

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 
Lindsi Lara	Principal	lmlara@cps.edu
Patrycja Mach	AP	pmmach@cps.edu
Amy Cholod	Partnerships & Engagement Lead	amcholod@cps.edu
Debby Davis	LSC Member	DDavis4@cps.edu
Anne Wiet-Martin	LSC Member	amwiet-martin@cps.edu
Dan White	Inclusive & Supportive Learning Lead	dwhite6@cps.edu
Lily Kanefield	Curriculum & Instruction Lead	LGKanefield@cps.edu
Carolyn McNicholas	Teacher Leader	cmmcnicholas@cps.edu
Cynthia Domine	Teacher Leader	ceraisanen@cps.edu
Katherine Bremner	Teacher Leader	kmbremner@cps.edu
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	6-6-23	8-9-23
Reflection: Curriculum & Instruction (Instructional Core)	6-6-23	8-9-23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6-6-23	8-9-23
Reflection: Connectedness & Wellbeing	6-6-23	8-9-23
Reflection: Postsecondary Success	6-6-23	8-9-23
Reflection: Partnerships & Engagement	6-6-23	8-9-23
Priorities	6-6-23	8-9-23
Root Cause	6-6-23	8-9-23
Theory of Action	6-6-23	8-9-23
Implementation Plans	6-6-23	8-9-23
Goals	6-6-23	8-9-23
Fund Compliance	6-6-23	8-9-23
Parent & Family Plan	6-6-23	8-30-23
Approval	6-6-23	9-13-23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.

As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/10/2023
Quarter 2	12/12/2023
Quarter 3	3/12/2023
Quarter 4	5/21/23

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources 

[Reflection on Foundations Protocol](#)

[Return to Top](#)

Curriculum & Instruction


Using the associated references, is this practice consistently implemented?

References


What are the takeaways after the review of metrics?

Metrics


Partially	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
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
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

IAR does not match previous proficiency scores on NWEA. Our students need access to grade level content and rigorous tasks. 

What is the feedback from your stakeholders?

Rigor walk data identified need for student-centered instruction, but current curricula didnt meet these standards. 


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

We are adopting curricula for Math and Reading that are founded on student-center practices and instructional routines. We believe that using these practices and routines will ensure that all students receive access to rigorous grade-level content. 

- [IAR \(Math\)](#)
- [IAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment 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.

Students who are working below or above grade level do not always get exposure to rigorous content; Students do not get a personalized, differentiated experience that provides the right support that allows them to meet their goal; Students do not get continuous feedback on their learning and/or progress toward mastery of grade-level standards; Students should see a clear connection between progress and grades 

[Return to Top](#)

Inclusive & Supportive Learning Environment


Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
		MTSS Integrity Memo


We need to focus on strategic intervention for foundational skills - K-2 and grade-level access for 3-8th grade. 

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)


Yes	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.	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
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.

All students regardless of tier will be discussed in grade level meetings once a month. 

What is the feedback from your stakeholders?

Parents want to make sure students are receiving just-in-time supports. Students do not want to feel stigmatized. Teachers want the right training to provide strategic intervention and want to feel successful in providing the right supports to 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?


We have trained teachers in Just Words to provide strategic intervention during the MTSS block, we are training teachers in ThinkCerca so that writing enrichment instruction can occur. Additionally, we are providing Algebra and Writing as enrichment in the upper grades. Finally, our Interventionist will focus on providing support to ensure reading growth in K-2. 

- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)


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

Using the associated references, is this practice consistently implemented?	References
Yes	BHT Key Component Assessment SEL Teaming Structure
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

What are the takeaways after the review of metrics?

Our 5 Essentials still suggest that students do not always feel safe and we need to audit this data more closely as a culture and climate team and present this to our upper grade teams. 

What is the feedback from your stakeholders?

Our Student Voice has been a great feedback loop for us to learn from our students and what they would like to see from our programming. Parents have positive feedback regarding the wide variety of programming that we provide to all of our grade levels via OST and CPS Score. 

