CIWP Team & Schedules

Resources 🚀

CIWP Team Guidance

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 ✍
Marin Gonzalez	Principal	mgonzalez231@cps.edu
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Cindy Espinosa	Teacher Leader	cespinosa3@cps.edu
Kimberly Healy	Teacher Leader	khealy4@cps.edu
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	6/8/23	9/4/23
Reflection: Curriculum & Instruction (Instructional Core)	2/27/23	5/23/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	2/27/23	5/23/23
Reflection: Connectedness & Wellbeing	2/27/23	5/23/23
Reflection: Postsecondary Success	10/3/22	3/24/23
Reflection: Partnerships & Engagement	10/3/22	6/6/23
Priorities	3/27/23	4/3/23
Root Cause	6/9/23	6/12/23
Theory of Acton	6/12/23	6/12/23
Implementation Plans	7/6/23	6/6/26
Goals	6/12/23	6/6/26
Fund Compliance	6/13/23	6/13/23
Parent & Family Plan	6/8/23	6/8/23
Approval	9/7/23	6/6/26

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

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Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	The Units of Study does not address the needs of EL and DL learners. It is not considered a high qualtiy curriculum . Foundational skills practice needs to be supplemented with Heggerty, Fundations, Just Words in addition to grammar practice Simple Solutions. Our Rigor Walk Tool indicate that teachers are teaching common core standards, The learning targets were aligned to common Core. ✍️	IAR (Math)
Yes	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) / STAR (Math)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric / Learning Conditions	**What is the feedback from your stakeholders?** The Cultivate Data suggests that all components of learning condition are met with the exception of Feedback for Growth and Student Voice. The ILT Effectiveness Rubric suggests that we are a school that is performing in BOY and Transformimg for MOY in most of the areas. Our Assessment Plan has been developed and customized to meet the needs of all students and monitor their progress. ✍️	STAR (Math) / iReady (Reading) / iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		Cultivate / Grades / ACCESS
Yes	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?** Some teachers are providing olternatives to assessment to monitor progress monitor. However teachers need support in learning how to create alternatives to check for understanding. ✍️	

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.

Providing students feedback has come up in several of our reflections: learning walks with the Network identified this as a high needs. Students survey (Cultivate and school based survey) identified this as an of need as well. Student voice whereby students take ownership for their learning - student choice. Instructional needs have been identified in our curriculum ELA curriculum - needing adoption of new curriculum. Foundational skills continues to be an area of need in providing teaching strategies in the teaching of phonics. Grading for Equity continues to be an area of growth, what the best practices for motivation and student growth. ✍️

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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	Area of growth in understanding how to use forms and the use of the documentation for sped team to review. Review of members of MTSS team to include a Sped member. Identifying what is needed by Sped team. Providing the Sped team, the evidence used EL placement needs to be improved. EL supports need to be revisited. We need appropriate EL support in the middle school grades. Revisit scheduling to provide Reading support by staff with open periods. Revisit the budget to hire aides to support EL students. ✍️	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)](#)

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](#)

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

What is the feedback from your stakeholders?

Data from the Cultivate Survey indicate that our students want to do well in school, they want to succeed and their academic standing is important to them. Therefore, students have been strategically placed in environments where they have the support necessary EL, DL. Schedules for SY 23/24 were focused on placing EL and DL first in the classrooms that will porvide the inclusion, EL support to advance their learning. DL teachers are attending PD on skyline in order for DL students to have access to Tier 1 with modifications. Teachers have been given agency in placing studentst in those rooms. In addition. the data required fortheri to be an additional bilingual interventionist that has been hired and supports those grades with large numbers of diverse learners, providing them interventions. Teachers have requested support form BLT to work with EL population. Teachers received one on one support from school BLT to Implement WIDA standards into the curriculum.

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	[IDEA Procedural Manual](#)

Partially	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?

All of the strategies mentioned above have been applied this school year beginning the month of september and are ongoing. In addition to the stategies serving our long time students , these efforts are also benefiting our immigrant population that has arrived recently.

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.

Am I being provided all the supports that I need as a DL or EL?

