

## 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
Jennifer Clayton	Principal	jdclayton1@cps.edu
Juliane Kenny	AP	jekenny@cps.edu
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LaToya Lindberg	Inclusive & Supportive Learning Lead	lpbennett@cps.edu
Andrea Mackey	Parent	iamckinney@yahoo.com
	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	5/8/23	5/10/23
Reflection: Curriculum & Instruction (Instructional Core)	7/14/23	7/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/14/23	7/14/23
Reflection: Connectedness & Wellbeing	7/14/23	7/14/23
Reflection: Postsecondary Success	7/14/23	7/14/23
Reflection: Partnerships & Engagement	7/14/23	7/14/23
Priorities	7/14/23	7/14/23
Root Cause	7/18/23	7/18/23
Theory of Acton	7/18/23	7/18/23
Implementation Plans	7/24/23	7/31/23
Goals	7/24/23	7/31/23
Fund Compliance	8/18/23	8/18/23
Parent & Family Plan	8/18/23	8/18/23
Approval	9/12/23	9/12/23

## SY24 Progress Monitoring Schedule

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

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

### CIWP Progress Monitoring Meeting Dates

Quarter 1	10/27/23
Quarter 2	11/17/23
Quarter 3	4/1/24
Quarter 4	6/7/24

**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**

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>	Curriculum is high quality in response to ED Reports (Amplify Science, Envisions Math, Skyline ELA, Skyline Algebra, Unique Learning, McGraw Hill/Skyline Social Science); Rigor Walk data indicated that students experience grade-level, standards-aligned instruction, teacher moves includes scaffolds and supports to allow students to access materials and Differentiation of instruction. Based on EOY Rigor Walk Data, 100% of classrooms are utilizing high quality curriculums that are standards aligned and 100% of students in Prek- 8 including the Cluster Programs experience grade level instruction. EOY Cultivate Learning Conditions data indicated Priority 1 Feedback for Growth Priority 2 Classroom Community Priority 3 Supportive Teaching.	<a href="#">iAR (Math)</a> <a href="#">iAR (English)</a> Rigor Walk Data (School Level Data) <a href="#">PSAT (EBRW)</a> <a href="#">PSAT (Math)</a>
Yes	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a>  <a href="#">Teacher Team Learning Cycle Protocols</a>  <a href="#">Quality Indicators Of Specially Designed Instruction</a>	Learning Environment meets conditions for Student Learning: Based on the Spring SY23 Cultivate Prioritized Learning Conditions our schools' prioritized learning conditions are feedback for growth, classroom community and supportive teaching. Classroom Community: Positive trends: Belonging 83%, Agency 79%, Identity Safety 81%. Areas of Growth: Academic Risk Taking 50% and Motivation 68% Feedback for Growth: Positive trends: Self-efficacy 78% and Monitoring Strategies 78%. Areas of Growth: Growth Mindset 46%, Academic Risk Taking 50% and Motivation 64%.  K-2 iReady Math trends were positive with highest Math growth for the Network. Trends in primary demonstrated improvement overall.	<a href="#">STAR (Reading)</a>
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.	<a href="#">Powerful Practices Rubric</a>  <a href="#">Learning Conditions</a>	<b>What is the feedback from your stakeholders?</b>  Staff stated that students' sense of classroom belonging and community is inconsistent school wide and contributes to the lack of risk-taking opportunities which can lead to lower motivation. PD and tools for developing growth mindset are needed to continue to support all stakeholders.	<a href="#">STAR (Math)</a> <a href="#">iReady (Reading)</a> <a href="#">iReady (Math)</a>
Yes	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>	Staff felt overwhelmed with the adoption of a new curriculum and learning the new assessment platform in order to desegregate the data to inform instruction. Assessment question format between Star 360, Skyline, IAR, iReady, etc. are not aligned.  DL teachers voiced needing more training with Unique curriculum in alignment to IEP goals.	<a href="#">Cultivate Grades</a> <a href="#">ACCESS</a>
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development Guide</a>	Staff stated that creating an assessment calendar, to be distributed at the beginning of the school year, would support with implementation.  Staff stated that teachers emphasizing making mistakes promotes growth mindset.  Primary teachers stated that they wanted more PD centered around iReady assessments.	<a href="#">TS Gold</a> <a href="#">Interim Assessment Data</a>
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>	<b>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?</b>  DL students in the cluster program have access to the Unique program which enables them access to grade-level curriculum and the ability to progress monitor IEP benchmarks. Resource teachers are responsible to collaborate with the gen-ed teacher to provide accommodations and modifications for lessons in addition to plan for co-teaching. Curriculum is culturally-relevant. ELPT will provide PD to ensure supports are embedded in all core content areas. ILT has supported in the implementation of HQ curriculum through implementation of the Co-Labs and peer observation tools aligned to the Instructional Core Walk rubric.	

**What student-centered problems have surfaced during this reflection?**

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

*Students do not have consistent exposure to strategies for fostering a Growth Mindset in the classroom*  
*Students are not encouraged by all members of staff to take risks within the classroom and/or see making mistakes as a form of building understanding.*  
*Students do not have consistent exposure to IAR questioning formatting.*  
*Students are not given assessment in a timely manner.*  
*Students are afraid of mistakes, they're afraid of trying something new, of being creative, of thinking in a different way.*

Stakeholders need additional strategies for fostering a Growth Mindset and community building activities within the classroom. PD with Kagen strategies, Growth Mindset, Student Agency (IB PD) etc.  
  
