Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
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	-Curriculum: K-8: Skyline Science and Social Science. 6-8 Skyline ELA, K-5 Balanced Literacy with novel studies in grades 3-5. Foundation skills exist in K-2 and have added for FY24 Skyline Foundational skills for grades 3-5. Data reviewed (TRC K-2 and IAR G3-8) still shows student achievement decreasing over time. (TRC 60% prior year 75%, IAR ELA 42% prior year 38% and IAR Math 33% prior 36%.) Math has rebounded more quickly. ACCESS scores (6% students reach proficiency, prior year 7% reach proficiency.) demonstrate a drop as well, however we have an an increase in new comers over the past two years. Takeaways:Purchasing and acquiring quality curriculum for ELA, Writing, Math, Science and Social Studies that meet the needs of students and allow for stronger differentiation, including challenging student who exceed expectations. Allowing teachers to Develope/have access to PD for curriculum in various languages. Providing teacher more opportunity to engage in Curriculum Review (Scope and Sequence). Instructional Strategies review and sharing.	IAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) 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?** - **Families/parents** request students have more interaction with one another in the classroom and not complete as much seated/individual lerning. Parents express a need for more hands on work, especially around science instruction (labs/activities) and not so much computer screen time in content/supports. **MTSS team** concurs and would like to see more teacher-student small group or if needed individual learning sessions that are only agumented by online programming. **Students** have expressed a desire to have more choice in the type of assignment they engage in and would like more time working with their friends.	STAR (Math) iReady (Reading) iReady (Math) Cultivate
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		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?** We are currently working with UIC, Dr. Rao, to learning and incorporate more into out curriculum around Culturally Sustaining Pedagogy. - Teachers awareness and units of study have begun to be impacted and updated to include more of this material. We have also completed a book study on Grading for Equity and hope to utilize some ideas from the text to support flexible grading and assignment practices that support student growth and equity.	

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 prefer to work in pairs/groups but this does not happen in all classes and is not yet the norm in all classes .

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	Branching Minds data show that 16% of students in tier 3 met or exceeded their goal target and 20% of tier 2 students met or exceeded their goal target. The percentage of students who exited from the EL program using ACCESS data increased from 3% to 5%. Our percentage of students not meeting proficiency using ACCESS data was 93% and this current current year was 94%. Our overall ELL population has grown to 305 students in a total of 775 population yielding a 40% ELL population overall. Approximately one third of that ELL population are newcomers.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		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.	

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

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?

Student Cultivate data shows that teachers don't know their specific strengths and weaknesses in the class and there is a lack of opportunity for students to work in small groups and have choice regarding the type of assignment / work they are allowed to complete.

Communication shows that parents are satisfied with the level of intervention and support that has been given to their children.

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?

Teachers have a specific time frame (three years) to complete ESL certification.

There is an emphasis on foundaitional reading curriculum as well as seeking a Kyrgyz speaking teacher.

We have used funds within the budget to purchase translation devices to aid with classroom instruction. This is in concert with repeated efforts to continue using our current resources to translate into home languages.

We are partnering with resources within the community to support diverse and multicultural populations.

Partially	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.

Students continue to struggle with engaging in academic and social language use, as well as dialogue when communicating in groups.