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Partially — 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](#)	Pockets of teachers who need additional support with discipline protocols. Revisit Restorative practices strategies. In need of additional systems for addressing chronic absenteeism. BHT to create plans for addressing truancy. Identify staff members to make phone calls home. Supports were not provided as in previous years: social worker 3 times a week in lieu of 5 days.	[% of Students receiving Tier 2/3 interventions meeting targets](#)
Partially — Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			[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](#)
Yes — All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** Stakeholders such as school staff and students have received much needed support to address the chronic attendance issues. An attendance team has been created where attendance is tracked for Tier 2 and Tier 3 students. The attendance team has Champions that are connected to one or two students. The Champions role is to connect with students in order to improve attendance and engagement in class. Staff has taken the Time Out Training and protocols followed. Students have extra curricular activities after school, BAM program for young men and 21st Century grant partnership with True Value Boys and Girls Club. Student voice has an active role in activities that take part in the school. Students advocate for themselves through student voice and bringing their ideas and concerns to the LSC or administration.	[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

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.

Chronic absences need to be monitored with a plan. If I needed social work support am I being provided the support. Were my teachers in full understanding of the referral process. ✍️

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?

BHT will look into attendance and plans including mentors for students with excessive unexcused absences. PD including behavioral management coaching should be considered based on teacher need. Revisit IEPs for social work support. Revisit when and how students need social work support. ✍️

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
No — An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	School Links lessons should be taught during advisory blocks in middle school that can be delivered by middle school teachers during advisory. ✍️	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
No — Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
No — Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** Students and parents have requested support for Go CPS platform. School counselor supports students with Go CPS platform to apply for highschools. Parents want exposrue to different high schools, counselor planned a high school fair for open house in september. Students visiting neighboring H.S and Colleges, such as Malcom X. ✍️	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A — Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A — Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A — There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
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	The support provided by the counselor makes the highschool application process attainable for all students. Most of our parents are challenged with the use of technology therifore the support of the school counselor is important for students to submit their applications. The school counselor is able to review scores with students so they make appropriate choices when selecting a high school of their choice. ✍️	

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.

Post middle school curriculum is minimal and needs to research and created or purchase for full implemenation by 6th-8th grade teachers, with collaboration by the post secondary lead/ case manager. ✍️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Currently have 20 partnerships that help with supplies, SEL workshops, BAM, extra curricular activities, ESL classes for families, etc. Parent involvement in classrooms, numerous opportunites for parents to volunteer during and after school. Parent mentors in classes. Parent-teacher communication via email, phones. School communication via weekly newsletters.	Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families |
| Yes | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | 5E: Supportive Environment

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

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) |
| Partially | School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). | Student Voice Infrastructure Rubric | **What is the feedback from your stakeholders?**

Stakeholders request support in many areas such as social emotional health, the partnerships that hasve been stablish with community organizations provdies that support in the parents home language. | Formal and informal family and community feedback received locally. (School Level Data) |

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

Concerns that have surfaced are that we have a high number of students that are recent immigrants. So, implement activities and or initiatives to help students transition into their new setting would be explored. BAM has started small groups for boys in 6-8 that have recently migrated to the US.

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?

Improvements such as activities that support SEL for parents have been scheduled. Activites that are also welcoming to new popluation of immigrant parents as well.

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

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.
Yes	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.
Yes	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?

The Units of Study does not address the needs of EL and DL learners. It is not considered a high qualtiy curriculum . Foundational skills practice needs to be supplemented with Heggerty, Fundations, Just Words in addition to grammar practice Simple Solutions. Our Rigor Walk Tool indicate that teachers are teaching common core standards, The learning targets were aligned to common Core.

What is the feedback from your stakeholders?

The Cultivate Data suggests that all components of learning condition are met with the exception of Feedback for Growth and Student Voice. The ILT Effectiveness Rubric suggests that we are a school that is performing in BOY and Transformimg for MOY in most of the areas. Our Assessment Plan has been developed and customized to meet the needs of all students and monitor their progress.

What student-centered problems have surfaced during this reflection?

Providing students feedback has come up in several of our reflections: learning walks with the Network identified this as a high needs. Students survey (Cultivate and school based survey) identified this as an of need as well. Student voice whereby students take ownership for their learning - student choice. Instructional needs have been identified in our curriculum ELA curriculum - needing adoption of new curriculum. Foundational skills continues to be an area of need in providing teaching strategies in the teaching of phonics. Grading for Equity continues to be an area of growth, what the best practices for motivation and student growth.

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?

Some teachers are providing alternatives to assessment to monitor progress monitor. However teachers need support in learning how to create alternatives to check for understanding.