 An assessment calendar is beginning created to support all stakeholders with keeping up with 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**

Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>	<p>41.7% of students have academic interventions <a href="#">logged in</a> Branching Minds. 35.0% have SEL interventions logged. 11/19 students (58%) of Tier 2 and Tier 3 SEL intervention minutes are being completed. Interventionist supported teachers in analyzing the data using the Analysis Protocol to Inform Tier 1, 2, 3 Instruction. Reading - 8 Students moved up a tier (negative growth), 81 students had no change, 25 students moved down a tier (positive growth). Math - 19 Students moved up a tier (negative growth), 82 students had no change, 12 students moved down a tier (positive growth). SEL - 1 Student moved up a tier (negative growth), 60 students had no change, 0 students moved down a tier (positive growth).</p> <p><b>What is the feedback from your stakeholders?</b></p> <p>Some teachers are not consistently tracking or responding to online intervention data. Students enjoy using intervention tools and often push to show mastery. City Year partnerships have yielded results in Tier 2 interventions for students in grades 3 to 8. Teachers should implement small group consistently, utilize interventionists and CityYear to provide weekly intervention support to students in Math and ELA. Branching Minds training will be extended to all staff for a refresher and teachers will have the opportunity again for SY24 to log interventions during Principal Directed time in GLT. This will allow teams to collaborate with the team leads on implementation and progress monitoring practices. SY23, Primary data was not logged consistently into Branching Minds. Moving forward the primary teachers should utilize the diagnostic data to inform small group instruction and intervention practices.</p> <p><b>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?</b></p> <p>ELPT provides learning opportunities for general education teachers that have ELs in their classrooms. Plan in place to hire bilingual/ESL endorsed teachers. MTSS team meeting will occur biweekly to review data. MTSS coordinator will check-in with DL Team to ensure interventions are being logged in Branching Minds. Increase in the number of EL students enrolled to Kershaw in July 2023. Budgeted for additional materials to support ELs.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">MTSS Academic Tier Movement</a></p> <p><a href="#">Annual Evaluation of Compliance (ODLSS)</a></p> <p><a href="#">Quality Indicators of Specially Designed Curriculum</a></p> <p><a href="#">EL Program Review Tool</a></p>
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.	<a href="#">MTSS Integrity Memo</a>		
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.	<a href="#">LRE Dashboard Page</a>		
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>		
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>		
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.			

**What student-centered problems have surfaced during this reflection?**

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

Interventions are not consistently logged into Branching Minds. Intervention goals are partially aligned to standardized testing data. DL students are not included in the intervention data within Branching Minds.

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>	<p>The BHT meets weekly which includes a variety of stakeholders- Teachers, SECAs, RSPs, Social Worker, Community Partner, Admin, IB Coordinator. The team meets to discuss the social emotional needs of students. During BHT/CC meetings, the team develops action plans and identifies resources and interventions for students, teachers and families. The team also analyzes behavioral data and referrals in support of creating action plans. Tier 1 interventions and supports include the implementation of Second Step Curriculum for all grades Prek- 8 along with Tier 2 and 3 Interventions such as restorative practices, Anger Coping, Check In Check Out, Cosmic Discipline and Calm Classroom- new SY24. All students have access to Tier 1, 2, and 3 supports including DLs and ELs. In addition to the district supports- Community Partners- CSI, City Year, LUV Club and Touch of Wholeness provides small group, individual interventions and counseling services to students. Over the past three years the team added additional support- Youth Intervention Specialist who provides restorative supports and implements a Male Mentoring Program for Boys in grades 5th-8th. The BHT is supported by the attendance team and together they provide individual mentoring for students falling below 90 percent attendance. EOY data analysis revealed 4 level 4 incidents which required Tier 2 and 3 supports for the students. The average attendance for the</p>	<p><a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a></p> <p><a href="#">Reduction in OSS per 100</a></p> <p><a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a></p> <p><a href="#">Access to OST</a></p> <p><a href="#">Increase Average Daily Attendance</a></p>

Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	<p>Support for the student. The average attendance for the 2022-2023 was 91.3 percent. The grade level that did not average above 90 percent were grade 1 ( 87.73%), grade 4 (89.66%), and grade 7 ( 87.97%). There were 25 students chronically absent, a decrease from SY 22 . The attendance team while continue to meet weekly, adhere to the attendance plan, provide individual monitoring of student attendance, identify incentives for students to encourage regular attendance and improvements. Chronic absenteeism is the result of several students with significant medical needs. Those students were recommended for Virtual Academy however parents declined the recommendation. All students have access to enrichment activities including debate, sport teams, art, mentoring and health /wellness.</p>	<p><a href="#">Increased Attendance for Chronically Absent Students</a></p>
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.	<p><b>What is the feedback from your stakeholders?</b></p> <p>The students have access to individual and group counseling. After school activities varies to meet student interests. The inclusion of the basketball team, Special Olympics, step team, etc. was developed in response to student interests and needs. OST/ Family Focus has implemented a needs assessment to determine programming options. Attendance team met with Tier 2 and Tier 3 students to address chronic absences weekly and provided additional Incentives to students in Tier 2 and Tier 3. A Re entry plan will be created by the attendance team and admin to address students with chronic absenteeism. The BHT and Culture and Climate Team are one. City Year Partnerships has provided attendance, SEL and Academic Intervention support for Tier 2 and 3 students in grades 3 to 8. The team would like to see partnerships continue at Kershaw school.</p>	<p><a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a></p> <p><a href="#">Cultivate (Belonging &amp; Identity)</a></p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p>
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		<p><a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a></p> <p><a href="#">Student Voice Infrastructure</a></p>
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p><b>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?</b></p>	
<p>Students who require bus services/transportation are less likely to participate in extended day /afterschool programming due to busing services shortage. There is a lack of resources to support the increase of EL students to the community and school. Teachers are not prepared to support students with language barriers however they will utilize the ELPT Coordinator/AP to provide consultative services to teacher and families. Team identified inconsistencies with student attendance on OST academic days vs enrichment days.</p>		<p>The Special Olympics program will be expanded to include all diverse learners in grades 3 through 8. To encourage regular student attendance the following programs were provided for students in grades Prek- 8 : Gardeeners/Intramural basketball/volleyball games during the school day, a variety of educational field trips and highly favored incentives- Game truck, Silent party, Skate Jam, Carnival etc. PreK afterschool program included to encourage enrollment and student attendance.</p>	

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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	<p><a href="#">College and Career Competency Curriculum (C4)</a></p> <p>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).</p>	<p>60% of Kershaw students were on track by EOY- week 38- 16% were almost on track- 6% near on track- 3% far from on track and 15% are off track.</p> <p>100% of Kershaw 8th grade students were promoted to the 9th grade.</p> <p>100% of Kershaw's 6th-8th grade students completed their ILP's in Naviance.</p> <p>0% of Kershaw students participated in the ECCC program. 100% of students engaged in the Success Bound Curriculum 6th- 8th.</p>	<p><a href="#">Graduation Rate</a></p> <p><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a></p> <p><a href="#">3 - 8 On Track</a></p>
Yes	<p><a href="#">Individualized Learning Plans</a></p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		<p><a href="#">Learn, Plan, Succeed</a></p> <p><a href="#">% of KPIs Completed (12th Grade)</a></p> <p><a href="#">College Enrollment and Persistence Rate</a></p>
Yes	<p><a href="#">Work Based Learning Toolkit</a></p> <p>Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Career Day enhancements to expose students to a variety of college and career opportunities. New opportunities should include College Visits/ Field Trips with the City. MYP Team will implement Kickoff to High School Event in order to allow former Kershaw students in HS to partner and collaborate with incoming Freshman ( Kershaw 8th graders) to prepare for the transition to high school. Team recommends Co teaching and Consultative support from School Counselor with implementation of Success Bound Curriculum. School Counselor will include teacher teams in grades 3 to 5 with the implementation of Success Bound. Counseling Team will continue to analyze student data from Climate and Culture Survey and Cultivate student survey results to identify supports for Post secondary opportunities and learning. School Counselor will continue to encourage 8th grade</p>	<p><a href="#">9th and 10th Grade On Track</a></p> <p><a href="#">Cultivate (Relevance to the Future)</a></p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
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).	<a href="#">ECCE Certification List</a>
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).	<a href="#">PLT Assessment Rubric</a>
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).	<a href="#">Alumni Support Initiative One Pager</a>

School counselor will continue to encourage 8th grade scholars to attend Freshman Connection, support HS planning with parents, and conduct individual student conferences in order to monitor the post secondary/HS needs of 8th grade scholars.

**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 in 8th grade will receive Middle School Algebra in the Fall along with summer enrichment. 

For 2023-2024 school year, students will receive Tier 2 and 3 supports from the MTSS interventionist to support learning in preparation for meeting the academic standards to ensure college and career readiness.





Barriers include the lack of post secondary opportunities and learning to support DLs with moderate to severe intellectual disabilities. This population requires support around developing and learning daily life skills in order to access college and career opportunities.