Return to Top	**Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	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	Cultivate Data: Supportive Teaching's weakest survey result: This teacher knows my strengths and weaknesses in this class. Do students perception of their own weakness and strengths differ from that of the teacher? Are there opportunities for teachers and students to confer around the work? How Often Does the student have a voice in the conversation (teacher-student conferences) Student lead? How do students identify their own strengths and weaknesses? Possibly in a reflective process. Our discipline data shows that there is no specific student group that receives more restorative/disciplinary action than any other group. Takeaways: We need to continue to build a strong school/grade/classroom culture where students feel a sense of connection and positive interaction with their teachers and other staff members.	**% of Students receiving Tier 2/3 interventions meeting targets** **Reduction in OSS per 100** **Reduction in repeated disruptive behaviors (4-6 SCC)**
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		BHT meets every two weeks and reviews teacher/staff referrals from the Behavior Health referral form. -Climate and culture teams are set by grade band, K-2, 3-5, and 6-8 with universal themes and monthly activities ceterened around those themes. -**Universal Teaming** - Currently use a varied SEL curriculumm with some use of Second Step and teacher suplemented material. We are moving to use Calm Classroom beginning the 2023-2024 school year,, which will be used school wide. - We are currently implementing restorative conversations k-8 and varied success with implementation of talking/peace circles throughout the school.	**Access to OST** **Increase Average Daily Attendance** **Increased Attendance for Chronically Absent Students**
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 is the feedback from your stakeholders?** **Equitable access** - the attempt is there but due to providing entry to varied school populations (primary programs are lacking and MS student participation in offered programs is often poor. The students capitalizing on our programs tend to be the same group whoes parents already demonstrate a strong connection with the school. Parent have requested more varied and vendor sponsored programming-arts enrichment specifically. **Extended Absences** - There is no regular process for reentry of students currently present. School will have individual conferences with families that show chronic absentism and continue with daily outreach attempts. For some students both home visits and an attendance plan is drafted.	**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**

Partially	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

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 with low attendance are often students who do not participate in extended day opportunities. Some are limitied in participation due to family requirements.. This causes students to have less connection to the school community and school culture.

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?

The school's Behavioral Health Team has outlined clear expectations and strategies for MTSS behavior supports. The JCET team is creating a flow chart of restorative practices and how it is coupled with CPS student Rights and Responsibilities practices.Teachers have begun more small group and paring acitvties post Covid, and the school counselor has led/modeled restorative conversations and peace circles with teachers to support their students or class as a whole.

We are increasing both tution based and free after school programing. We are advertising opportunities in multiple languages, including outreach to parents to for parent awareness of opportunities. We are cueently using SNAP connect for school communication (SNAP will translate messages between multiple languages).

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	Overall, 60% of Jamieson students in grades 3-8 are on track for postsecondary success. The subgroups show similar results except for the Hispanic subgroup. The on track for postsecondary success for this subgroup is 46% which is signifantly lower than the other subgroups. As a school, we need to determine the cause of the hispanic suprgroup on track decline (determine EL status, are they long term ELs, do they have an IEP, is attendance an issue). The school counselor in conjunction with middle school social science teachers implement and team teach the success bound curriculum.	Graduation Rate
				Program Inquiry: Programs/participation/attainment rates of % of ECCC
				3 - 8 On Track
Yes	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
Partially	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?**	9th and 10th Grade On Track
			The hispanic subgroup represents a large number of our EL population. We lack adequate certified staff to support our hispanic subgroup. Students exiting out of the bilingual program are not receiving continued support due to all staff not EL endorsed. This data is reflected in the CPS dashboard which is consistent with teacher on track data, as stakeholders.	Cultivate (Relevance to the Future)
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).			Freshmen Connection Programs Offered (School Level Data)
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?**	
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	All teachers will be required to obtain their ESL endorsement within the next three years. This will enable bilingual teachers to give more support to students who are program years 0-2. There will be a continuity of support for students who have exited the bilingual program easing their transition.	

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 subgroup hispanic population is consitently scoring lower in the on track metrics for post-secondary success.

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric

What are the takeaways after the review of metrics?

We do have parent involvement, but it is lower than previous year according to teachers. It is still strong but could be improved. Parent influence on decision makin is also strong, with steady growth over the past year. Teacher-parent trust is still in the strong category, but it did drop six points from lasty year. This data comes from the metric of 5E teacher feedback. Unfortunately we did not have enough parent involvement int he 5E parent survey to receive feedback, which indictaes that this component could be stronger in some areas.