Metrics

- [% 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](#)
- [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](#)

No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>Students experience SEL integration across their school day; students (and their families) receive the support they need to be on time and present in school each day; students voice is included in determining programming opportunities 🍌</p>		<p>The Culture & Climate team and our Special's team is planning the implementation of a variety of initiatives to allow for students and families to feel more connected to the school and safe within the school by adapting No Place for Hate, a House structure in middle school, Paw Pals, and the continued use of our Husky High 5. 🍌</p>	

[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
Partially	College and Career Competency Curriculum (C4) 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).	Our students need a stronger foundation in both math and reading in order to be properly prepared for high school. Additionally, our students need to spend more time learning about their high school options and beyond. 🍌	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCE 3 - 8 On Track
No	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		Learn, Plan, Succeed % of KPIs Completed (12th Grade)
No	Work Based Learning Toolkit 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>What is the feedback from your stakeholders?</p> Our students gave us feedback last year that they did not feel adequately equipped with information regarding high school and they felt that they had to seek it out via other avenues. 🍌	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	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	PLT Assessment Rubric 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	Alumni Support Initiative One Pager 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).	<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> Our counselor will be providing Success Bound and School Links to our 7th and 8th grade students each week. We have started a post-secondary team. Our counselor will also be meeting with all 8th grade families to ensure that they have a post-secondary plan and know about all choice options for their child. 🍌	

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 experience a holistic and comprehensive high school planning process so that they are fully aware of all of their options for high school and attend the high school of their choice; Students experience a sequence of learning during 5th-8th grades 🍌

[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
Partially	<p>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.</p>	<p>The Culture and Climate team needs to deep dive into the cultivate data to plan SMART goals that will allow to leverage relationships with students, families and school committees. 🍌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
No	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>Families gave us feedback that they would like to see more consistent and frequent communication. 🍌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>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>Including students and mechanisms for student voice at all levels of leadership and continuous improvement; teachers and staff identify creative ways and times to solicit student voice and gather student feedback data for the purpose of school improvement; staff schedules time to solicit strategic feedback on different initiatives/new curriculum 🍌</p>		<p>Through the Culture and Climate team, we are utilizing additional supports to review cultivate data to address strategic planning towards the student experience. 🍌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
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?

IAR does not match previous proficiency scores on NWEA. Our students need access to grade level content and rigorous tasks.

What is the feedback from your stakeholders?

Rigor walk data identified need for student-centered instruction, but current curricula didnt meet these standards.

What student-centered problems have surfaced during this reflection?

Students who are working below or above grade level do not always get exposure to rigorous content; Students do not get a personalized, differentiated experience that provides the right support that allows them to meet their goal; Students do not get continuous feedback on their learning and/or progress toward mastery of grade-level standards; Students should see a clear connection between progress and grades

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

We are adopting curricula for Math and Reading that are founded on student-center practices and instructional routines. We believe that using these practices and routines will ensure that all students receive access to rigorous grade-level content.

Return to Top Determine Priorities

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

Students... need access to high quality grade-level content, spend majority of time engaging with rigorous tasks, and are put at the center of inquiry-based instruction.

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... need to put students first in every way, including instructionally. We need to allow our students to engage with cognitively demanding work and carry the cognitive load.

Resources:

[5 Whys 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.... If we implement a student-centered lesson structure that incorporates high-impact collaborative inquiry routines, differentiation, and progress monitoring and provide protected time for effective planning for teachers in the SY24 PD Calendar to plan for and implement these strategies in all content areas...

Resources:

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

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

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

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

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

then we see....

...we will see all students have access to student-centered instruction and engage with rigorous tasks...



which leads to...

which will lead to a reading proficiency of 80% and math proficiency of 80% on District-Wide Assessment at each grade level.



Return to Top Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.