**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-secondary opportunities have not been provided to all students 

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">Spectrum of Inclusive Partnerships</a>	Community partnerships support our students in social emotional learning (i.e. LOV Club, Young Men Meet, Gardening Program, Touch of Wholeness, Family Focus, CSI). Based on SY23 5 Essentials Data, 59% of teachers indicated that parents support teachers' efforts. 85% of teachers indicated that teachers feel respected by the parents of the students. 79% of teachers indicated that teachers and parents think of each other as partners in educating children. 90% of teachers indicated that staff at this school work hard to build trusting relationships with parents. Teachers engage families by communicating through the Remind App, meet with families during family events- Report Card Pickup, Literacy Night, Open House, Brunch with a Buddy. Teachers hold data conferences with parents and schedule team meetings to address SEL and academic needs of students. Teachers communicate in person and virtually for IEP meetings and parent meetings. Parents complete surveys to share their ideas for afterschool programming through the Family Focus Partnership. The Student Voice Committee met monthly and lead school events like Spirit week and IAR Pep Rally planning. SVC will add additional planning and activities school wide. 	<a href="#">Cultivate</a>  <a href="#">5 Essentials Parent Participation Rate</a>  <a href="#">5E: Involved Families</a>  <a href="#">5E: Supportive Environment</a>  Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)  Formal and informal family and community feedback received locally. (School Level Data)
Yes	<a href="#">Reimagining With Community Toolkit</a>		
Partially	<a href="#">Student Voice Infrastructure Rubric</a>	<b>What is the feedback from your stakeholders?</b> As a result of the pandemic and other social factors, staff believe that community partnerships are imperative in order to support the social-emotional, academic, and physical well-being of the school community. Staff would like to see more parent involvement around academic support for students particularly students receiving Tier 2 and 3 interventions. 	
		<b>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?</b>	
		Community partnerships keep students engaged and support students. Additional partnerships have been added- LUV Club, Male Mentoring Program for boys grades 5- 8, Touch of Wholeness Counseling sessions for individual students, School Counselor trained in Anger Coping to support students with SEL needs. Student Voice Committee collaborates with admin and BHT team to address student SEL needs and supports. Community in Schools Partnership provides a variety of speaking engagements and parent resources to families through out the school year. 	
		<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	
		Not all teachers are implementing a 2 way communication tool. 	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
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.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Curriculum is high quality in response to ED Reports (Amplify Science, Envisions Math, Skyline ELA, Skyline Algebra, Unique Learning, McGraw Hill/Skyline Social Science); Rigor Walk data indicated that students experience grade-level, standards-aligned instruction, teacher moves includes scaffolds and supports to allow students to access materials and Differentiation of instruction. Based on EOY Rigor Walk Data, 100% of classrooms are utilizing high quality curriculums that are standards aligned and 100% of students in Prek- 8 including the Cluster Programs experience grade level instruction. EOY Cultivate Learning Conditions data indicated Priority 1 Feedback for Growth Priority 2 Classroom Community Priority 3 Supportive Teaching.

Learning Environment meets conditions for Student Learning: Based on the Spring SY23 Cultivate Prioritized Learning Conditions our schools' prioritized learning conditions are feedback for growth, classroom community and supportive teaching. Classroom Community: Positive trends: Belonging 83%, Agency 79%, Identity Safety 81%. Areas of Growth: Academic Risk Taking 50% and Motivation 68% Feedback for Growth: Positive trends: Self-efficacy 78% and Monitoring Strategies 78%. Areas of Growth: Growth Mindset 46%, Academic Risk Taking 50% and Motivation 64%.

K-2 iReady Math trends were positive with highest Math growth for the Network. Trends in primary demonstrated improvement overall.

What is the feedback from your stakeholders?

Staff stated that students' sense of classroom belonging and community is inconsistent school wide and contributes to the lack of risk-taking opportunities which can lead to lower motivation. PD and tools for developing growth mindset are needed to continue to support all stakeholders.

Staff felt overwhelmed with the adoption of a new curriculum and learning the new assessment platform in order to desegregate the data to inform instruction. Assessment question format between Star 360, Skyline, IAR, iReady, etc. are not aligned.

DL teachers voiced needing more training with Unique curriculum in alignment to IEP goals.

Staff stated that creating an assessment calendar, to be distributed at the beginning of the school year, would support with implementation.

Staff stated that teachers emphasizing making mistakes promotes growth mindset.

Primary teachers stated that they wanted more PD centered around iReady assessments.

What student-centered problems have surfaced during this reflection?

Students do not have consistent exposure to strategies for fostering a Growth Mindset in the classroom  
 Students are not encouraged by all members of staff to take risks within the classroom and/or see making mistakes as a form of building understanding.  
 Students do not have consistent exposure to IAR questioning formatting.  
 Student are not given assessment in a timely manner.  
 students are afraid of mistakes, they're afraid of trying something new, of being creative, of thinking in a different way.

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?

DL students in the cluster program have access to the Unique program which enables them access to grade-level curriculum and the ability to progress monitor IEP benchmarks. Resource teachers are responsible to collaborate with the gen-ed teacher to provide accommodations and modifications for lessons in addition to plan for co-teaching. Curriculum is culturally-relevant. ELPT will provide PD to ensure supports are embedded in all core content areas. ILT has supported in the implementation of HQ curriculum through implementation of the Co-Labs and peer observation tools aligned to the Instructional Core Walk rubric.

Stakeholders need additional strategies for fostering a Growth Mindset and community building activities within the classroom. PD with Kagen strategies, Growth Mindset, Student Agency (IB PD) etc.

An assessment calendar is beginning created to support all stakeholders with keeping up with assessemnts.

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

Students...  
 are not provided with timely feedback or consistent opportunities for student voice in order to improve learning and assessment.

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.

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

As adults in the building, we...  
 did not create a clear assessment policy per IB that contained an assessment calendar addressing the need to analyze formative assessments and student voice to inform instruction.

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.