Our conclusion is that we have strong parent relationships, but there has been a little bit of movement back and forth. We think this might be due to an influx of Russian parents and students. We might need to target parent communication to these groups.

Due to language needs in our classrooms reflected in last years data, we are taking steps to create innovative ways to include different parent groups. Translation devices are used for parents at different community meetings such as BAC and potentially LSC. Language Line is used for IEP meetings in order to ensure that all parent groups are reached in a language/communication style that is comfortable for them.

Based on our Cultivate data, student voice in relation to decision making has improved to the point where it is no longer a priority for improvement.

Metrics

Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families

5E: Supportive Environment

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

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

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

What is the feedback from your stakeholders?

Teachers feel as though they are making efforts to communicate and reach a variety of parents. They are consistent in their efforts to reach out parents but there is always room for improvement.

LSC representatives want more engagement and involement with school based activities. As community memebers they want more of a partnership and better communication. The LSC is also creating a parent involvement community to create a broader conneciton to more parents and create communication about what is happening day to day in the school.

Again, student stakeholders feel that they have been given more voice in different spaces within the school, such as GSA, principal chats, student government and student LSC reps.

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.

There are communication barriers with ESL students and newcomers that impact their ability to engage and help develop the school community.

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?

LSC has developed a parent involvement committee to address an array of student-teacher-parent related issues within the school community. Language devices purchased by the PAC/BAC are being piloted during summer school and throughout the next school year. These will be used in classrooms as well as parent meetings. Administration is focused on outreach with the Russian and Kyrgyz community targeting parent involvement. There is a timeline for all teachers to become ESL certified within the next three years. There is a parent/teacher group, Global Oneness that identifies and focuses on diverse parent groups to encourage them in roles of leadership within the community.

CIWP Team & Schedules

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).

Name ✍	Role ✍	Email ✍
Robert Newton	Teacher Leader	rlnewton@cps.edu
Michael McCormick	Teacher Leader-Special education	mmcormick1@cps.edu
Stacey Wennlund	Interventionist	sjwennlund@cps.edu
Amanda Lonis	Teacher Leader	ahlonis@cps.edu
Cecilia Garcia	Teacher Leader	cgarcia2@cps.edu
Elizabeth Kupperman	Teacher Leader	eakupperman@cps.edu
Trinh Nguyen	ELPT	ttnguyen2@cps.edu
Linda Murakami	Teacher Leader - parent	lkmurakami@cps.edu
Christy McGowan	Teacher Leader-Special Education	cemcgowan@cps.edu
Virginia Valdez	Teacher Leader	vvaldez6@cps.edu
Susan Paik	Assistant Principal	sspaik@cps.edu
Robert Baughman	Principal	rcbaughman@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	3/18/23	3/18/23
Reflection: Curriculum & Instruction (Instructional Core)	3/25/23	3/25/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	3/25/23	3/25/23
Reflection: Connectedness & Wellbeing	3/25/23	3/25/23
Reflection: Postsecondary Success	3/25/23	3/25/23
Reflection: Partnerships & Engagement	3/25/23	3/25/23
Priorities	3/25/23	3/25/23
Root Cause	4/19/23	5/17/23
Theory of Acton	4/19/23	5/17/23
Implementation Plans	7/13/23	7/13/23
Goals	7/13/23	7/13/23
Fund Compliance	9/13/23	9/13/23
Parent & Family Plan	7/13/23	7/13/23
Approval	9/11/23	9/15/23

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	3/22/2024
Quarter 4	6/6/2024

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.
Partially	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?

