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 ✍
Anamaria Orbe	Principal	AOrbe@cps.edu
Jose Ramirez	AP	jaramirez@cps.edu
Sylvia Jachymiak	Teacher Leader	sjachymiak@cps.edu
Jazleen Rosado-McKissick	Teacher Leader	jrosado28@cps.edu
Glorianna Estela	Teacher Leader	gestela@cps.edu
Jose Hernandez	LSC Member	jmhernandez1@cps.edu
Sean Corrigan	IT Leader	secorrigan@cps.edu
Hannah Eastman	Postsecondary Lead	hmeastman@cps.edu
Natasha Pittman	Parent	
William Swain	Teacher Leader	wlswain@cps.edu
Kaitlynn Alvarado	Teacher Leader	kalvarado20@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	3/23/23	4/18/23
Reflection: Curriculum & Instruction (Instructional Core)	4/20/23	5/2/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/20/23	5/2/23
Reflection: Connectedness & Wellbeing	4/20/23	5/2/23
Reflection: Postsecondary Success	4/20/23	5/2/23
Reflection: Partnerships & Engagement	4/20/23	5/2/23
Priorities	5/4/23	5/9/23
Root Cause	5/4/23	5/9/23
Theory of Acton	5/15/23	5/16/23
Implementation Plans	5/17/23	5/23/23
Goals	5/26/23	5/30/23
Fund Compliance	5/30/23	6/6/23
Parent & Family Plan	5/30/23	6/6/23
Approval	5/30/23	6/6/23

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	10/20/2023
Quarter 2	12/21/2023
Quarter 3	03/22/2024
Quarter 4	06/06/2024

Indicators of a Quality CIWP: Reflection on Foundations	Resources 🚀
Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.	Reflection on Foundations Protocol
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.	

Curriculum & Instruction

Return to Top

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	**TS Gold Rating:** Gold Circle Quality Award; Pre-K programs are all meeting/exceeding quality standards. 🖌️ **Rigor Walk BOY - MOY:** continuing commitment to student discourse with embedded academic vocabulary	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	**Skyline ELA (and Science) Interim Data:** **MOY ELA Data** -Kinder meets standards: RL.K.3; RI.K.1; RI.K.2; RF.K.3c; all other standards below 75% -1st meets standards: 2.1, RF.1.3.b; all other standards below 75% -2nd - 7th: all standards below 75% mastery -8th: meets standard RI.8.1; all other standards below 75% mastery **Star 360 ELA Data:** EOY Data shows 31% of grades 3-8 at Tier 3, 28% at Tier 2 and 40% at Tier 1. Overall Tier Movement from MOY to EOY shows 25 students moving up in Tier level, 135 staying down in tier level and 37 students went down in tier level. **Star 360 Math Data:** Grades 3-8 had overall tier movement of 8 students moving up in tier level, 170 staying neutral and 18 moving down in tier level. 27% of students testing Star 360 are Tier 3 at EOY, 28% are Tier 2 and 43% are Tier 1. **Kindergarten i-Ready Data:** - **Reading:** EOY data shows that 76% of the 21 students tested met the typical growth level. 38% of students are one grade level below, 43% are early on grade level, and 19% are mid or above grade level (up from 0% based on MOY data) - **Math:** EOY data shows that 88% of the 21 students tested met typical growth. 43% of students are one grade level below, 14% are early on grade level, and 43% are mid or above grade level (up from 10% based on MOY data) **1st Grade i-Ready Data:** - **Reading:** EOY data shows that 114% of the 22 students tested met the typical growth level. 4% of students are two grade levels below, 48% of students are one grade level below, 9% are early on grade level, and 35% are mid or above grade level (up from 0% based on MOY data) - **Math:** EOY data shows that 123% of the 22 students tested met typical growth. 58% of students are one grade level below, 17% are early on grade level, and 21% are mid or above grade level (up from 4% based on MOY data) **2nd Grade i-Ready Data:** - **Reading:** EOY data shows that 126% of the 12 students tested met the typical growth level. 8% of students are two grade levels below, 42% of students are one grade level below, 42% are early on grade level, and 8% are mid or above grade level (up from 0% based on MOY data) - **Math:** EOY data shows that 102% of the 12 students tested met typical growth. 21% of students were two grade levels below, 57% of students are one grade level below, 7% are early on grade level, and 14% are mid or above grade level (up from 0% based on MOY data) **Takeaways: high quality curriculum available; teacher instructional capacity through professional development can grow.**	STAR (Reading)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** *Stakeholders are pleased with the current situation. Parents want their children, be they English language learners, diverse learners, or in the general population, to fully participate in the district's curriculum.* 🖌️ Stakeholders are pleased	STAR (Math) iReady (Reading) iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades ACCESS
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		TS Gold Interim Assessment Data
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?** *[impact on most students; impact on specific student groups]* 🖌️ *Emphasis on promoting co-planning and teaching (EL/DLs)* *Supplemental curriculum kits for EL students* *Dedicated interventionist position* *ILT is developing a professional development scope &*	

