

CIWP Team & Schedules

[Resources](#)

Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name	Role	Email
Keith Adams	Principal	kwadams@cps.edu
Michelle Suttmeier	AP	msuttmeier@cps.edu
Tom Unger	AP	tmunger@cps.edu
Paul Zannoti	LSC Member	pzannoti@cps.edu
Alexis Ialungo	Teacher Leader	amialungo@cps.edu
Christopher Montoya	Teacher Leader	cmontoya15@cps.edu
Chad Huggins	Teacher Leader	cdhuggins@cps.edu
Meredith Kachel	Teacher Leader	mkkachel@cps.edu
	Select Role	
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	7/3/23	7/3/23
Reflection: Curriculum & Instruction (Instructional Core)	7/8/23	7/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/8/23	7/14/23
Reflection: Connectedness & Wellbeing	7/8/23	7/14/23
Reflection: Postsecondary Success	7/8/23	7/14/23
Reflection: Partnerships & Engagement	7/8/23	7/14/23
Priorities	7/10/23	7/21/23
Root Cause	7/8/23	7/21/23
Theory of Action	7/8/23	7/21/23
Implementation Plans	7/8/23	7/21/23
Goals	7/8/23	7/21/23
Fund Compliance	7/24/23	8/1/23
Parent & Family Plan	7/24/23	8/1/23
Approval		

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	9/22/23
Quarter 2	12/22/23
Quarter 3	3/22/24
Quarter 4	5/30/24

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
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
No	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
No	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

While all teachers has access to Skyline curriculum, it was not required to be used. Teachers were allowed to choose which curriculum they used..Based on observations as well as analysis of unit plans , some teachers were addressing standards-aligned instruction but not all. There was definite inconsistencies in the practice. Teachers developed classroom management plans to create welcoming and warm environments. Arts-integrated projects that address UN Goals ensured that SEL standards were addressed in every classroom. The ILT met weekly and was teacher-led. Distributed leadership existed among the team members who brought that information back to their department. The meetings have detailed agendas with established norms. Standard-based assessments are not being implemented with fidelity and reflection practices are not occurring. This is evidenced by unit plans, classroom observations and audits of teachers' gradebooks. The same is true of daily feedback given to students.

What is the feedback from your stakeholders?

5Essential Survey
 1. Supportive Environment 45
 2. Collaborative Teachers 41
 3. Effectuve Leadership 40
 4. Ambitious Instruction - 39
 5. Family Involvement - 38

Cultivate Focus
 1. Classroom Community
 2. Student Voice
 3. Feedback

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?

Related Improvement Efforts in Place
 Skyline in the SY23-24 school year will be implemented in every classroom to ensure all students have high level curriculum provided to them.
 Teachers were provided 20 hours to develop unit plans around the implementation of Skyline.

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

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

-- Inequities in grading practices. Inconsistencies in curriculum and assessments

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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
		MTSS Integrity Memo


School has developed an MTSS referral system for both academic and behavioral interventions throughout the year. Used an internal system of monitoring data as compared to the data from branching minds. Students are placed in appropriate class settings based on their IEP. Student IEPs are evaluated each year. There is 91% transition plan compliance. English Learners are placed in classes that are the least restrictive and with an ESL teacher when available. There are Spanish speaking reachers in each department.

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

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


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.

On-track rate is low potentially due to teachers and the school not effectively implementing proper academic tier interventions within classrooms. 



What is the feedback from your stakeholders?



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?

MTSS system is in place for referrals. System of tier 1, tier 2, and tier 3 interventions have been set up. System of monitoring progress of students in relation to tiers needs to be addressed. Deeper analysis into EL and DL needs to occur. 

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





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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	BHT Key Component Assessment SEL Teaming Structure	Behavioral team is up and running. The behavioral health team is functional, meets weekly and addresses the needs of tier 2 and tier 3 students. Culture and Climate team was not operational last year but will be up and running in September. Will focus on PBIS for tier 1 students. SEL curricula has been a part of all classes through the implementation of interdisciplinary art infused projects. The SEL from Skyline has not been implemented in all classes last year but is expected of all teachers this year. Deans and Restorative Justice coordinator work to engage students in restorative conversations. The implementation of more restorative practices can be implemented more frequently. All teachers have classroom management plans however not all teachers have been trained in restorative justice practices. All students have access to after school programs including sports and a wide variety of clubs through our partnership with LSNA. 	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
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? *5Essential Survey 1. Supportive Environment 45 2. Collaborative Teachers 41 3. Effectue Leadership 40 4. Ambitious Instruction - 39 5. Family Involvement - 38 Cultivate Focus 1. Classroom Community 2. Student Voice 3. Feedback* 	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance

Yes	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.		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?	
	Students do not have enough PBIS in place due to the lack of implementation of 	[impact on most students; impact on specific student groups] 	

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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	College and Career Competency Curriculum (C4) An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	"5Essential Survey  1. Supportive Environment 45 2. Collaborative Teachers 41 3. Effectue Leadership 40 4. Ambitious Instruction - 39 5. Family Involvement - 38 Cultivate Focus 1. Classroom Community 2. Student Voice 3. Feedback"	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCE 3 - 8 On Track
Partially	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Partially	Work Based Learning Toolkit Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	What is the feedback from your stakeholders? [feedback trends across stakeholders; feedback trends across specific stakeholder groups] 	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Yes	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).		
Yes	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
Yes	PLT Assessment Rubric There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	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?	
Yes	Alumni Support Initiative One Pager Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	"5Essential Survey  1. Supportive Environment 45 2. Collaborative Teachers 41 3. Effectue Leadership 40 4. Ambitious Instruction - 39 5. Family Involvement - 38 Cultivate Focus 1. Classroom Community 2. Student Voice 3. Feedback"	
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. 			

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>Yes</p>	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>Communication to families and the community go out in a variety of ways. This includes mailing, website, and marquee. Multiple parents and community members are on the LSC and we have both the BAC and the PAC. Also have a parent volunteer program for our junior high classes. Need to have more events and strategies for getting parents and community members into the building. Student voice was one of the lowest components on the Student Voice Survey. Need to implement ways to improve student voice. Tends to be limited to a handful of students. 🍌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
<p>Partially</p>	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
<p>No</p>	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i> 🍌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>Need to improve student voice in the school. 🍌</p>		<p>Communication systems and increase in parent involvement. However, there is room for growth. Need to develop systems to get more student voice in place. 🍌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Yes	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.
No	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.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

While all teachers has access to Skyline curriculum, it was not required to be used. Teachers were allowed to choose which curriculum they used. Based on observations as well as analysis of unit plans, some teachers were addressing standards-aligned instruction but not all. There was definite inconsistencies in the practice. Teachers developed classroom management plans to create welcoming and warm environments. Arts-integrated projects that address UN Goals ensured that SEL standards were addressed in every classroom. The ILT met weekly and was teacher-led. Distributed leadership existed among the team members who brought that information back to their department. The meetings have detailed agendas with established norms. Standard-based assessments are not being implemented with fidelity and reflection practices are not occurring. This is evidenced by unit plans, classroom observations and audits of teachers' gradebooks. The same is true of daily feedback given to students.

What is the feedback from your stakeholders?

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Cultivate Focus
 1. Classroom Community
 2. Student Voice
 3. Feedback

What student-centered problems have surfaced during this reflection?

-- Inequities in grading practices. Inconsistencies in curriculum and assessments

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?

Related Improvement Efforts in Place
 Skyline in the SY23-24 school year will be implemented in every classroom to ensure all students have high level curriculum provided to them.
 Teachers were provided 20 hours to develop unit plans around the implementation of Skyline.

Return to Top Determine Priorities

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

Students...
 have a lack of consistency and alignment in curriculum and assessments resulting in different educational experiences across the building.

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...
 did not consistently provide a high level of rigor, classroom engagement, and adequate formative and summative assessments.

Resources:

[5 Whys Root Cause Protocol](#)

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
 engage all students in a year-long, rigorous standards based curriculum (Skyline) in addition to arts-infused projects focused on social impact

Resources:

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

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

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

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

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

then we see....

100% of all classrooms have units that follow the course learning objectives, grade level content and SEL standards, essential questions, enduring understandings, and common assessments



which leads to...

students improved student achievement by developing enhanced creativity, critical thinking skills, and a deeper understanding of various subject matters while also fostering empathy, cultural awareness, and the ability to create positive change in their communities



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

[Resources:](#)

