beginning of MTSS cycle to the end of the cycle.
Select a Practice			
Select a Practice			

Below are the goals for this Theory of Action that were created

Inclusive & Supportive Learning Environment

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
Students will show growth from the beginning of their MTSS cycle to the end of the cycle with 20% of students over time moving out of the tiered intervention.	MTSS Academic Tier Movement	Other (Students who have been identified as qualifying and receiving MTSS interventions)			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			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
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.	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. This will be measured by the number of interventions entered into Branching Minds that have a successful completion cycle.	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

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.

Partially

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

Partially

School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

What are the takeaways after the review of metrics?

While we have a plethora of community partnerships at the school level, there is an opportunity for growth between communication between teachers and families. There are opportunities for this lift to happen at the school level and some opportunities for teachers to strengthen this communication. According to the Parent CIWP Input survey, 50 of parents indicate that they do not know what their child is working on throughout the school year. In addition, according to the 5 Essentials data, teachers reported family engagement as weak, (36).

What is the feedback from your stakeholders?

Overall, anecdotal information gathered from PAC, BAC and LSC meetings, indicates that families desire more communication from their child's teacher with specific strategies on how to support their child at home.

What student-centered problems have surfaced during this reflection?

According to the Parent CIWP Input survey, 50 of parents indicate that they do not know what their child is working on throughout the school year. In addition, according to the 5 Essentials data, teachers reported family engagement to weak, (36)

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?

Ideas for Continued Improvement Within these Areas Include:
- Monthly grade level newsletters
- SMART goals communicated to students and families based on BOY, MOY and EOY interim assessments
- SMART goals connected and communicated to students for MTSS block
- Social media presence for school that focuses on important reminders, updates, and celebrations
- Incentive systems for EdTech communicated to students and families

- Raffles for family attendance at school-wide events
- FLEX days focused on family and community engagement

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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...

According to the Parent CIWP Input survey, 50 of parents indicate that they do not know what their child is working on throughout the school year. In addition, according to the 5 Essentials data, teachers reported family engagement to weak, (36).



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...

believe that it is our responsibility and opportunity to provide a rigorous learning environment



Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

What is your Theory of Action?

If we....

Resources: 

focus on increased communication with families, purposeful community partnerships based on need, intentional inclusion of families within the school environment and communicate shared goals with families and partners



Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

a shared understanding of goals and desired outcomes for students, higher participation of families at school events, an increase in collaborative conversations between families and school stakeholders



which leads to...

an overall stronger school-family connection and increase on "involved families" metric on 5 Essentials from Weak to Neutral.



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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

Administration, Teacher-Leaders, RJ Coordinator, Counselors, ILT, Teachers, Clerks. Families, BAC, PAC, Students

Dates for Progress Monitoring Check Ins

Q1	October 22, 2	Q3	April 1, 2024
Q2	December 22	Q4	June 1, 2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1


Increased communication with families and community partners	All Hamline Stakeholders	ongoing	In Progress
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Partnership & Engagement

Action Step 1	social media presence focused on updates, reminders and celebrations at Hamline	Administration	biweekly	Select Status
Action Step 2	Weekly robo calls with reminders, updates and celebrations	Administration	weekly	Select Status
Action Step 3	Monthly school-wide newsletter focused on curricular focus for the month	Administration, Counselors, RJ Coordinator, Teacher Leaders and Clerks	monthly	Select Status
Action Step 4	Monthly grade level newsletter focused on grade level curricular updates	Teacher leaders, homeroom teachers	monthly	Select Status
Action Step 5	Monthly communication with community parternships	Administration	monthly	Select Status
Implementation Milestone 2	Purposeful partnerships with community groups	All Hamline Stakeholders	ongoing	Select Status
Action Step 1	Creation of Amigos de Hamline	Administration	quarterly	Select Status
Action Step 2	New partnership with Brighton Park Neighborhood Council and Back of the Yards Neighborhood Council	Administration	monthly	Select Status
Action Step 3	Forge community partners with food pantry in the neighborhood	Counselors/Case Manager	monthly	Select Status
Action Step 4	Forge community partners to support basic needs for newcomer families	Counselors/ Case Manager	monthly	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Intentional inclusion of families within the school			Select Status
Action Step 1	Create a new enrollment welcome packet	Administration and Clerks	yearly	Select Status
Action Step 2	Signs for new families distributed	Clerks	ongoing	In Progress
Action Step 3	Classroom-planned culminating project where families are welcomed into the classroom	teachers and grade level teams	1x/semester	Select Status
Action Step 4	Flex Days focused on family engagement and relationship building	Administration and teachers	4x/year	Completed
Action Step 5	Create routine workshops for families to attend within the building	Administration, ELPT, BAC and PAC	monthly	Select Status
Implementation Milestone 4	Shared Goals for Student Progress	All Hamline Stakeholders	ongoing	Select Status
Action Step 1	Set and communicate academic goals and expected progress for students based on interim iReady data	Teacher Leaders and homeroom teachers	at the end of each interim assessment administration	Select Status
Action Step 2	Set and communicate academic goals and expected progress for students based on MTSS needs and Power Hour	Teacher Leaders and homeroor	at the end of each quarter	Select Status