ILT is developing a professional development scope & sequence for training
Continuation of peer observations using Rubrics for Standards Based Student Evidence
Promotion of academic vocabulary and student discourse
Alignment of standards, targets, and taxonomy levels
Increased calibration around Rubrics for Standards Based Student Evidence

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 in every classroom need standards aligned curriculum
- leveraging research-based powerful practices to ensure learning environments meets conditions for all students to learn
- actionable evidence from assessments is used to inform decision-making related to instruction
- use of daily form(s) of assessment in every classroom

Inclusive & Supportive Learning Environment

Return to Top

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
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	Access: ACCESS scores show that EL students strength is in the listening domain; and our opportunities lie in the writing and speaking domains. These scores are shared with teachers to inform instruction and differentiation. Annual Evaluation Compliance: One IEP completed late, all IEPs for this year complete. https://docs.google.com/document/d/1BKhsYG15YjT23ub-n2idfwLJvKmcuwUqFGKkVT0nvPc/edit?usp=share_link	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement
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	EL Placement Recommendation (Hammond) - Most teachers have BIL/ESL certification. We have one classroom per grade level that includes both general education and bilingual students. EL Program Review Tool: MTSS Academic Tier Movement: At EOY of SY23, we have 73 students in Tier 1, 59 students in Tier 2 and 65 students in Tier 3. Our overall tier movement is 20 students moved UP in Tiers, 151 stayed Neutral and 26 Down with 1 student who transferred into the school. Dashboard Benchmark Movement Summary Lesson Plan Review - Feedback Rubric Takeaways: MTSS data shows that both reading and math scores did not show the expected/desired rate of growth. A Spanish-language version of Skyline lesson plans was not included in the curriculum this year.	Annual Evaluation of Compliance (ODLSS)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?** Parents want their bilingual and diverse learner children supported in the school environment and included wherever possible, and are pleased at this time.	Quality Indicators of Specially Designed Curriculum EL Program Review Tool
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	**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?** *[impact on most students; impact on specific student groups]* *Emphasis on promoting co-planning and teaching (EL/DLs)* *Language Objectives are a requirement in lesson plans and to be posted with objectives in each classroom.* *SIOP PD scheduled for Tuesday, August* *Differentiation look fors within lesson planning* *Review of program scheduling for EL/DLs*	
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.			

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

The challenge experienced in this Foundation is lack of appropriate and equitable materials for our English language learners with our recently adopted Skyline ELA curriculum. Native language and ESL materials are limited or non-existent. The school has purchased ESL materials in addition to securing a vendor to provide professional development focusing on the SIOP Model, a framework for organizing instruction, which includes many features that are characteristic of high-quality instruction for all students, such as cooperative learning, reading comprehension strategy instruction, and differentiated instruction making grade level content comprehensible for all students.

Connectedness & Wellbeing

Return to Top

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	BHT Key Component Assessment SEL Curricula Scheduling Priority Group Engagement Rate: 92.5%: High enrollment of priority group members in offered programming Dashboard Attendance: household attendance patterns visible; below 90% September 22 - February 23	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC)
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** *Stakeholders are happy with the current situation. Parents want their children to have successful academic careers in elementary and beyond in a welcoming and inclusive environment, whether they are diverse learners, English language learners, or general ed 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)
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?
[problems experienced by most students; problems experienced by specific student groups] *Students and families need additional supports to encourage high attendance rates/patterns.*	*[impact on most students; impact on specific student groups]* *Attendance coordinater, to be part of climate and culture team and BHT, in process of being hired.* *Current attendance incentives promoted school wide (monthly trophies, incentive recess)* *Culture & climate team promotes an inviting school atmosphere to encourage students' desire to be here everyday.*

Return to Top

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
No	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	3-8 On Track: attendance significantly impacts On-Track ratings; pattern among students from same household. Learn Plan Succeed Task Completion Rate: 0% Need to begin developing students' post-secondary planning Takeaway: We can implement a focused plan to encourage post secondary planning that will encourage students to want to come to school.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
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		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 |

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] ✍
Parents express that they want their children to receive a good education that can be used to advance their career and/or college goals, They want their children to plan for a successful future.