-Curriculum: K-8: Skyline Science and Social Science. 6-8 Skyline ELA, K-5 Balanced Literacy with novel studies in grades 3-5. Foundation skills exist in K-2 and have added for FY24 Skyline Foundational skills for grades 3-5. Data reviewed (TRC K-2 and IAR G3-8) still shows student achievement decreasing over time. (TRC 60% prior year 75%, IAR ELA 42% prior year 38% and IAR Math 33% prior 36%.) Math has rebounded more quickly. ACCESS scores (6% students reach proficiency, prior year 7% reach proficiency.) demonstrate a drop as well, however we have an an increase in new comers over the past two years. Takeaways:Purchasing and acquiring quality curriculum for ELA, Writing, Math, Science and Social Studies that meet the needs of students and allow for stronger differentiation, including challenging student who exceed expectations. Allowing teachers to Develope/have access to PD for curriculum in various languages. Providing teacher more opportunity to engage in Curriculum Review (Scope and Sequence). Instructional Strategies review and sharing.

What is the feedback from your stakeholders?

- Families/parents request students have more interaction with one another in the classroom and not complete as much seated/individual lerning. Parents express a need for more hands on work, especially around science instruction (labs/activities) and not so much computer screen time in content/supports. MTSS team concurs and would like to see more teacher-student small group or if needed individual learning sessions that are only agumented by online programming. Students have expressed a desire to have more choice in the type of assignment they engage in and would like more time working with their friends.

What student-centered problems have surfaced during this reflection?

Students prefer to work in pairs/groups but this does not happen in all classes and is not yet the norm in all classes .

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 currently working with UIC, Dr. Rao, to learning and incorporate more into out curriculum around Culturally Sustaining Pedagogy. - Teachers awareness and units of study have begun to be impacted and updated to include more of this material. We have also completed a book study on Grading for Equity and hope to utilize some ideas from the text to support flexible grading and assignment practices that support student growth and equity.

Return to Top | **Determine Priorities**

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

Students...

Students have noticably decreased in their achievement in meeting or exceeding math and reading standards based on End of Year Assessments.

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...

Adults are not adequately differentiating instruction, supporting English Learners, and engaging students in higher level thinking/tasks on a consistent basis.

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....

increase the capacity of teachers and support staff to better meet the needs of our diverse population

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Curriculum & Instruction

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

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

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

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

then we see....

a higher level of student engagement, discourse, academic press, and student agency ✏️

which leads to...

students engaged, empowered and prepared resulting in increased academic achievement across priority groups. ✏️

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 ✏️

All teachers and support staff

Dates for Progress Monitoring Check Ins

| Q1 | 10/20/2023 | Q3 | 3/22/2024 |
| Q2 | 12/21/2023 | Q4 | 6/6/2024 |

SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1 — a 5% points schoolwide increase of students meeting or exceeding expectations on End of Year assessments from the previous school year. poi	all teachers and support staff	6/6/2024	In Progress
Action Step 1 Conduct grade level analysis and review of Common Core State Standards	all teachers and support staff	6/6/2024	In Progress
Action Step 2 Provide PD and coaching that will increase teacher level of understanding and implementation of MTSS supports	all teachers and support staff	6/6/2024	In Progress
Action Step 3 Support teachers in better understanding depth of knowledge and level of rigor (assignments, tasks, assessments).	all teachers and support staff	6/6/2024	Not Started
Action Step 4 Support teachers to better differentiate classroom instruction.	all teachers and support staff	6/6/2024	In Progress
Action Step 5 Build teachers capacity to achieve a classroom setting where student discourse advances student learning.	all teachers and support staff	6/6/2024	Not Started
Implementation Milestone 2			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 4			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

| SY25 Anticipated Milestones | a 5% points schoolwide increase of students meeting or exceeding expectations on End of Year assessments from the previous school year.points | ✏️ |

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

Curriculum & Instruction

| SY26 Anticipated Milestones | a 5% points schoolwide increase of students meeting or exceeding expectations on End of Year assessments from the previous school year. | ✏️ |

Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
a 5% schoolwide increase of students meeting or exceeding expectations on End of Year ELA assessments from the previous school year.	Yes	Interim Assessment Data	K-2				
			3-8	39%	44%	49%	54%
a 5% schoolwide increase of students meeting or exceeding expectations on math End of Year assessments from the previous school year.	Yes	Interim Assessment Data	K-2				
			3-8	33%	38%	43%	48%