Determine Priorities

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

Students...

need exposure and equitable access to high-quality curriculum and timely, on-the-spot feedback.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

discern that 43% of 3rd to 8th grade students fall in the 0-9th percentile bracket in ELA on the Star 360 benchmark assessment. In addition, iReady indicates 48% of students who tested in English, are one grade level below expectation and 4% are two grade levels below grade level expectation. 15% of students evaluated in Spanish iReady, are in tier 2 and 5% are in tier 3.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

engage in continuous improvement by adopting high quality curriculum for all core content areas and embed best practices,

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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....

provide all students with equitable access to high quality curriculum; ✍️

which leads to...

increased student growth and performance. ✍️

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 ✍️

Ana Olvera, Claudia Pineda, Maricela Zuniga, MariaLouisa Flores

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	Adopt ELA/SLA Skyline for grades K-5 and continue implementation for grades 6-8	ILT	08/23	Completed
Action Step 1	Deep dive of current ELA curriculum and compatability with Skyline	Coaches	05/23	Completed
Action Step 2	Create time distribution charts that reflect ELA/ALE Hybrid model implementation.	Literacy Coaches	05/23	Completed
Action Step 3	Present preview of ELA Skyline to staff	Literacy Coaches	06/23	Completed
Action Step 4	District level summer launch PD for all staff (ELA/ALE)	District/Teaching Staff	08/23	Completed
Action Step 5	Initiate work around the 4 principles of feedback for growth - Focused feedback	Assistant Principal	8/23	Delayed
Implementation Milestone 2	Unpacking of curriculum by all teachers (EL, DL)	Teaching Staff	Ongoing	In Progress
Action Step 1	Attend on-going Unit Planning Summits - district level	Teaching Staff	Ongoing	In Progress
Action Step 2	Provide in-house coaching/PD tracker	Literacy Coaches	Ongoing	In Progress
Action Step 3	Guided unpacking sessions during principal directed planning periods	Teaching Staff	Ongoing	Not Started
Action Step 4	PD on how to apply Star 360 focus skills for MTSS goal identification and/or small group work.	Lead Coach	Ongoing	In Progress
Action Step 5	Continue work around the 4 principles of feedback for growth - Actionable Feedback	Assistant Principal	Ongoing	Delayed
Implementation Milestone 3	Plan for and conduct learning walks (core subjects, foundational skills, EL's, feedback) where teachers are provided Bambrick style feedback - a celebration and an area of concentration.	ILT	Ongoing	In Progress
Action Step 1	Apply network 7 best practice rubric to identify celebrations and areas of concentration	ILT	Ongoing	Completed
Action Step 2	Share the tool that will be used to capture observations with teachers (non-evaluative) and share feedback	ILT	Ongoing	Completed
Action Step 3	Provide opportunities for teachers to request specific feedback related to their delivery of instruction	Teaching Staff	Ongoing	In Progress
Action Step 4	Continue work around the 4 principles of feedback for growth - Quality Feedback	Assistant Principal	Ongoing	Delayed
Action Step 5				Select Status
Implementation Milestone 4	Development of learning targets that include language objectives.	ELPT	09/23	Completed
Action Step 1	Provide professional development to include writing of language objectives when planning and teaching.	ELPT	09/23	Completed
Action Step 2	Plan for and conduct learning walks focused on language objectives.	ILT	Ongoing	In Progress
Action Step 3	Continue work around the 4 principles of feedback for growth - Student to student feedback	Assistant Principal	Ongoing	Delayed
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Adoption of High Quality Math Curriculum, maintain fidelity to core curriculum and grading practices. Foster student to student feedback.	✍️

| SY26 Anticipated Milestones | Continue to maintain fidelity to high quality and equitable core curriculum. Encourage students to partake in peer to peer feedback. ✍ |

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.

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
Increase number of students at level by 5%	Yes	STAR (Reading)	Overall	20%	25%	30%	35%
			Overall				
Increase number of students at level by 5%	Yes	iReady (Reading)	Overall	48%	53%	58%	63%
			Overall				

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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Learning walks, PLC's, Branching Minds, coaching observations	Learning walks, PLC's, Branching Minds, coaching observations	Learning walks, PLC"S, Branching Minds, Coaching Observations
C&I:2 Students experience grade-level, standards-aligned instruction.	Learning walks, PLC's, Branching Minds, coaching observations	Learning walks, PLC's, Branching Minds, coaching observations	Learning walks, PLC's, Branching Minds, coaching observations
Select a Practice			

SY24 Progress Monitoring

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase number of students at level by 5%	STAR (Reading)	Overall	20%	25%	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
Increase number of students at level	iReady (Reading)	Overall	48%	53%	*Select Status*	*Select Status*	*Select Status*	*Select Status*

Jump to...
Reflection

Priority
Root Cause

TOA
Implementation Plan

Goal Setting

Progress
Monitoring

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

Curriculum & Instruction

iReady (Reading)
by 5%

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.	Learning walks, PLC's, Branching Minds, coaching observations	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Learning walks, PLC's, Branching Minds, coaching observations	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	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.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
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?