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 |

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?

[impact on most students; impact on specific student groups] ✍
MS Math and diverse learner instructors exploring Algebra endorsement to support 8th grade Algebra initiative
Interviewing to fill counselor vacancy

| 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 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.

LPS completion rate is 0% ✍
Students are not planning for their future career/college goals.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Formal and informal family and community feedback received locally ✍ Cultivate data: not included due to confidentiality of information Student voice feedback Hammond Partner List	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		5E: 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)
Yes	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?** *Stakeholders report being satisfied with the current situation.* ✍ *Community is pleased with benefits gained from partnerships with outside organizations.* *Parent of a Hammond alumnus working with a partnership organization.*	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.

[problems experienced by most students; problems experienced by specific student groups] ✍️

Hammond School community wants to increase family participation.

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?

[impact on most students; impact on specific student groups] ✍️

California Beautification Project, sponsored by Living Habitats, Nature Conservancy, Latinos Progresondo, to revitalize front courtyard of school

Union League Boys and Girls Club afterschool and summer camp offerings

Lincoln Park Zoo established relationship

Esperanza on-site counseling services

Carol Robertson K-8 afterschool programing

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
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?

TS Gold Rating: Gold Circle Quality Award; Pre-K programs are all meeting/exceeding quality standards.

Rigor Walk BOY - MOY: continuing commitment to student discourse with embedded academic vocabulary

Skyline ELA (and Science) Interim Data:
MOY ELA Data
-Kinder meets standards: RL.K.3; RI.K.1; RI.K.2; RF.K.3c; all other standards below 75%
-1st meets standards: 2.1, RF.1.3.b; all other standards below 75%
-2nd - 7th: all standards below 75% mastery
-8th: meets standard RI.8.1; all other standards below 75% mastery

Star 360 ELA Data: EOY Data shows 31% of grades 3-8 at Tier 3, 28% at Tier 2 and 40% at Tier 1. Overall Tier Movement from MOY to EOY shows 25 students moving up in Tier level, 135 staying neutral and 37 students went down in tier level.
Star 360 Math Data: Grades 3-8 had overall tier movement of 8 students moving up in tier level, 170 staying neutral and 18 moving down in tier level. 27% of students testing Star 360 are Tier 3 at EOY, 28% are Tier 2 and 43% are Tier 1.

Kindergarten i-Ready Data:
- Reading: EOY data shows that 76% of the 21 students tested met the typical growth level. 38% of students are one grade level below, 43% are early on grade level, and 19% are mid or above grade level (up from 0% based on MOY data)
- Math: EOY data shows that 88% of the 21 students tested met typical growth. 43% of students are one grade level below, 14% are early on grade level, and 43% are mid or above grade level (up from 10% based on MOY data)

1st Grade i-Ready Data:
- Reading: EOY data shows that 114% of the 22 students tested met the typical growth level. 4% of students are two grade levels below, 48% of students are one grade level below, 9% are early on grade level, and 35% are mid or above grade level (up from 0% based on MOY data)
- Math: EOY data shows that 123% of the 22 students tested met typical growth. 58% of students are one grade level below, 17% are early on grade level, and 21% are mid or above grade level (up from 4% based on MOY data)

2nd Grade i-Ready Data:
- Reading: EOY data shows that 126% of the 12 students tested met the typical growth level. 8% of students are two grade levels below, 42% of students are one grade level below, 42% are early on grade level, and 8% are mid or above grade level (up from 0% based on MOY data)
- Math: EOY data shows that 102% of the 12 students tested met typical growth. 21% of students were two grade levels below, 57% of students are one grade level below, 7% are early on grade level, and 14% are mid or above grade level (up from 0% based on MOY data)

Takeaways: high quality curriculum available; teacher instructional capacity through professional development can grow.

What is the feedback from your stakeholders?

Stakeholders are pleased with the current situation. Parents want their children, be they English language learners, diverse learners, or in the general population, to fully participate in the district's curriculum.