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**What is your Theory of Action?**

If we....

create a clear, balanced and detailed assessment policy, aligning IB assessment frameworks with CPS Instructional Core assessment focus, which includes an assessment calendar addressing the need to analyze formative assessments and incorporate student voice to inform instruction.

then we see....

students and teachers engaging in goal setting, reflection and self-assessment, using co-constructed resources or tools, such as success criteria, to monitor and guide learning and engaging in conferences - individual or small group - to discuss/direct actionable feedback with each other

which leads to...

a learning environment for providing students with timely feedback and consistent opportunities for multiple attempts towards student mastery, while fostering student voice in order to improve learning and assessment.

Resources:

**Indicators of a Quality CIWP: Theory of Action**

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

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

Resources:

**Indicators of a Quality CIWP: Implementation Planning**

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

**Team/Individual Responsible for Implementation Plan**

ILT Team

**Dates for Progress Monitoring Check Ins**

Q1 10/27/23 Q3 4/1/24  
 Q2 11/17/23 Q4 6/7/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	100% of teachers effectively implementing core curriculum.	Instructional Coach/ILT	October 1, 2023	Select Status
<b>Action Step 1</b>	All teachers sign up for and attend ongoing training for curriculum implementation	IB Coordinator/Lead Coach	(CPS professional learning deadlines)	Select Status
<b>Action Step 2</b>	ILT members review and provide feedback on teachers lesson/unit plans to ensure use of the core curriculum during GLTs, weekly	ILT members, respectively for grade/contents	October 2023	Select Status
<b>Action Step 3</b>	ILT members conduct rigorwalks to observe, collect data, provide feedback during GLTs on implementation of core curriculum, monthly	ILT members, respectively for grade/contents	October 2023	Select Status
<b>Action Step 4</b>	Tier 2 teachers identified, assigned supports for curriculum implementation	ILT members, respectively for grade/contents	October 2023	Select Status
<b>Action Step 5</b>	Tier 3 teachers identified, assigned supports for curriculum implementation	ILT members, respectively for grade/contents	October 2023	Select Status
<b>Implementation Milestone 2</b>	100% of teachers will facilitate all curriculum-embedded assessments (formative/summative) and provide timely feedback to their students	ILT members, respectively for grade/contents	December 21, 2023	Select Status
<b>Action Step 1</b>	Create an assessment calendar template housing all unit assessments per grade-level	Lead Coach, IB Coordinator, Teachers	December 2023	Select Status
<b>Action Step 2</b>	Provide training on how to input all of the formative assessments into the same document quarterly	Lead Coach, IB Coordinator, Teachers	December 2023	Select Status
<b>Action Step 3</b>	Conduct observations of curriculum assessment/assignment implementation	Admin Team	December 2023	Select Status
<b>Action Step 4</b>	Cross-reference gradebook to ensure students are receiving their grades in a timely manner	Admin Team	December 2023	Select Status
<b>Action Step 5</b>	Review student work samples with feedback at GLT with dates aligned to the assessment calendar	ILT members, respectively for grade/contents	December 2023	Select Status
<b>Implementation Milestone 3</b>	100% of teachers will provide their students with opportunities to revise their work in response to teacher feedback.	ILT members, respectively for grade/contents	March 2024	Select Status
<b>Action Step 1</b>	Provide PD on providing actionable feedback for students	ILT members, respectively for grade/contents	March 2024	Select Status

<b>Action Step 2</b>	Decide on types of feedback (including rubrics) teachers will provide students	ILT members, respectively for grade/contents	March 2024	Select Status
<b>Action Step 3</b>	Conduct gradebook reviews to note opportunities of revision	Admin Team	March 2024	Select Status
<b>Action Step 4</b>	Provide portfolio of revised work over time	ILT members, respectively for grade/contents	March 2024	Select Status
<b>Action Step 5</b>	Review student work samples with revised opportunities	ILT members, respectively for grade/contents	March 2024	Select Status
<b>Implementation Milestone 4</b>	100% of teachers are providing students with opportunities for student-reflection.	Admin Team/Lead Coach/IB Coordinator	June 2024	Select Status
<b>Action Step 1</b>	Provide PD centered on student reflection techniques (i.e. journals, conferences, self-checks, etc.)	ILT members, respectively for grade/contents	June 2024	Select Status
<b>Action Step 2</b>	Review and provide feedback on teachers lesson/unit plans to ensure reflection opportunities are embedded weekly	ILT members, respectively for grade/contents	June 2024	Select Status
<b>Action Step 3</b>	Student reflection artifacts reviewed at ILT and GLT	ILT members, respectively for grade/contents	June 2024	Select Status
<b>Action Step 4</b>	Teachers will ensure that students update their goal setting and progress monitoring data weekly	ILT members, respectively for grade/contents	June 2024	Select Status
<b>Action Step 5</b>	All teachers sign up for and attend ongoing IB training (student agency, reflection, criterion for success, etc.)	ILT members, respectively for grade/contents	June 2024	Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	Curriculum & Instruction: Students will self-assess in response to success criteria with teacher provided protocols.	
<b>SY26 Anticipated Milestones</b>	Curriculum & Instruction: Students will provide peers with constructive feedback aligned to success criteria with teacher provided protocols.	