Team/Individual Responsible for Implementation Plan


Dates for Progress Monitoring Check Ins

Q1	10/10/2023	Q3	3/12/2023
Q2	12/12/2023	Q4	5/21/23

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Quarter 1	ILT and Grade Level Teams	End of Q1	Select Status
Action Step 1	ILT engages in instructional rounds around student centered practices across content areas	ILT	End of Q1	Select Status
Action Step 2	Administration engages in instructional rounds around curriculum implementation	Admin & Curriculum Coaches	End of Q1	Select Status
Action Step 3	Teachers use protected time to continue to develop S&S and lesson plans that incorporate student-centered practices & debrief overall implementation	Grade-level & Content Area Teams	End of Q1	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Quarter 2	ILT and Grade Level Teams	End of Q1	Select Status
Action Step 1	ILT engages in instructional rounds around student centered practices across content areas	ILT	End of Q2	Select Status
Action Step 2	Administration engages in instructional rounds around curriculum implementation	Admin & Curriculum Coaches	End of Q2	Select Status
Action Step 3	Teachers use protected time to continue to develop S&S and lesson plans that incorporate student-centered practices & debrief overall implementation	Grade-level & Content Area Teams	End of Q2	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Quarter 3	ILT and Grade Level Teams	End of Q1	Select Status
Action Step 1	ILT engages in instructional rounds around student centered practices across content areas	ILT	End of Q3	Select Status
Action Step 2	Administration engages in instructional rounds around curriculum implementation	Admin & Curriculum Coaches	End of Q3	Select Status
Action Step 3	Teachers use protected time to continue to develop S&S and lesson plans that incorporate student-centered practices & debrief overall implementation	Grade-level & Content Area Teams	End of Q3	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Quarter 4	ILT and Grade Level Teams	End of Q1	Select Status
Action Step 1	ILT engages in instructional rounds around student centered practices across content areas	ILT	End of Q4	Select Status
Action Step 2	Administration engages in instructional rounds around curriculum implementation	Admin & Curriculum Coaches	End of Q4	Select Status
Action Step 3	Teachers use protected time to continue to develop S&S and lesson plans that incorporate student-centered practices & debrief overall implementation	Grade-level & Content Area Teams	End of Q4	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones EOY SY24...which will lead to a reading proficiency of 45% and math proficiency of 45% on District-Wide Assessment at each grade level; EOY SY25...which leads to a reading proficiency of 60% and math proficiency of 60% on District-Wide Assessment at each grade level. 

SY26 Anticipated Milestones ..which will lead to a reading proficiency of 80% and math proficiency of 80% on District-Wide Assessment at each grade level. 

[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
Reading proficiency of 45% by EOY SY24.	Yes <input type="checkbox"/>	STAR (Reading)	Overall <input type="text"/>	37.6	45		
			Overall <input type="text"/>				
Math proficiency of 45% by EOY SY24.	Yes <input type="checkbox"/>	STAR (Math)	Overall <input type="text"/>	20.6	45		
			Overall <input type="text"/>				

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.	Students will experience student-centered instruction through the adoption of a new reading curriculum, Wit and Wisdom, and a new math curriculum, Illustrative Math.	Students will experience student-centered instruction through rigorous standards-aligned curriculum that is evaluated through instructional rounds conducted through the ILT and implemented through professional development.	Students will experience students-centered instruction through rigorous standards-aligned curriculum that is evaluated through instructional rounds conducted through peer observations and implemented through professional development.
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers will be provided with curricular materials and work to have a strong implementation of Wit and Wisdom and Illustrative Math.	Teachers will be provided with targeted professional development that increases collaborative practices and student outcomes that is progress monitored through instructional rounds conducted through the ILT.	Teachers will be provided with targeted professional development that increases collaborative practices and students outcomes that is progress monitored through instructional rounds conducted by through peer observation.
Select a Practice <input type="text"/>			

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
Reading proficiency of 45% by EOY SY24.	STAR (Reading)	Overall	37.6	45	Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
Math proficiency of 45% by EOY SY24.	STAR (Math)	Overall	20.6	45	Select Status	Select Status	Select Status	Select Status
		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.	Students will experience student-centered instruction through the adoption of a new reading curriculum, Wit and Wisdom, and a new math curriculum, Illustrative Math.	Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers will be provided with curricular materials and work to have a strong implementation of Wit and Wisdom and Illustrative Math.	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	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).
No	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?

Our students need a stronger foundation in both math and reading in order to be properly prepared for high school. Additionally, our students need to spend more time learning about their high school options and beyond.

What is the feedback from your stakeholders?

Our students gave us feedback last year that they did not feel adequately equipped with information regarding high school and they felt that they had to seek it out via other avenues.

What student-centered problems have surfaced during this reflection?