Stakeholders are pleased

What student-centered problems have surfaced during this reflection?

- students in every classroom need standards aligned curriculum
- leveraging research-based powerful practices to ensure learning environments meets conditions for all students to learn
- actionable evidence from assessments is used to inform decision-making related to instruction
- use of daily form(s) of assessment in every classroom

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?

[impact on most students; impact on specific student groups]
Emphasis on promoting co-planning and teaching (EL/DLs)
Supplemental curriculum kits for EL students
Dedicated interventionist position
ILT is developing a professional development scope & sequence for training
Continuation of peer observations using Rubrics for Standards Based Student Evidence
Promotion of academic vocabulary and student discourse
Alignment of standards, targets, and taxonomy levels
Increased calibration around Rubrics for Standards Based Student Evidence

---

Return to Top | **Determine Priorities**

Resources: 🚀

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

Students...

Students do not experience this everyday in every classroom:
Alignment of grade level instruction to standards
Leveraging of research-based power practices to ensure the learning environment meets the conditions that are needed for students to learn
Implementation of balanced assessment systems that measure depth and breath of student learning in relation to grade level standards that provide ACTIONABLE evidence to inform decision-making and monitor progress towards end of year goals
Form of assessments for learning practices daily in every classrooms

Determine Priorities Protocol

✏️ **Indicators of a Quality CIWP: Determine Priorities**

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top | **Root Cause**

Resources: 🚀

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

5 Why's Root Cause Protocol

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

Curriculum & Instruction

As adults in the building, we...

have inconsistent implementation of:
- alignment of grade-level instruction to standards
- research-based practices that ensure the learning environment meets the conditions for all students to learn
- the collection of actionable evidence used to inform decisions and progress monitoring
- daily forms of assessment in all classrooms

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....

design PDs to address inconsistencies schoolwide,

then we see....

then we will see increased implementation of evidence-based instructional practices in every classroom,

which leads to...

increased quality of standards-based student evidence.

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 ✍️

Instructional Leadership Team (ILT)

Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	03/22/2024
Q2	12/21/2023	Q4	06/06/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	The ILT will develop a professional development scope & sequence for SY24.	ILT members Administrators	August 2023	In Progress
Action Step 1	ILT will develop a PD plan for the week of August 2023	ILT members	June 2023	Completed
Action Step 2	ILT will develop a tentative year long scope and sequence	ILT members	August 2023	In Progress
Action Step 3	ILT will develop PD to address alignment of grade-level instruction to standards	ILT members	June 2024	Completed
Action Step 4	ILT will develop PD to address the collection of actionable evidence used to inform decisions and progress monitoring	ILT members	June 2024	In Progress
Action Step 5	ILT will develop PD to address use of research-based practices that ensure the learning environment meets the conditions for all students to learn	ILT members	June 2024	In Progress
Implementation Milestone 2	Milestone #1 continued...	ILT members	August 2023	In Progress
Action Step 1	ILT will develop PD to address the use of daily forms of assessment in the classroom	ILT members	June 2024	Completed
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	The ILT will review quantitative data and use it to guide teachers to inform their instruction	ILT members	June 2024	In Progress
Action Step 1	The ILT will review standardized (IAR) assessment data to analyze school-wide progress.	ILT members	June 2023	In Progress

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

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

Action Step 2	The ILT will review screener data (Star, i-Ready) to monitor school-wide progress	ILT members	June 2024	In Progress
Action Step 3	The ILT will review interim data (Skyline) to monitor school-wide progress	ILT members	June 2024	Not Started
Action Step 4	The ILT will monitor school-wide On-Track data	ILT members	June 2024	In Progress
Action Step 5				Select Status
Implementation Milestone 4	Teachers will review practice data at GLMs to generate discourse and plan for instructional facilitation moves.	Teachers	June 2024	In Progress
Action Step 1	Teachers will review practice data at GLMs to generate discourse and plan for instructional faciliation moves.	Teachers	October 2023	In Progress
Action Step 2	Teachers will review practice data at GLMs to generate discourse and plan for instructional facilitation moves.	Teachers	December 2023	Not Started
Action Step 3	Teachers will review practice data at GLMs to generate discourse and plan for instructional facilitation moves.	Teachers	March 2024	Not Started
Action Step 4	Teachers will review practice data at GLMs to generate discourse and plan for instructional facilitation moves.	Teachers	May 2024	Not Started
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

| SY25 Anticipated Milestones | ILT will continue the cadence of developing SY scope and sequence for professional development. ILT will continue using data to inform teacher practice. ILT will support and facilitate teacher use of data to inform instruction. | ✏️ |
| SY26 Anticipated Milestones | ILT will continue the cadence of developing SY scope and sequence for professional development. ILT will continue using data to inform teacher practice. ILT will support and facilitate teacher use of data to inform instruction. | ✏️ |