Action Step 3	Set and communicate behavioral goals and expected progress for students from teachers when a behavioral intervention is put is implemented via MTSS	Restorative Justice Coordinator, Counselors and homeroom teachers	as needed and after 6 weeks	Select Status
Action Step 4	Set and communicate goals and progress based on on-track reports each quarter	Administration and teachers	at the end of each quarter	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 We will continue to build out strategic partnerships based on the needs of our community. We will continue to expand partnerships with stakeholders who can support in meeting our families' basic needs. 

SY26 Anticipated Milestones
 We will continue to build out strategic partnerships based on the needs of our community. We will continue to expand partnerships with stakeholders whc 

[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

Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Partnership & Engagement			
Our goal is to increase our performance on the 5 Essentials for Involved Families from Weak to Neutral	Yes		5E: Involved Families	Overall	Weak (36)				
				Select Group or Overall					
Our goal is to increase the overall participation in in our EOY family survey from 4% to 20% and to increase the percentage of families who knwo how to support their child at home from 50% to 60%	Yes		Formal and informal family and community feedback received locally. (School Level Data)	Overall	50% of families are aware of how to support				
				Select Group or Overall					

Practice Goals

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

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

	SY24	SY25	SY26
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	As a school, we will adopt and implement Remind and measure the level of efficacy of usage throughout the year.	As a school, we will build our strategic community partnerships to support newcomer families.	As a school, we will continue to build strategic partnerships to support our newcomers.
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	As a school, we will adopt and implement Remind and measure the level of efficacy of usage throughout the year.	As a school, we will build our strategic community partnerships to support newcomer families.	As a school, we will continue to build strategic partnerships to support our newcomers.
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).	As a school, we will adopt and implement Remind and measure the level of efficacy of usage throughout the year.	As a school, we will build our strategic community partnerships to support newcomer families.	As a school, we will continue to build strategic partnerships to support our newcomers.

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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
Our goal is to increase our performance on the 5 Essentials for Involved Families from Weak to Neutral	5E: Involved Families	Overall	Weak (36)		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Our goal is to increase the overall participation in in our EOY family survey from 4% to 20% and to increase the percentage of families who knwo how to support their child at home from 50% to 60%	Formal and informal family and community feedback received locally. (School Level Data)	Overall	50% of families are aware of		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
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.	As a school, we will adopt and implement Remind and measure the	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.	As a school, we will adopt and implement Remind and measure the	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).	As a school, we will adopt and implement Remind and measure the	Select Status	Select Status	Select Status	Select Status

[Jump to...](#)
[Reflection](#)

[Priority](#)
[Root Cause](#)

[TOA](#)
[Implementation Plan](#)

[Goal Setting](#)

[Progress](#)
[Monitoring](#)

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

Partnership & Engagement

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)**

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:

- q) 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

Required Math Goal

Select a Goal

Required Reading Goal

Select a Goal

Optional Goal

Select a Goal

Student Groups	Baseline	SY24	SY25	SY26

Parent and Family Plan

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



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



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 accordance with prior PAC funds delegation, our PAC will divide funds into 3 categories. PAC funds will be allocated to allow our PAC to buy supplies to support Tier I school wide incentives at our school. Our second category will allow our PAC to allocate funds to support an increase in family and community engagement at the school by purchasing food for family meetings and events. The third category allocates PAC funds to parent classes and workshops to support strong family health and allow for proactive parenting techniques to be taught.



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