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

ILT/ Department Teams

Dates for Progress Monitoring Check Ins

Q1 9/22/23

Q3 3/22/24

Q2 12/22/23

Q4 5/30/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Mapping Out the Year and Units	Admin, ILT, Teachers	September 9	In Progress
Action Step 1	Memo to staff regarding move to Skyline	Principal	End of SY23 school year	Completed
Action Step 2	Review with staff why Arts-Infused Projects for Social Impact matter	Principal/ ILT	August 16	Not Started
Action Step 3	Identify the two units (one per semester) that will replace the Skyline Unit	Teachers	Semester 1 - August 18 Semester 2 -September 9	Not Started
Action Step 4	Plan all Skyline Units and Art Infused Projects for the upcoming school year and upload to appropriate school folder	Teachers	Semester 1 - August 18 Semester 2 -September 9	Not Started
Action Step 5	Provide feedback to teachers on unit plans and art infused projects	Admin	September 23	Not Started
Implementation Milestone 2	Design and Deploy Summative Assessments for Semester 1 Units and Art Infused Project	Admin, ILT, Teachers	Dec 17	Not Started
Action Step 1	Research and discussion on what makes a good standards-aligned summative assessment and rubric	Departments	September 15	Not Started
Action Step 2	Design Standards aligned summative assessments and accompanying rubrics for all semester 1 units (including Arts infused Project)	Departments	December 22	Not Started
Action Step 3	Midpoint check (?) of Q1 assessments	Admin/ILT	October 27	Not Started
Action Step 4	Create accomodations and modifications for the DL and ELL students	Teachers/ DL department	December 22	Not Started
Action Step 5	Measure student growth on selected standards	Teachers	December 22	Not Started
Implementation Milestone 3	Design and Deploy Summative Assessments for Semester 2 Units and Art Infused Project	Admin, ILT, Teachers		Not Started
Action Step 1	Research and discussion on what makes a good standards-aligned summative assessment and rubric	Departments		Not Started
Action Step 2	Design Standards aligned summative assessments and accompanying rubrics for all semester 2 units (including Arts infused Project)	Departments		Not Started
Action Step 3	Midpoint check (?) of Q2 assessments	Admin/ILT		Not Started
Action Step 4	Create accomodations and modifications for the DL and ELL students	Teachers/DL Department		Not Started
Action Step 5	Measure student growth on selected standards	Admin, ILT, Teachers		Not Started
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	-- Peer review of units and assessments. -- Modifications to units and assessments. -- Tuning protocol of student work.	
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SY26 Anticipated Milestones	<ul style="list-style-type: none"> -- Peer review of units and assessments. -- Modifications to units and assessments. -- Tuning protocol of student work. 	
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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	Numerical Targets [Optional]		
					SY24	SY25	SY26
Students will improve ELA skills based on STAR 360 , IAR, and PSAT skills	No	STAR (Reading)	Overall				
			Select Group or Overall				
Students will improve math skills based on STAR 360 , IAR, and PSAT skills	No	STAR (Math)	Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I: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.	Monitoring completion of all Skyline units for each teacher including the modifications and accommodations of DL and EL students. Peer Observation.	Peer review of two unit plans and appropriate adjustments made..	Peer Review of two unit plans and appropriate adjustments made.
C&I:2 Students experience grade-level, standards-aligned instruction.	Monitoring completion of all Art Infused projects for each teacher including the modifications and accommodations of DL and EL students. Peer Observation	Add another arts infused project to the course curriculum.	Add another arts infused project to the course curriculum.
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Monitoring completion of all assements for each teacher including the modifications and accomodations of DL and EL students.	Peer review of two assessments and appropriate adjustments made..	Peer Review of two assessments and appropriate adjustment made.

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

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Students will improve ELA skills based on STAR 360 , IAR, and PSAT skills	STAR (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Students will improve math skills based on STAR 360 , IAR, and PSAT	STAR (Math)	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

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

Curriculum & Instruction

BASED ON STAR 360, IAR, AND PSAT skills	STAR (MATH)	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
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Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	Monitoring completion of all Skyline units for each teacher including the modifications and accommodations of DL and EL students. Peer Observation.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Monitoring completion of all Art Infused projects for each teacher including the modifications and accommodations of DL and EL students. Peer Observation	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Monitoring completion of all assessments for each teacher including the modifications and accommodations of DL and EL students.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

School has developed an MTSS referral system for both academic and behavioral interventions throughout the year. Used an internal system of monitoring data as compared to the data from branching minds. Students are placed in appropriate class settings based on their IEP. Student IEPs are evaluated each year. There is 91% transition plan compliance. English Learners are placed in classes that are the least restrictive and with an ESL teacher when available. There are Spanish speaking teachers in each department.

What is the feedback from your stakeholders?

What student-centered problems have surfaced during this reflection?

On-track rate is low potentially due to teachers and the school not effectively implementing proper academic tier interventions within classrooms.

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?

MTSS system is in place for referrals. System of tier 1, tier 2, and tier 3 interventions have been set up. System of monitoring progress of students in relation to tiers needs to be addressed. Deeper analysis into EL and DL needs to occur.

Return to Top Determine Priorities

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

Students... will have a higher on-track rate at the end of the school year.

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... do not have consistent grading practices that are specifically aligned to the standards and are not equitable in nature.

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... work in grade level teams to collaboratively analyze student data, identify instructional gaps and implement targeted interventions

Resources:

Indicators of a Quality CIWP: Theory of Action

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

Inclusive & Supportive Learning Environment

then we see....
an increase in the on-track rate in all grades to a minimum of 90%



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

which leads to...
an improvement in retention rate, an increase the graduation rates, and an enhancement of the student's overall experience in the classroom.