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
After provided professional development, teachers will deliver reading instruction that moves students academic tiers towards tier one..	Yes	MTSS Academic Tier Movement	Overall				
			Select Group or Overall				
After provided professional development, teachers will deliver math instruction that moves students in academic tiers towards tier one.	Yes	MTSS Academic Tier Movement	Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Rubric for Standards-Based Student Evidence	Rubric for Standards-Based Student Evidence	Rubric for Standards-Based Student Evidence
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.	Customized balanced assessment plan	Customized balanced assessment plan	Customized balanced assessment plan

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

Curriculum & Instruction

C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Rubric for Standards-Based Student Evidence	Rubric for Standards-Based Student Evidence	Rubric for Standards-Based Student Evidence

---

Return to Top | **SY24 Progress Monitoring**

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
After provided professional development, teachers will deliver reading instruction that moves students academic tiers towards tier one..	MTSS Academic Tier Movement	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
After provided professional development, teachers will deliver math instruction that moves students in academic tiers towards tier one.	MTSS Academic Tier Movement	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

		Progress Monitoring			
Identified Practices	**SY24**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
C&I:2 Students experience grade-level, standards-aligned instruction.	Rubric for Standards-Based Student Evidence	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.	Customized balanced assessment plan	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Rubric for Standards-Based Student Evidence	Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

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.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Access: ACCESS scores show that EL students strength is in the listening domain; and our opportunities lie in the writing and speaking domains. These scores are shared with teachers to inform instruction and differentiation.

Annual Evaluation Compliance: One IEP completed late, all IEPs for this year complete. https://docs.google.com/document/d/1BKhsYG15YjT23ub-n2idfwLJvKmcuwUqFGKkVT0nvPc/edit?usp=share_link

EL Placement Recommendation (Hammond) - Most teachers have BIL/ESL certification. We have one classroom per grade level that includes both general education and bilingual students.

EL Program Review Tool:

MTSS Academic Tier Movement: At EOY of SY23, we have 73 students in Tier 1, 59 students in Tier 2 and 65 students in Tier 3. Our overall tier movement is 20 students moved UP in Tiers, 151 stayed Neutral and 26 Down with 1 student who transferred into the school.

What is the feedback from your stakeholders?

Parents want their bilingual and diverse learner children supported in the school environment and included wherever possible, and are pleased at this time.

What student-centered problems have surfaced during this reflection?

The challenge experienced in this Foundation is lack of appropriate and equitable materials for our English language learners with our recently adopted Skyline ELA curriculum. Native language and ESL materials are limited or non-existent. The school has purchased ESL materials in addition to securing a vendor to provide professional development focusing on the SIOP Model, a framework for organizing instruction, which includes many features that are characteristic of high-quality instruction for all students, such as cooperative learning, reading comprehension strategy instruction, and differentiated instruction making grade level content comprehensible for all 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?

[impact on most students; impact on specific student groups]
Emphasis on promoting co-planning and teaching (EL/DLs)
Language Objectives are a requirement in lesson plans and to be posted with objectives in each classroom.
SIOP PD scheduled for Tuesday, August
Differentiation look fors within lesson planning
Review of program scheduling for EL/DLs

Return to Top
Determine Priorities

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

Students...

are unable to access the curriculum consistently across content areas, which impacts their academic growth.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top
Root Cause

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

As adults in the building, we...

have unclear understandings about what preplanned instruction and instructional delivery for EL/DLs consist of.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top
Theory of Action

What is your Theory of Action?

If we....

establish clear and explicit lesson planning and instructional delivery expectations

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Inclusive & Supportive Learning Environment

then we see....

increased curricular access and instructional rigor for EL/DLs

which leads to...