Numerical Targets [Optional] ✏️

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.	Teachers will use differentiation, MTSS supports, student discourse and an increase of rigor in order to experience their grade level, standards-aligned instructions	Teachers will use differentiation, MTSS supports, student discourse and an increase of rigor in order to experience their grade level, standards-aligned instructions	Teachers will use differentiation, MTSS supports, student discourse and an increase of rigor in order to experience their grade level, standards-aligned instructions
Select a Practice			
Select a Practice			

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
a 5% schoolwide increase of students meeting or exceeding expectations on End of Year ELA assessments from the previous school year.	Interim Assessment Data	K-2			Select Status	Select Status	Select Status	Select Status
		3-8	39%	44%	Select Status	Select Status	Select Status	Select Status
a 5% schoolwide increase of students meeting or exceeding expectations on	Interim Assessment Data	K-2			Select Status	Select Status	Select Status	Select Status

Curriculum & Instruction

math End of Year assessments from the previous school year.	Interim Assessment Data	Select the Priority Foundation to pull over your Reflections here =>		33%	38%	Select Status	Select Status	Select Status	Select Status
		3-8							

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.	Teachers will use differentiation, MTSS supports, student discourse and an increase of rigor in order to experience their grade level, standards-aligned instructions	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress
Reflection	Root Cause	Implementation Plan		Monitoring

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

Connectedness & Wellbeing

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.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Cultivate Data: Supportive Teaching's weakest survey result: This teacher knows my strengths and weaknesses in this class. Do students perception of their own weakness and strengths differ from that of the teacher? Are there opportunities for teachers and students to confer around the work? How Often Does the student have a voice in the conversation (teacher-student conferences) Student lead? How do students identify their own strengths and weaknesses? Possibly in a reflective process. Our discipline data shows that there is no specific student group that receives more restorative/disciplinary action than any other group. Takeaways: We need to continue to build a strong school/grade/classroom culture where students feel a sense of connection and positive interaction with their teachers and other staff members.

BHT meets every two weeks and reviews teacher/staff referrals from the Behavior Health referral form. -Climate and culture teams are set by grade band, K-2, 3-5, and 6-8 with universal themes and monthly activities cetered around those themes. -Universal Teaming - Currently use a varied SEL curriculumm with some use of Second Step and teacher suplemented material. We are moving to use Calm Classroom beginning the 2023-2024 school year,, which will be used school wide. - We are currently implementing restorative conversations k-8 and varied success with implementation of talking/peace circles throughout the school.

What is the feedback from your stakeholders?

Equitable access - the attempt is there but due to providing entry to varied school populations (primary programs are lacking and MS student participation in offered programs is often poor. The students capatilizing on our programs tend to be the same group whoes parents already demonstrate a strong connection with the school. Parent have requested more varied and vendor sponsored programming-arts enrichment specifically. Extended Absences - There is no regular process for reentry of students currently present. School will have individual conferences with families that show chronic absentism and continue with daily outreach attempts. For some students both home visits and an attendance plan is drafted.

What student-centered problems have surfaced during this reflection?

-Students with low attendance are often students who do not participate in extended day opportunities. Some are limitied in participation due to family requirements.. This causes students to have less connection to the school community and school culture.

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 school's Behavioral Health Team has outlined clear expectations and strategies for MTSS behavior supports. The JCET team is creating a flow chart of restorative practices and how it is coupled with CPS student Rights and Responsibilities practices.Teachers have begun more small group and paring acitvties post Covid, and the school counsleor has led/modeled restorative conversations and peace circles with teachers to support their students or class as a whole.

We are increasing both tution based and free after school programing. We are advertising opportunities in multiple languages, including outreach to parents to for parent awareness of opportunities. We are cueently using SNAP connect for school communication (SNAP will translate messages between multiple languages).