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
Grade level teams

Dates for Progress Monitoring Check Ins
Q1 9/22/23 Q3 3/22/24
Q2 12/22/23 Q4 5/30/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Analysis of quantitative data (grades)	admin, grade level teams, teachers, MTSS lead (Dipple), MGN, NCS	Throughout the school year	Not Started
Action Step 1	Administer and review the results of the STAR 360 test at the beginning of the year	Teachers	September 21	Not Started
Action Step 2	Gradebook audits of teacher practices	Admin	First Audit - Sept. 15	Not Started
Action Step 3	Individual teacher conferences and support for high failure rates.	Admin	September 21	Not Started
Action Step 4	Analysis of subject/department failure rate and determination of strategies for improving grades.	Grade level team, MGN,NCS	First Round - September 19 Throughout year	Not Started
Action Step 5	Determination of strategies for improving grading in speciific areas based on data	Grade level team, MGN, NCS	First Round - September 26	Not Started
Implementation Milestone 2	Development, implementation, and evaluation of academic tier 1, tier 2, and tier 3 intervention strategies	Admin, MTSS team, BHT	Throughout the school year	In Progress
Action Step 1	Development of a comprehensive MTSS system.	MTSS team	SY23	Completed
Action Step 2	Development of tier 1 interventions and implementation of strategies. Review progress.	MTSS team, grade level team	Review will take place throughout year.	In Progress
Action Step 3	Provide instructional support to teachers regarding tier 1 interventions	MTSS team, grade level team	Throughout year.	In Progress
Action Step 4	Monitoring of Tier 2 and Tier 3 intervention strategies for specific students	BHT	Throughout year.	In Progress
Action Step 5				Select Status
Implementation Milestone 3	Collect and analyze qualitative data.	Admin,		Select Status
Action Step 1	Meet with groups of students to determine classroom engagement and why students may be underperforming.	Grade level team , MGN, NCS	First group by mid-September. Will go throughout year.	Not Started
Action Step 2	Meet with parents to gather quantitative data.	Parent Lead	Throughout year.	In Progress
Action Step 3	Analyze this data to determine school and classroom strategies to increase student success.	Grade level team	First analysis - End of October.	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 Work on moving to 93% on on-track rate.. Analysis of quantitative data. Collect and analyze quantitative data.

SY26 Anticipated Milestones

Work on moving to 95% on on-track rate.. Analysis of quantitative data. Collect and analyze quantitative data.



[Return to Top](#) **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data). Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more). Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#). There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts. Goals are reviewed and adjusted with most-current data sources, including MOY and EOY. Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
All freshman and sophomores will have an on-track rate of 90% or higher.	Yes	Grades	Other (Freshman)	69%			
			Other [Sophomore]	70%			
All juniors and seniors will have an on-track rate of 90% or higher.	Yes	Grades	Other (Junior)				
			Other (Senior)				

Practice Goals

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

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

	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Monitoring of on-track rate and determination of intervention strategies.		
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.	Behavioral health team will monitor tier 2 and		

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

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
All freshman and sophomores will have an on-track rate of 90% or higher.	Grades	Other (Freshman)	69%		Select Status	Select Status	Select Status	Select Status
		Other [Sophomore]	70%		Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

All juniors and seniors will have an on-track rate of 90% or higher.	Grades	Other (Junior)			Select Status	Select Status	Select Status	Select Status
		Other (Senior)			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Monitoring of on-track rate and determination of intervention strateg	Select Status	Select Status	Select Status	Select Status
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.	Behavioral health team will monitor tier 2 and	Select Status	Select Status	Select Status	Select Status
		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)

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.

- The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).
- The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.
- Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
 - a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
 - b) Contracting for professional services from State-Approved Learning Partners
 - c) Conducting school-level needs assessments
 - d) Analyzing data
 - e) Identifying resource inequities
 - f) Researching and implementing evidence-based interventions
 - g) Purchasing standards-aligned curriculum and materials
 - h) Purchasing and administering local assessments for progress monitoring
- Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.
- School Improvement Reports (SIR) are due on a triannual basis.
- Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.
- As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.
- As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal STAR (Math): Students will improve math skills based on STAR 360 , IA...

Required Reading Goal STAR (Reading): Students will improve ELA skills based on STAR 360 , I...

Optional Goal Grades: All freshman and sophomores will have an on-track rate of 85% o...

	Student Groups	Baseline	SY24	SY25	SY26
	Overall				
	Select Group or Overall				
	Overall				
	Select Group or Overall				

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Grades: All freshman and sophomores will have an on-track rate of 90% or higher.



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