Increased student outcomes for all

Return to Top   **Implementation Plan**

Resources: 🚀

Team/Individual Responsible for Implementation Plan ✍️

Instructional Leadership Team (ILT)

Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	03/22/2024
Q2	12/21/2023	Q4	06/06/2024

SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1 The Hammond ILT will establish clear and explicit planning requirements for all content areas prior to August 2023.	ILT	August 2023	Completed
Action Step 1 Survey staff for planning tool preferences and submission cadence.	ILT	June 2023	Completed
Action Step 2 Schedule staff for co-planning availability.	ILT	August 2023	In Progress
Action Step 3 Create common planning tools and clear and explicit planning requirements for all instructor roles (including DL and EL Interventionist).	ILT	August 2023	Completed
Action Step 4 Train staff to use common planning tools, resources, and submission protocol.	ILT	August 2023	Completed
Action Step 5			Select Status
Implementation Milestone 2 The Hammond ILT will establish clear and explicit instructional delivery requirements for one content area prior to August 2023.	ILT	August 2023	In Progress
Action Step 1 ILT will select and develop instructional delivery protocol for one content area.	ILT	August 2023	In Progress
Action Step 2 ILT will train staff to implement protocol for specified content area.	ILT	August 2023	In Progress
Action Step 3 ILT will monitor implementation of instructional delivery protocol.	ILT	June 2024	Not Started
Action Step 4 ILT will evaluate effectiveness of instructional delivery protocol.	ILT	June 2024	Not Started
Action Step 5 If evaluation yields success, ILT will expand protocol to other content areas	ILT	June 2024	Not Started
Implementation Milestone 3 The Hammond ILT will collect and analyze instructional delivery data for SY24-26.	ILT	June 2024	Not Started
Action Step 1 The ILT will develop and establish internal ILT walkthrough cadence using RSBSE and/or other tools.	ILT	August 2023	Completed
Action Step 2 The ILT will develop and establish lesson plan rubric feedback.	ILT	August 2023	Completed
Action Step 3 The ILT will develop and establish instructional delivery observational feedback with coaching.	ILT	October 2023	Not Started
Action Step 4 The ILT will develop peer observation cadence for staff	ILT	October 2023	In Progress
Action Step 5			Select Status
Implementation Milestone 4 Teachers will collaborate to analyze student progress and attempted interventions, identify students that are not progressing, and complete referrals for special educations services by SY24.	Teachers	June 2024	In Progress
Action Step 1 The ILT will develop procedural steps for teams to complete for referrals.	ILT	December 2023	In Progress
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

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

By SY25, Hammond staff will have established cadence of co-preplanning lessons and instructional delivery for priority groups.

| 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

SY26 Anticipated Milestones	*[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]* ✏️
	By SY26, Hammond staff will have effective co-preplanning lessons and instructional delivery for all.

Goal Setting

Return to Top

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
Using equitable materials, teacher planning, and high expectations for REACH domains, Hammond staff and students will demonstrate EL/DL growth as measured by BOY/MOY/EOY performance metrics for 80% of EL/DL learners who participate in assessments	Yes	Other Star & iReady tools	Students with an IEP				
			English Learners				
Using equitable materials, teacher planning, and high expectations for REACH domains, Hammond staff and students will demonstrate EL success by determining an overall summative success rate of 80% using the EL Progress Monitoring tool for those students who do not participate in Star 360 screeners, by the end of the school year.	Yes	Other: SY23-24 EL Monitoring Tool	Other [Specify]: EL & DLs reading below 3.5 Access Lit. Pro				
			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:3 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.	Growth using BOY/MOY/EOY screening measures	Growth using BOY/MOY/EOY screening measures	Growth using BOY/MOY/EOY screening measures
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool	EL Placement Recommendation Tool	EL Placement Recommendation Tool
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Lesson Plan Rubrics ILT Walkthrough data collection	Lesson Plan Rubrics ILT Walkthrough data collection	Lesson Plan Rubrics ILT Walkthrough data collection

---

SY24 Progress Monitoring

Return to Top

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
Using equitable materials, teacher planning, and high expectations for REACH domains, Hammond staff and students will demonstrate EL/DL growth as measured by BOY/MOY/EOY performance metrics for 80% of EL/DL learners who participate in assessments	Other Star & iReady tools	Students with an IEP			*Select Status*	*Select Status*	*Select Status*	*Select Status*
		English Learners			*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

Inclusive & Supportive Learning Environment

		Other [Specify]: EL & DLs reading below 3.5 Access Lit. Pro			Select Status	Select Status	Select Status	Select Status
Using equitable materials, teacher planning, and high expectations for REACH domains, Hammond staff and students will demonstrate EL success by determining an overall summative success rate of 80% using the EL Progress Monitoring tool for those students who do not participate in Star 360 screeners, by the end of the school year.	Other: SY23-24 EL Monitoring Tool	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:3 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.	Growth using BOY/MOY/EOY screening measures	Select Status	Select Status	Select Status	Select Status
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool	Select Status	Select Status	Select Status	Select Status
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Lesson Plan Rubrics ILT Walkthrough data collection	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 =>

Postsecondary Success

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
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).
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).
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).
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).