Students experience a holistic and comprehensive high school planning process so that they are fully aware of all of their options for high school and attend the high school of their choice; Students experience a sequence of learning during 5th-8th grades

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?

Our counselor will be providing Success Bound and School Links to our 7th and 8th grade students each week. We have started a post-secondary team. Our counselor will also be meeting with all 8th grade families to ensure that they have a post-secondary plan and know about all choice options for their child.

[Return to Top](#)

Determine Priorities

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

Students... need access and opportunity to experience post-secondary success outside of traditional pathway



[Determine Priorities Protocol](#)

Resources:

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... need to put students first in every way, which means that adults will need to develop growth mindsets for themselves and for the students.



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

Resources:

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... create a post-elementary school committee focused on increasing academic opportunities for all students, specifically leading up to the transition to High School,



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

Resources:

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

then we see....
 ...then we will see an increase in our student's acceptance to selective enrollment or choice programs, success in enrichment programs such as Algebra in addition to an increase in achievement on IAR...

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.

which leads to...
 leading to 50% of students offered seats in choice schools; Algebra exit score proficiency to 80%; and overall 3-8 on-track rate of 80%.

[Return to Top](#) **Implementation Plan**

Resources:

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


Team/Individual Responsible for Implementation Plan
 ILT and Post-Secondary Committee

Dates for Progress Monitoring Check Ins
 Q1 10/10/2023 Q3 3/12/2023
 Q2 12/12/2023 Q4 5/21/23

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Quarter 1	Grade-level & C&C	10/10/2023	Select Status
Action Step 1	Primary & Intermediate grade-level students will engage in interest inventory activities	Grade-level & C&C	10/10/2023	Select Status
Action Step 2	Middle school students will participate in SchoolLinks and SuccessBound; they will partake in high school campus visits	Grade-level & Counselor	10/10/2023	Select Status
Action Step 3	8th grade will participate in high school exploration and families will schedule time to meet with school counselor	Counselor	10/10/2023	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Quarter 2	Grade-level & C&C	12/12/2023	Select Status
Action Step 1	Primary & Intermediate will coordinate and invite parents and community for career exploratin activities	Grade-level & C&C	12/12/2023	Select Status
Action Step 2	Middle school students will participate in SchoolLinks and SuccessBound	Grade-level & Counselor	12/12/2023	Select Status
Action Step 3	8th grade students and families will engage in the high school application process	Counselor	12/12/2023	Select Status
Action Step 4	Schoolwide career fair	Culture & Climate	12/12/2023	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Quarter 3	Grade-level & C&C	3/12/23	Select Status
Action Step 1	Primary & Intermediate will coordinate and invite parents and community for college/trade program exploration activities	Grade-level & C&C	3/12/23	Select Status
Action Step 2	Middle school students will participate in SchoolLinks and SuccessBound; they will partake in college campus visits	Grade-level & Counselor	3/12/23	Select Status
Action Step 3	8th grade students will participate in decision day for high school selections	Culture & Climate	3/12/23	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Quarter 4	Grade-level & C&C	5/21/23	Select Status
Action Step 1	Primary & Intermediate will coordinate a showcase of their learning of their interests, colleges, and careers	Grade-level & C&C	5/21/23	Select Status
Action Step 2	Middle school students will participate in SchoolLinks and SuccessBound	Grade-level & Counselor	5/21/23	Select Status
Action Step 3	8th grade students will partake in lessons to support their transition into high school	Grade-level & Counselor	5/21/23	Select Status
Action Step 4				Select Status
Action Step 5				Select Status


SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones EOY SY24...leading to 25% of students offered seats in choice schools; all students apply to choice schools; Algebra exit score proficiency to 70%; an overall 3-8 on-track rate of 70%; EOY SY25...leading to 33% of students offered seats in choice school, all student apply to choice schools; Algebra exit score proficiency to 75%; an overall 3-8 on-track of 75%




SY26 Anticipated Milestones ...leading to 50% of students offered seats in choice schools; all students apply to choice schools; Algebra exit score proficiency to 80%; and overall 3-8 on-track rate of 80%. 