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Determine Priorities

Resources: 🚀

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

Students...

...demonstrate a dearth of student-teacher and student-student connectedness

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources: 🚀

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

As adults in the building, we...

...have not fully developed strong and trusting relationships with students as well as fostered an environment of physical and emotional safety

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.

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Theory of Action

What is your Theory of Action?

If we....

...we implement a strong researched-based, social emotional curriculum and provide teachers with professional development on connectedness and wellbeing

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Connectedness & Wellbeing

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

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

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

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

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

then we see....

...a school environment that fosters strong relational trust among all stakeholders, increases positive student interaction and promotes academic engagement and success 🖊

which leads to...

... increasing student results in the Supportive Environment category on the 5Essentials Survey and increased student-teacher relationships on the Cultivate Survey 🖊

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 🖊

all teachers and support staff

Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	3/22/2024
Q2	12/21/2023	Q4	6/6/2024

	SY24 Implementation Milestones & Action Steps 🖊	Who 🖊	By When 🖊	Progress Monitoring
Implementation Milestone 1	Increase the category of 'Supportive Enviornment' on the 5Essentials Survey by five points from the previous year to attain the score of strong	all teachers and support staff	6/6/2024	In Progress
Action Step 1	Continue schoolwide PD on culturally responsive pedagogy	all teachers and support staff	6/6/2024	In Progress
Action Step 2	Provide school wide PD on research-based SEL curriculum Calm Classroom	all teachers and support staff	6/6/2024	In Progress
Action Step 3	Schoowide PBIS implementation	all teachers and support staff	6/6/2024	Not Started
Action Step 4	Create norms around staff to student and staff to staff interactions	all teachers and support s	6/6/2024	In Progress
Action Step 5				Select Status
Implementation Milestone 2				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Increase the category of 'Supportive Enviornment' on the 5Essentials Survey by five points from the previous year to maintain the score of strong	🖊

Connectedness & Wellbeing

| SY26 Anticipated Milestones | Increase the category of 'Supportive Enviornment' on the 5Essentials Survey by five points from the previous year to maintain the score of strong | ✏️ |

Goal Setting

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Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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
Students and teachers share a high level of mutual trust and respect	Yes	5E: Supportive Environment	Overall	57	62	67	72
			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
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Teachers will continue school wide PD on culturally responsive pedagogy, provide school wide pd on research-based sel curriclum Calm classroom, school wide PBIS implementation and create norms around staff to student and staff to staff interactions	Teachers will continue school wide PD on culturally responsive pedagogy, provide school wide pd on research-based sel curriclum Calm classroom, school wide PBIS implementation and create norms around staff to student and staff to	Teachers will continue school wide PD on culturally responsive pedagogy, provide school wide pd on research-based sel curriclum Calm classroom, school wide PBIS implementation and create norms around staff to student and staff to staff interactions
Select a Practice			
Select a Practice			

SY24 Progress Monitoring

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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
Students and teachers share a high level of mutual trust and respect	5E: Supportive Environment	Overall	57	62	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 the Priority Foundation to pull over your Reflections here =>

Connectedness & Wellbeing

Select Metric

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:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Teachers will continue school wide PD on culturally responsive pedagogy, provide school wide pd on research-based sel curriculm Calm classroom, school wide PBIS implementation and create norms around staff to student and staff to staff interactions	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		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:	☐	**Our school is a non-Title I school that does not receive any Title I funds.**
No action needed		**(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.

Academic Prioritiy Areas for all students in grades K - 8 is for continued growth/improvmeent in their reading and math EOY assessments (K-2 TRC and 3-8 IAR) by an increase of 5% students that will be meeting or exceeding expectations.. To achieve our academic goals our Title 1 Parent & Family Engagement funds will be utilized to provide parent trainings/seminars on how to support students academically. We provide funds for refreshments during parent trainings, as well as consultant fees to deliver parent traings. Some funds are utilized for communication supplies and outreach material.

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