What are the takeaways after the review of metrics?

3-8 On Track: attendance significantly impacts On-Track ratings; pattern among students from same household.

Learn Plan Succeed Task Completion Rate: 0% Need to begin developing students' post-secondary planning

Takeaway: We can implement a focused plan to encourage post secondary planning that will encourage students to want to come to school.

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] Parents express that they want their children to receive a good education that can be used to advance their career and/or college goals, They want their children to plan for a successful future.

What student-centered problems have surfaced during this reflection?

LPS completion rate is 0%
Students are not planning for their future career/college goals.

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?

[impact on most students; impact on specific student groups] MS Math and diverse learner instructors exploring Algebra endorsement to support 8th grade Algebra initiative Interviewing to fill counselor vacancy

---

Determine Priorities

Return to Top

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

Students...

are not receiving full breath of post-secondary planning experience, which impacts students' perception of connectiveness between education and their future.

Resources:

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Return to Top

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

As adults in the building, we...

understand that strong counselors are highly sought after, which makes early hiring a priority, along with strong school wide structures and support so that the counselor position can successfully engage students in visualizing a promising future.

Resources:

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

Return to Top

What is your Theory of Action?

If we....

implement structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) that are embedded into student experiences and staff planning times (6th - 8th)

Resources:

Indicators of a Quality CIWP: Theory of Action

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

Postsecondary Success

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

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

then we see....

completed postsecondary ILPs for grades 6-8   🖐️

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

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

which leads to...

higher rates of post secondary success.   🖐️

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 🖐️

AP, Counselor

Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	03/22/2024
Q2	12/21/2023	Q4	06/06/2024

SY24 Implementation Milestones & Action Steps 🖐️	Who 🖐️	By When 🖐️	Progress Monitoring
Implementation Milestone 1 — The Hammond admin team will interview and hire a strong candidate to staff the school-wide counseling position, by August 2023, using CPS HR and school staff supports.	Admin team	August 2023	Completed
Action Step 1 — The admin team will filter through potential candidate paperwork and select candidates to interview.	Admin team	May 2023	Completed
Action Step 2 — The admin team will interview potential candidates and select top ideal candidates.	Admin team	May/June 2023	Completed
Action Step 3 — The admin team will either conduct second round interviews or meet to discuss forefront candidate.	Admin team	May/June 2023	Completed
Action Step 4 — The admin team will extend an offer to the top candidate, with reasonable acceptance timeframe, to complete hiring process.	Admin team	June 2023	Completed
Action Step 5 — The admin team will extend an offer to the second top candidate if the top candidate declines.	Admin team	June 2023	Completed
Implementation Milestone 2 — The Hammond admin team will preplan the counselor and middle school teacher positions, by identifying roles and responsibilities related to post-secondary success and related training, in advance of SY24, using school staff supports.	Admin team	August 2023	Not Started
Action Step 1 — Generate list of roles/responsibilities of counselor and middles school teacher positions.	Admin team	August 2023	In Progress
Action Step 2 — Train counselor and middle school teacher positions using prepared in-house roles/responsibility listing.	Admin team	August 2023	In Progress
Action Step 3 — Guide the enrollment of counselor and middle school teacher positions in professional development offerings related to their roles/responsibilities.	Admin team	June 2023	In Progress
Action Step 4 — Monitor roles/responsibilities for refinement and/or revisions.	Admin team	June 2023	In Progress
Action Step 5 —			Select Status
Implementation Milestone 3 — The Hammond admin team will monitor the fulfillment of roles and responsibilities as assigned to the school counselor and middle school teacher positions, providing corrective feedback or additional guidance as needs require, using coaching and school staff supports, by the end of SY24.	Admin team	June 2024	Not Started
Action Step 1 — Monitor roles/responsibilities for revisions needed.	Admin team	June 2024	Not Started
Action Step 2 — Monitor roles/responsibilities for professional development needs.	Admin team	June 2024	Not Started
Action Step 3 — Monitor roles/responsibilities for completion of tasks.	Admin team	June 2024	Not Started
Action Step 4 —			Select Status
Action Step 5 —			Select Status
Implementation Milestone 4 — The Hammond admin team will further refine and support the counseling and middle school teacher positions to promote student post-secondary planning during SY25-26 through coaching and additional planning, using school staff supports.	Admin team	June 2026	Not Started
Action Step 1 — Monitor roles/responsibilities for revisions needed.	Admin team	June 2025	Not Started
Action Step 2 — Monitor roles/responsibilities for professional development needs.	Admin team	June 2025	Not Started
Action Step 3 — Monitor roles/responsibilities for completion of tasks.	Admin team	June 2025	Not Started
Action Step 4 —			Select Status
Action Step 5 —			Select Status