[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 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
Overall on-track rate of 80%	Yes	3 - 8 On Track	Overall	59	65	75	80
			Select Group or Overall				
50% of 8th graders offered seats in choice schools	No	Other	Overall	16	21	25	50
			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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Hitch will achieve on track rate of 65% by end of SY24. We will measure this through on track data in dashboard.	Hitch will achieve on track rate of 75% by end of SY24. We will measure this through on track data in dashboard.	Hitch will achieve on track rate of 80% by end of SY24. We will measure this through on track data in dashboard.
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).	Through the facilitation of CPS Success Bound we will see 21% of 8th graders offered seats in choice schools.	Through the facilitation of CPS Success Bound we will see 25% of 8th graders offered seats in choice schools.	Through the facilitation of CPS Success Bound we will see 50% of 8th graders offered seats in choice schools.
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

Resources: 

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
					Select Status	Select Status	Select Status	Select Status
Overall on-track rate of 80%	3 - 8 On Track	Overall	59	65	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

50% of 8th graders offered seats in choice schools	Other	Overall	16	21	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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Hitch will achieve on track rate of 65% by end of SY24. We will measure this through on track data in dashboard.	Select Status	Select Status	Select Status	Select Status
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).	Through the facilitation of CPS Success Bound we will see 21% of 8th graders offered seats in choice schools.	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?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Our 5 Essentials still suggest that students do not always feel safe and we need to audit this data more closely as a culture and climate team and present this to our upper grade teams.

What is the feedback from your stakeholders?

Our Student Voice has been a great feedback loop for us to learn from our students and what they would like to see from our programming. Parents have positive feedback regarding the wide variety of programming that we provide to all of our grade levels via OST and CPS Score.

What student-centered problems have surfaced during this reflection?

Students experience SEL integration across their school day; students (and their families) receive the support they need to be on time and present in school each day; students voice is included in determining programming opportunities

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?

The Culture & Climate team and our Special's team is planning the implementation of a variety of initiatives to allow for students and families to feel more connected to the school and safe within the school by adopting No Place for Hate, a House structure in middle school, Paw Pals, and the continued use of our Husky High 5.

Return to Top Determine Priorities

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

Students...
Student engagement will increase with systems and protocols that address attendance, academic barriers, and the social emotional needs of our students.

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...
will create connections with all students and families. If a family/student is not engaged, we will work as a team to identify ways to make connections with students and families.

Resources:

[5 Whys 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...
If the Student Success Team designs systems and protocols to support the holistic needs of all students...

Resources:

Indicators of a Quality CIWP: Theory of Action
Theory of Action is grounded in research or evidence based practices.

then we see....
 ...we will see an improvement in overall student 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.
 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...
 ...which will lead to 70% of students meeting their branching minds goals, a 80% 3rd-8th grade on-track rate and an overall 97% attendance rate.