Pockets of teachers who need additional support with discipline protocols. Revisit Restorative practices strategies. In need of additional systems for addressing chronic absenteeism. BHT to create plans for addressing truancy. Identify staff members to make phone calls home. Supports were not provided as in previous years: social worker 3 times a week in lieu of 5 days.

What is the feedback from your stakeholders?

Stakeholders such as school staff and students have received much needed support to address the chronic attendance issues. An attendance team has been created where attendance is tracked for Tier 2 and Tier 3 students. The attendance team has Champions that are connected to one or two students. The Champions role is to connect with students in order to improve attendance and engagement in class. Staff has taken the Time Out Training and protocols followed. Students have extra curricular activities after school, BAM program for young men and 21st Century grant partnership with True Value Boys and Girls Club. Student voice has an active role in activities that take part in the school. Students advocate for themselves through student voice and bringing their ideas and concerns to the LSC or administration.

What student-centered problems have surfaced during this reflection?

Chronic absences need to be monitored with a plan. If I needed social work support am I being provided the support. Were my teachers in full understanding of the referral process.

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?

BHT will look into attendance and plans including mentors for students with excessive unexcused absences. PD including behavioral management coaching should be considered based on teacher need. Revisit IEP's for social work support. Revisit when and how students need social work support.

Return to Top   **Determine Priorities**

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

Students...

Kanoon community (staff, parents, students) will begin to take ownership of their attendance by being informed and involved on the importance of attendance and monitoring their daily attendance.

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...

We believe that some of the root causes of chronic absenteeism are the following: parents and students are not well informed of the importance of attendance, COVID has made the community more wary of sending their students to school, absences are only a problem if they are unexcused, struggling students are unmotivated because of social emotional struggles, and students are lacking the rational for creating and building positive, long-lasting relationships with their peers and staff.

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 awareness of the importance of attendance and target at risk students who may be disenagaged and lack a sense of belonging by implementing attendance practices at the universal level and intervention levels

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Connectedness & Wellbeing

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....

Kanoon community more involved in taking ownership of improving attendance through attendance initiatives, self monitoring of attendance progress and improved collaboration between parent, students and staff ✍️

which leads to...

students coming daily to school and an increased overall attendance of 95% and a greater sense of connectedness and well-being within our school community. ✍️

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Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Attendance Committee

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	All stakeholders are aware of new attendance expectations	Attendance Committee	August 14, 2023	Not Started
Action Step 1	Committee reviews off track and creates new attendance expectations/criteria	Priority 2 members	July 6, 2023	Not Started
Action Step 2	Establishing members for Attendance Committee	Attendance Committee	End of August	Not Started
Action Step 3	Sharing expectations to all stakeholders	Attendance Committee	September 1, 2023	Not Started
Action Step 4	Monitoring student attendance including PK-2nd grade attendance data, 3rd-8th Off Track data	students, teachers, committee	weekly	Not Started
Action Step 5	Creating an IAP for Tier 3 students	Attendance Committeee	monthly	Not Started
Implementation Milestone 2	Students with previous attendance concerns have been identified and their attendance have improved	Attendance Committee	weekly, monthly, quarterly	Not Started
Action Step 1	Monitoring of contracts (Open House-September 6) Ind. Attendance Plans	classroom teachers	Semptember 8, 2023	Not Started
Action Step 2	Data analysis of completed student surveys	Attendance Committee	September 13, 2023	Not Started
Action Step 3	Weekly incentive- Monday out of uniform	teacher data	August 28, 2023	Not Started
Action Step 4	Monthly incentive-based on student survey	Attendance Committee	September 29, 2023	Not Started
Action Step 5	Quarterly incentive- field trip	Attendance Committee	October 20, 2023	Not Started
Implementation Milestone 3	Monitoring of Tier 2 and Tier 3 students	Attendance Committee	October 20, 2023	Not Started
Action Step 1	Identifying Tier 2 and Tier 3 students	Attendance Committee	quarterly	Not Started
Action Step 2	Root cause analysis on absences student by student	Attendance Committee	quarterly	Not Started
Action Step 3	Creating an IAP for students	Attendance Committee	quarterly	Not Started
Action Step 4	Identify stakeholder (mentor) for Tier 2/3 students	Attendance Committee	quarterly	Not Started
Action Step 5	Parent teacher conferences discussing IAP	classroom teachers	quarterly	Not Started
Implementation Milestone 4	Problem solve success of interventions	Attendance Committee	June 6, 2023	Not Started
Action Step 1	Review attendance expectations/criteria	Attendance Committee	June 6, 2023	Not Started
Action Step 2	Plan EOY celebration for students with 95% or above	Attendance Committee	End of May	Not Started
Action Step 3	EOY survey for students and teachers-reflection of attendance plan	teachers and students	last week of May	Not Started
Action Step 4	Follow up on any referrals to outside support seervice	Attendance Committee	quarterly	Not Started
Action Step 5	Decrease chronic absenteeism	Attendance Committee	quarterly	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	increased student attendance, and accomplish 90% of previous year milestones	✍️
SY26 Anticipated Milestones	complete student ownership of attendance, consistent yearly 95% average	✍️