**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
% of students earning Bs or better	Yes	Grades	Overall				
			Students with an IEP				
Increase the percent of students receiving standards-based specific feedback for revisions	Yes	Grades	Overall				
			Students with an IEP				

**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.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric	Most teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.	All teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.



<a href="#">Jump to...</a>	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	<i>Select the Priority Foundation to pull over your Reflections here =&gt;</i>	<b>Curriculum &amp; Instruction</b>	
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>					
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.		Teachers will adhere to adopted assessment policies		Most teachers will interpret the assessment data and adjust instruction, including differentiation based on student needs to meet year end goals.		All teachers will interpret the assessment data and adjust instruction, including differentiation based on student needs to meet year end goals.	
C&I:4 The ILT leads instructional improvement through distributed leadership.		The Leadership Team will implement cycles of continuous job-embedded coaching.		Most members of the Leadership Team will implement cycles of continuous job-embedded coaching.		All members of the Leadership Teams will implement cycles of continuous job-embedded coaching.	

[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
% of students earning Bs or better	Grades	Overall			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status
Increase the percent of students receiving standards-based specific feedback for revisions	Grades	Overall			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			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.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric	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.	Teachers will adhere to adopted assessment policies	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	The Leadership Team will implement cycles of continuous job-embedded coaching.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
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.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

41.7% of students have academic interventions logged in Branching Minds. 35.0% have SEL interventions logged. 11/19 students (58%) of Tier 2 and Tier 3 SEL intervention minutes are being completed. Interventionist supported teachers in analyzing the data using the Analysis Protocol to Inform Tier 1, 2, 3 Instruction. Reading - 8 Students moved up a tier (negative growth), 81 students had no change, 25 students moved down a tier (positive growth). Math - 19 Students moved up a tier (negative growth), 82 students had no change, 12 students moved down a tier (positive growth). SEL - 1 Student moved up a tier (negative growth), 60 students had no change, 0 students moved down a tier (positive growth).

What is the feedback from your stakeholders?

Some teachers are not consistently tracking or responding to online intervention data. Students enjoy using intervention tools and often push to show mastery. City Year partnerships have yielded results in Tier 2 interventions for students in grades 3 to 8. Teachers should implement small group consistently, utilize interventionists and CityYear to provide weekly intervention support to students in Math and ELA. Branching Minds training will be extended to all staff for a refresher and teachers will have the opportunity again for SY24 to log interventions during Principal Directed time in GLT. This will allow teams to collaborate with the team leads on implementation and progress monitoring practices. SY23, Primary data was not logged consistently into Branching Minds. Moving forward the primary teachers should utilize the diagnostic data to inform small group instruction and intervention practices.

What student-centered problems have surfaced during this reflection?

Interventions are not consistently logged into Branching Minds. Intervention goals are partially aligned to standardized testing data. DL students are not included in the intervention data within Branching Minds.

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?

ELPT provides learning opportunities for general education teachers that have ELs in their classrooms. Plan in place to hire bilingual/ESL endorsed teachers. MTSS team meeting will occur biweekly to review data. MTSS coordinator will check-in with DL Team to ensure interventions are being logged in Branching Minds. Increase in the number of EL students enrolled to Kershaw in July 2023. Budgeted for additional materials to support ELs.

Return to Top Determine Priorities

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

Students...  
 are not consistently receiving interventions as evidenced in Branching Minds to support student learning based on identified needs.

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...  
 are not consistently responding to our students needs' by providing high quality interventions and supports

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...  
 effectively deliver Tier I instruction and core curriculum, create high quality well-documented student support and support plans, progress monitor supports and interpret data to adjust instruction.

Resources:

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

## Inclusive & Supportive Learning Environment

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....

students engaged in core curriculum and interventions, teachers differentiating instruction, implementing supports, adjusting their instruction based off data. as well as using Branching Minds to progress monitor.



which leads to...

a higher number of students moving benchmarks on interventions, showing consistent growth in iReady and STAR 360.