[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

SST

Dates for Progress Monitoring Check Ins

Q1 10/10/2023 Q3 3/12/2023
 Q2 12/12/2023 Q4 5/21/23

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Quarter 1	SST	10/10/2023	Select Status
Action Step 1	Allot time for grade level PDP once a month to discuss data analysis of tiered interventions and progress monitoring	SST	10/10/2023	Select Status
Action Step 2	Allot time for weekly SST meetings to discuss on track data	SST	10/10/2023	Select Status
Action Step 3	Introduce formal and systematic referral process for academic and SEL supports to the SST	SST	10/10/2023	Select Status
Action Step 4	Implement tiered screeners (universal screener, baseline assessment, etc.) as needed to support all students academic needs	SST	10/10/2023	Select Status
Action Step 5	Introduce attendance protocol and re-entry plan	SST	10/10/2023	Select Status
Implementation Milestone 2	Quarter 2	SST	12/12/2023	Select Status
Action Step 1	Utilize grade level PDP to discuss data analysis of tiered interventions and progress monitoring	SST	12/12/2023	Select Status
Action Step 2	Utilize time for weekly SST meetings to discuss on track data	SST	12/12/2023	Select Status
Action Step 3	Determine data set for formal and systematic referral process for academic and SEL	SST	12/12/2023	Select Status
Action Step 4	Implement research based tiered instruction as needed to support all students academic needs and progress monitor bi-weekly/weekly based on tier	SST	12/12/2023	Select Status
Action Step 5	Homeroom teacher and SST implement intentional re-entry plan	SST	12/12/2023	Select Status
Implementation Milestone 3	Quarter 3	SST	3/12/2023	Select Status
Action Step 1	Utilize grade level PDP to discuss data analysis of tiered interventions and progress monitoring and develop individualized plans	SST	3/12/2023	Select Status
Action Step 2	Utilize time for weekly SST meetings to discuss on track data and develop individualized plans	SST	3/12/2023	Select Status
Action Step 3	Implement formal and systematic referral process for academic and SEL	SST	3/12/2023	Select Status
Action Step 4	Implement research based tiered instruction as needed to support all students academic needs and progress monitor bi-weekly/weekly based on tier	SST	3/12/2023	Select Status
Action Step 5	Students with extended absences or chronic absenteeism work with the SST and homeroom teacher on re-entry plan	SST	3/12/2023	Select Status
Implementation Milestone 4	Quarter 4	SST	5/21/2023	Select Status
Action Step 1	Utilize bi-weekly grade level PDP to discuss data analysis of tiered interventions and progress monitoring and develop individualized plans	SST	5/21/2023	Select Status
Action Step 2	Utilize time for weekly SST meetings to discuss on track data and develop individualized plans	SST	5/21/2023	Select Status
Action Step 3	Review formal and systematic referral process for academic and SEL, determine effectiveness and adjust as needed	SST	5/21/2023	Select Status
Action Step 4	Implement research based tiered instruction as needed to support all students academic needs and progress monitor bi-weekly/weekly based on tier	SST	5/21/2023	Select Status

Action Step 5	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	SST	5/21/2023	Select Status
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SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
We will see 65% of students meeting their branching minds goals, a 75% 3rd-8th grade on-track rate and an overall 96% attendance rate.

SY26 Anticipated Milestones
We will see 70% of students meeting their branching minds goals, a 80% 3rd-8th grade on-track rate and an overall 97% attendance rate.

[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 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
Hitch will achieve on track rate of 80% by end of SY26.	Yes	3 - 8 On Track	Overall	60	70	75	80
			Select Group or Overall				
Hitch will achieve an attendance rate of 97% by the end of SY26.	Yes	Increase Average Daily Attendance	Overall	92	94	96	97
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Hitch will achieve an attendance rate of 94% by the end of SY24. We will measure progress through attendance data.	Hitch will achieve an attendance rate of 96% by the end of SY25. We will measure progress through attendance data.	Hitch will achieve an attendance rate of 97% by the end of SY26. We will measure progress through attendance data.
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Hitch will achieve on track rate of 70% by end of SY24. We will measure this through on track data in dashboard.	Hitch will achieve on track rate of 75% by end of SY25. We will measure this through on track data in dashboard.	Hitch will achieve on track rate of 80% by end of SY26. We will measure this through on track data in dashboard.
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.	Hitch will achieve branching minds goal attainment of 60% by the end of SY24. We will measure this through the branching minds data.	Hitch will achieve branching minds goal attainment of 65% by the end of SY24. We will measure this through the branching minds data.	Hitch will achieve branching minds goal attainment of 70% by the end of SY26. We will measure this through the branching minds data.

[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
Hitch will achieve on track rate of 80% by end of SY26.	3 - 8 On Track	Overall	60	70	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Hitch will achieve an attendance rate of 97% by the end of SY26.	Increase Average Daily Attendance	Overall	92	94	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Hitch will achieve an attendance rate of 94% by the end of SY24. We will measure progress through attendance data.	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.	Hitch will achieve on track rate of 70% by end of SY24. We will measure this through on track data in dashboard.	Select Status	Select Status	Select Status	Select Status
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.	Hitch will achieve branching minds goal attainment of 60% by the end of SY24. We will measure this through the branching minds data.	Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



<p>Select a Goal</p>					
<p>Select a Goal</p>					
<p>Select a Goal</p>					

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Our parent engagement goals this year are about engaging our families in being connected to school and full participants in their child's learning, our engagement efforts will be focused around helping our parents gain access to Parent Portal, become CPS volunteers, and learn more about our new curriculums and how they can support their students at home. 🍌

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