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
Universal teaming structures are in place to support student connectedness and wellbeing as we implement best practices to improve learning condiditons.	Yes	Increase Average Daily Attendance	Overall	EOY Off-Track Data from 2022-23	EOY Off-Track Data from 2023-24	EOY Off-Track Data from 2024-25	EOY Off-Track Data from 2025-26
			Overall	EOY Off-Track Data from 2022-23	EOY Off-Track Data from 2023-24	EOY Off-Track Data from 2024-25	EOY Off-Track Data from 2025-26
Provide supports for adults to encourage attendance culture	Yes	Cultivate (Belonging & Identity)	Other [Specify]	BOY Cultivate Data	EOY Cultivate Data	EOY Cultivate Data	EOY Cultivate Data
			Latinx	BOY Cultivate Data	EOY Cultivate Data	EOY Cultivate Data	EOY Cultivate Data

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&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	As identified by the SY 23 off-track data, attendance will increase to 95% and demonstrate a decrease in chronic absenteeism by 5%	As identified by the SY 24 off-track data, attendance will continue to be maintained at 95% and continue to decrease chronic absenteeism by an additional 5%	As identified by the SY25 off-track data, attendance will continue to be maintained at 95% and continue to decrease chronic absenteeism by an additional 5%
C&I:3 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.	Based on the BOY Cultivate data, we will improve student mindset and willingness to engage in learning.	Based on the BOY Cultivate data, we will improve student mindset and willingness to engage in learning.	Based on the BOY Cultivate data, we will improve student mindset and willingness to engage in learning.
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Universal teaming structures are in place to support student connectedness and wellbeing as we implement best practices to improve learning condiditons.	Increase Average Daily Attendance	Overall	EOY Off-Track Data from 2022-23	EOY Off-Track Data from 2023-24	Select Status	Select Status	Select Status	Select Status
		Overall	EOY Off-Track Data from 2022-23	EOY Off-Track Data from 2023-24	Select Status	Select Status	Select Status	Select Status
Provide supports for adults to encourage attendance culture	Cultivate (Belonging & Identity)	Other [Specify]	BOY Cultivate Data	EOY Cultivate Data	Select Status	Select Status	Select Status	Select Status

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

Connectedness & Wellbeing

encourage attendance culture		(identity)

	Latinx	BOY Cultivate Data	EOY Cultivate Data	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.	As identified by the SY 23 off-track data, attendance will increase to 95% and demonstrate a decrease in chronic absenteeism by 5%	Select Status	Select Status	Select Status	Select Status
C&I:3 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.	Based on the BOY Cultivate data, we will improve student mindset and willingness to engage in learning.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:

Complete
IL-Empower
Section below

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

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

If Checked:

No action needed

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

Select a Goal

Select a Goal

Select a Goal

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.** **(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.

Funding from Title 1 will be used to provide parents workshops on how to better support students in the area of reading and math. Strategies on how to help families support their students will be our focus.   Parents will also attend workshops on SEL to support students with non compliant behaviors.

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