[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/MTSS Team

#### Dates for Progress Monitoring Check Ins

Q1 10/27/23

Q3 4/1/24

Q2 11/17/23

Q4 6/7/24

#### SY24 Implementation Milestones & Action Steps

#### Who

#### By When

#### Progress Monitoring

<b>Implementation Milestone 1</b>	100% of teachers are documenting progress monitoring data in response to student support plans in Branching Minds.	Instructional Coach/Interventionist/MTSS	May 2, 2024	Select Status
<b>Action Step 1</b>	All teachers sign up for and attend ongoing training for progress monitoring documentation with interventionist and lead coach.	Intruactional Coach/Interventionist/MTSS Team	October 2023	Select Status
<b>Action Step 2</b>	MTSS members review teachers' lesson/unit plans to ensure targeted support is present for Tier II and Tier III students.	Intruactional Coach/Interventionist/MTSS Team	October 2023	Select Status
<b>Action Step 3</b>	MTSS members conduct instructional walks to observe, collect data, provide feedback during GLTs on implementation of interventions/small group instruction and progress monitoring monthly.	Intruactional Coach/Interventionist/MTSS Team	October 2023	Select Status
<b>Action Step 4</b>	Tier 2 teachers identified, assigned supports for progress monitoring documentation.	Intruactional Coach/Interventionist/MTSS Team	October 2023	Select Status
<b>Action Step 5</b>	Tier 3 teachers identified, assigned supports for progress monitoring documentation.	Intruactional Coach/Interventionist/MTSS Team	October 2023	Select Status
<b>Implementation Milestone 2</b>	Meets DEVELOPED components for high quality, well-documented student support & support plan on MTSS Continuum	Interventionist	May 2, 2024	Select Status
<b>Action Step 1</b>	Support plans for interventions are developed and documented within BM	MTSS Team, respectively for grade levels	December 2023	Select Status
<b>Action Step 2</b>	Ensure personnel regularly interacting with student are providing interventions through documentation and observation	MTSS Team, respectively for grade levels	December 2023	Select Status
<b>Action Step 3</b>	Plans are being updated and shared with stakeholders	MTSS Team, respectively for grade levels	December 2023	Select Status
<b>Action Step 4</b>	Intervention resources include math, literacy, SEL, and behavior health	MTSS Team, respectively for grade levels	December 2023	Select Status
<b>Action Step 5</b>	Provide PD on documenting interventions in BMs	MTSS Team	December 2023	Select Status
<b>Implementation Milestone 3</b>	MTSS Team meets FOUNDATIONAL components for Supplemental Intervention: Progress Monitoring on MTSS Continuum	Interventionist	May 2, 2024	Select Status
<b>Action Step 1</b>	Provide PD on progress monitoring interventions in BMs	MTSS Team	March 2024	Select Status
<b>Action Step 2</b>	Lead GLTs on progress monitoring CBMs aligned to student skill deficits	MTSS Team, respectively for grade levels	March 2024	Select Status
<b>Action Step 3</b>	Observe progress monitoring for CBMs and highlight teacher use aligned to student skill deficits	MTSS Team, respectively for grade levels	March 2024	Select Status
<b>Action Step 4</b>	GLTs review BMs data monthly	MTSS Team, respectively for grade levels	March 2024	Select Status
<b>Action Step 5</b>	BMs data is widely shared in weekly staff newsletter	Interventionist	March 2024	Select Status
<b>Implementation Milestone 4</b>	100% of teachers with EL students are providing EL supports through Tier 1 instruction and supports	EL Coordinator	May 2, 2024	Select Status
<b>Action Step 1</b>	Complete the EL Placement Recommendation Tool to identify school and student needs/trends in teachers/grade levels/content areas for supporting students	EL Team, respectively for grade levels/caseloads	June 2024	Select Status

Action Step 2	BOY PD on Tier 1 EL student supports, using trends from tool outcomes	EL Coordinator	June 2024	Select Status
Action Step 3	GLT team work time with EL Coordinator to implement identified strategies for that teachers/grade level	EL Team, respectively for grade levels/caseloads	June 2024	Select Status
Action Step 4	Observe teachers EL supports, 3x per year	EL Coordinator	June 2024	Select Status
Action Step 5	Check in with GLTs monthly using data to lead actions/next steps	EL Coordinator	June 2024	Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	Inclusive & Supportive Learning: Provide PD on newly adopted high-quality intervention tools	
<b>SY26 Anticipated Milestones</b>	Inclusive & Supportive Learning: Conduct an analysis to determine the effectiveness of each intervention tool in order to identify the most impactful intervention tool to support various groups of students	

[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
% of students exhibiting growth on iReady and Star 360 will increase	Yes <input type="checkbox"/>	iReady/Star 360	Overall				
			Students with an IEP				
Increase the percent of students receiving Tier 2/3 interventions who are meeting targets to 80%.	Yes <input type="checkbox"/>	% of Students receiving Tier 2/3 interventions meeting targets	Students in Tiers 2 and 3				
			Students with an IEP				

**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:1 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.	The MTSS Leadership Team rates as "Developed" or higher in the "High quality well-documented student support and support plans" and Foundational in the "Supplemental intervention: progress monitoring" components as measured by the MTSS Continuum.	The MTSS Leadership Team rates as "Developed" or higher in most components as measured by the MTSS Continuum.	The MTSS Leadership Team rates as "Operational" in most components as measured by the MTSS Continuum.
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.	All teachers are creating and implementing the interventions in the Branching Minds platform	MTSS teams and some teachers are progress monitoring interventions using multiple types of data.	MTSS team and all teachers are interpreting data, progress monitoring, and adjusting instruction based on interventions and multiple types of data.
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric	Most teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.	All teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.