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

Postsecondary Success

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	*[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]* *Retention of counseling personnel* *Retention of middle school personnel* *Ontrack rates that are less negatively impacted by attendance* *90% of middle school students will have completed Individual Learning Plans (ILPs)*	✍️
SY26 Anticipated Milestones	*[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]* *Retention of counseling personnel* *Retention of middle school personnel* *Ontrack rates that are less negatively impacted by attendance* *90% of middle school students will have completed Individual Learning Plans (ILPs)*	✍️

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
90% of Hammond students per grade levels 6-8 will complete ILP related tasks as assigned through the College and Career Competency Curriculum and/or CPS Success Bound/partner curricula (6th - 8th), with staff guidance and support, by the end of each school year.	Yes	ILP measures (Success Bound and/or C4)	Overall	0	90%	90%	90%
			Select Group or Overall				
	Select Answer	*Select Metric*	*Select Group or Overall*				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
PS:1 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).	Product: annual plan and implementation schedule Staff professional development completion	Product: annual plan and implementation schedule, with as needed revisions Staff professional development continuation, as available and needed	Product: annual plan and implementation schedule, with as needed revisions Staff professional development continuation, as available and needed
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Product: SY24 middle school staff schedules; counselor schedule Product: Quarterly progress monitoring	Product: SY25 middle school staff schedules; counselor schedule Product: Quarterly progress monitoring	Product: SY26 middle school staff schedules; counselor schedule Product: Quarterly progress monitoring
PS:3 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).	Product: development of WBL scope and sequence of planned activities	Product: refinement of WBL scope and sequence of planned activities	Product: continuation of WBL scope and sequence of planned activities

Return to Top

SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Postsecondary Success

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
90% of Hammond students per grade levels 6-8 will complete ILP related tasks as assigned through the College and Career Competency Curriculum and/or CPS Success Bound/partner curricula (6th - 8th), with staff guidance and support, by the end of each school year.	ILP measures (Success Bound and/or C4)	Overall	0	90%	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
PS:1 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).	Product: annual plan and implementation schedule Staff professional development completion	Select Status	Select Status	Select Status	Select Status
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Product: SY24 middle school staff schedules; counselor schedule Product: Quarterly progress monitoring	Select Status	Select Status	Select Status	Select Status
PS:3 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).	Product: development of WBL scope and sequence of planned activ	Select Status	Select Status	Select Status	Select Status

	☑	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**
If Checked: Complete IL-Empower Section below		This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.
If Checked: 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:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

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

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

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

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

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

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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	Other Star & iReady tools: Using equitable materials, teacher planning, a…	**Students with an IEP**				
		English Learners				
Required Reading Goal	Other Star & iReady tools: Using equitable materials, teacher planning, a…	**Students with an IEP**				
		English Learners				
Optional Goal	Select a Goal					

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.

The academic priority areas around which our parent engagement & skills development will be focused are social-emotional learning workshops, gardening stewardship (the ongoing care and nurturing of the garden creates a shared awareness between the plants, self, and family and friends), use of technology (gives parents more access points to communicate with the school/teachers, view grades & attendance, be more informed of school events and announcements), family literacy (books sent home with students in both English and Spanish). We will also focus on more school events to engage/involve parents (Mother's Day Brunch, Family Night, graduation, Winter Assembly, PAC refreshments). Funds will also be used to purchase supplies needed for meetings (pens, paper, etc.).

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