[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
% of students exhibiting growth on iReady and Star 360 will increase	iReady/Star 360	Overall			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status
Increase the percent of students receiving Tier 2/3 interventions who are meeting targets to 80%.	% of Students receiving Tier 2/3 interventions meeting targets	Students in Tiers 2 and 3			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 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.	The MTSS Leadership Team rates as "Developed" or higher in the "High quality well-documented student support and support plans" and Foundational in the "Supplemental intervention: progress monitoring" components as measured by the MTSS Continuum.	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All teachers are creating and implementing the interventions in the Branching Minds platform	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	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.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

The BHT meets weekly which includes a variety of stakeholders- Teachers, SECAs, RSPs, Social Worker, Community Partner, Admin, IB Coordinator. The team meets to discuss the social emotional needs of students. During BHT/CC meetings, the team develops action plans and identifies resources and interventions for students, teachers and families. The team also analyzes behavioral data and referrals in support of creating action plans. Tier 1 interventions and supports include the implementation of Second Step Curriculum for all grades Prek- 8 along with Tier 2 and 3 Interventions such as restorative practices, Anger Coping, Check In Check Out, Conscious Discipline and Calm Classroom- new SY24. All students have access to Tier 1, 2, and 3 supports including DLs and ELs. In addition to the district supports- Community Partners- CSI, City Year, LUV Club and Touch of Wholeness provides small group, individual interventions and counseling services to students. Over the past three years the team added additional support- Youth Intervention Specialist who provides restorative supports and implements a Male Mentoring Program for Boys in grades 5th-8th. The BHT is supported by the attendance team and together they provide individual mentoring for students falling below 90 percent attendance. EOY data analysis revealed 4 level 4 incidents which required Tier 2 and 3 supports for the students. The average attendance for the 2022-2023 was 91.3 percent. The grade level that did not average above 90 percent were grade 1 ( 87.73%), grade 4 (89.66%), and grade 7 ( 87.97%). There were 25 students chronically absent, a decrease from SY 22. The attendance team while continue to meet weekly, adhere to the attendance plan, provide individual monitoring of student attendance, identify incentives for students to encourage regular attendance and improvements. Chronic absenteeism is the result of several students with significant medical needs. Those students were recommended for Virtual Academy however parents declined the recommendation. All students have access to enrichment activities including debate, sport teams, art, mentoring and health /wellness.

What is the feedback from your stakeholders?

The students have access to individual and group counseling. After school activities varies to meet student interests. The inclusion of the basketball team, Special Olympics, step team, etc. was developed in response to student interests and needs. OST/ Family Focus has implemented a needs assessment to determine programming options. Attendance team met with Tier 2 and Tier 3 students to address chronic absences weekly and provided additional Incentives to students in Tier 2 and Tier 3. A Re entry plan will be created by the attendance team and admin to address students with chronic absenteeism. The BHT and Culture and Climate Team are one. City Year Partnerships has provided attendance, SEL and Academic Intervention support for Tier 2 and 3 students in grades 3 to 8. The team would like to see partnerships continue at Kershaw school.

What student-centered problems have surfaced during this reflection?

Students who require bus services/transportation are less likely to participate in extended day /afterschool programming due to busing services shortage. There is a lack of resources to support the increase of EL students to the community and school. Teachers are not prepared to support students with language barriers however they will utilize the ELPT Coordinator/AP to provide consultative services to teacher and families. Team identified inconsistencies with student attendance on OST academic days vs enrichment days.

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

The Special Olympics program will be expanded to include all diverse learners in grades 3 through 8. To encourage regular student attendance the following programs were provided for students in grades Prek- 8 : Gardeeners/Intramural basketball/volleyball games during the school day, a variety of educational field trips and highly favored incentives- Game truck, Silent party, Skate Jam, Carnival etc. PreK afterschool program included to encourage enrollment and student attendance.

Return to Top Determine Priorities

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

Students...  
 had low attendance rates within OST days designated and planned for academics.

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 intentionally create a schedule that fully takes into consideration staffing, student needs and engagement.

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...  
 create a schedule that plans for OST to be staffed by certified teachers with academic supports to be implemented within the 1st hour and the enrichment activities during the second hour intentionally (create a schedule that fully takes into consideration staffing, students' academic needs and engagement when designing an OST schedule)



then we see...  
 an increase in students receiving academic support aligned with the grade level curriculum and enrichment during the ost academic support time.



which leads to...  
 an increase in student attendance as well as academic performance.



Resources:

**Indicators of a Quality CIWP: Theory of Action**

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

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

Resources:

**Indicators of a Quality CIWP: Implementation Planning**

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

**Team/Individual Responsible for Implementation Plan**

**Dates for Progress Monitoring Check Ins**

Q1 10/27/23      Q3 4/1/24  
 Q2 11/17/23      Q4 6/7/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

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

SY26 Anticipated Milestones

[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]



[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 an 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
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
Select a Practice			
Select a Practice			
Select a Practice			

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

Resources:

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status



<a href="#">Jump to...</a>	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	<b>Select the Priority Foundation to pull over your Reflections here =&gt;</b>	<b>Connectedness &amp; Wellbeing</b>				
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>								
			Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
				Select Group or Overall			Select Status	Select Status	Select Status	Select Status

<b>Identified Practices</b>		<b>Practice Goals</b>	<b>Progress Monitoring</b>			
		<b>SY24</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Select a Practice			Select Status	Select Status	Select Status	Select Status
Select a Practice			Select Status	Select Status	Select Status	Select Status
Select a Practice			Select Status	Select Status	Select Status	Select Status

## 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.

Funds will be used for the following goals: increase parents of Tier 2 and Tier 3 students knowledge of their student's performance and intervention information, improve communication between students receiving interventions and interventionists, create processes for ongoing parent collaboration and involvement targeting all students (various events: International Literacy Night, Open House, Monthly Parent Meetings, Family Focus Partnership)



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