CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name 👍	Role 👍	Email 👍
Natalie Rodriguez	Principal	naguilar14@cps.edu
Katherine Michau	AP	ksmith76@cps.edu
Marc Verest	Teacher Leader	mverest@cps.edu
Nancy Wright	Teacher Leader	nlwright@cps.edu
Karisa Hannon	Teacher Leader	khannon1@cps.edu
Zarnina Qadir	LSC	zaqadir@cps.edu
Elizabeth Valente	Teacher Leader	zaqadir@cps.edu
Kelly Anchors	Connectedness & Wellbeing Lead	kanchors@cps.edu
Mary Dessande	Inclusive & Supportive Learning Lead	mldessande@cps.edu
Jennifer Martin	Curriculum & Instruction Lead	jrmartin4@cps.edu
Angie Norcik	Teacher Leader	amnorcik@cps.edu
Peter Gayford	Teacher Leader	ptgayford@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	5/31/23	8/30/23
Reflection: Curriculum & Instruction (Instructional Core)	5/31/23	8/30/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/13/23	8/30/23
Reflection: Connectedness & Wellbeing	7/13/23	8/30/23
Reflection: Postsecondary Success	7/13/23	8/30/23
Reflection: Partnerships & Engagement	7/13/23	8/30/23
Priorities	7/13/23	8/30/23
Root Cause	8/15/23	8/30/23
Theory of Acton	8/15/23	8/30/23
Implementation Plans	8/15/23	8/30/23
Goals	8/15/23	8/30/23
Fund Compliance	8/21/23	9/15/23
Parent & Family Plan	8/21/23	9/15/23
Approval	9/15/23	9/15/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates ✏️	
Quarter 1	10/27/23
Quarter 2	12/22/23
Quarter 3	3/22/24
Quarter 4	6/3/24

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

Return to Top

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	To move from partial to yes we have adopted new curriculm for ELA and Math in grades K-8. The move to an aligned curriculum will benefit all groups of students. ✏️	IAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric; Teacher Team Learning Cycle Protocols; Quality Indicators Of Specially Designed Instruction		IAR (English); Rigor Walk Data (School Level Data); PSAT (EBRW); PSAT (Math); STAR (Reading)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric; Learning Conditions	**What is the feedback from your stakeholders?** We have a large population of newcomer EL students who must still take the IAR.. We take this into acccount when analyzing our data. ✏️	STAR (Math); iReady (Reading); iReady (Math)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness; Distributed Leadership		Cultivate; Grades; ACCESS
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan; ES Assessment Plan Development Guide; HS Assessment Plan Development		TS Gold; Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** Everyone is adopting Skyline Reading, which will help with vertical alignment. We are starting a new Math curriculum, Envision and staff will receive PD. We have an MTSS Lead/Interventionist to assist with implementing interventions. ✏️	

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 should be moving toward more autonomy and student facilitated learning. Not all classrooms are student centered environments. EL and DL students represent a large portion of students who are not meeting standards on IAR. ✏️

Return to Top

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
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	Only 3% (11/326) of our students reached proficiency on ACCESS. In grades 3, 5, and 6, over 20% of our DL students have IEPs written in LRE 2, grade 4 has 18% of DL students in LRE 2. ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data); MTSS Continuum; Roots Survey; ACCESS
		MTSS Integrity Memo		

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.			MTSS Academic Tier Movement
				Annual Evaluation of Compliance (ODLSS)
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?**	Quality Indicators of Specially Designed Curriculum
			Action plans need to be created when deciding on LRE. Staff need continued support in the form of professional development for how to best support students in all LREs.	EL Program Review Tool
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	**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?**	
			An interventionist/MTSS lead is in place. Grade levels have dedicated tme in the daily schedule for intervention. Specials teachers will be utilized for interventions.	
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.

Some of our DL students are not placed in their LRE- there is a large percentage of students whose IEP grids reflect resource minutes when their LRE may truly be an inclusion/co-teaching model. Student access to quality and consistent interventions was lacking during SY22-23 due to an MTSS lead vacancy; intervention time was not maximized and therefore Branching Minds usage was not at its maximum potential.

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure	After reviewing data we see that all interventions should be entered into Branching Minds to accurately reflect the interventions that are occuring in all classrooms. Establish a Climate and Culture Team.	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Increase Average Daily Attendance / Increased Attendance for Chronically Absent Students / 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?** Establish a Climate and Culture Team. Work on school wide and community communication.	Cultivate (Belonging & Identity) / Staff trained on alternatives to exclusionary discipline (School Level Data) / Enrichment Program Participation: Enrollment & Attendance

Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Student Voice Infrastructure
			Reduction in number of students with dropout codes at EOY

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	**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?**
Building a community, providing a safe space, school wide pride and celebration, and cultural representation. ✍️	Current efforts in place are BHT, GSA, ILT, Social Committe, SWE Days, middle school leadership, middle school dances, jog-a-thon, Turkey Bowl, Trunk or Treat, Back to School Bash, Curriculum Night, Meet the Teacher Night, Cultural Assemblies, Talent Show, Musicals. These efforts bring community into the building, it provides outlets and opportunities for students who may otherwise not shine. ✍️

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	At Kilmer we have implemented the Naviance program for students in 6th through 8th grade. This allows students to develop personalized planning goals for post secondary success. Kilmer also partners with Northwestern Backpack for Dreams after school program where Northwestern students mentor middle school students and participate in extracurricular activities in the community and on the Northwestern campus. Kilmer has an annual career day where middle school students learn and hear from various professionals about their occupations and participate in various activities that are career related during the day. Kilmer's CSI coordinator has a relationship with Loyola University and middle school students are invited to a basketball game on the Loyola campus and tour the campus after the game. ✍️	Graduation Rate
				Program Inquiry: Programs/participation/attainment rates of % of ECCC
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		3 - 8 On Track
				Learn, Plan, Succeed
				% of KPIs Completed (12th Grade)
				College Enrollment and Persistence Rate
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?**	9th and 10th Grade On Track
			While we have implemented career awareness opportunities, we need to formalize guest speakers and student experiences. There have been opportunities for primary and elementary students to have exposure to careers in the arts via Lifeline Theater, Lyric Opera, and The Goodman Theater partnerships at the school; however, these types of opportunities need to be extended into the middle school curriculum. More information can be provided to parents about cluster programs and vocational programs outside of the Rogers Park community. ✍️	Cultivate (Relevance to the Future)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			Freshmen Connection Programs Offered (School Level Data)
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	Students and guardians should be exposed to more options for continued education, both academic and vocational. Students and parents/ guardians in the cluster program should be aware of various options related to careers, living arrangements, and life skills. ✍️	

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 and guardians should be exposed to more options for continued education, both academic and vocational. Students and parents/ guardians in the cluster program should be aware of various options related to careers, living arrangements, and life skills. ✍️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Student voice structures are present in the middle school, but has not yet been fully realized in the primary and intermediate grades. Students voted for their LSC student rep. Students have helped with Fun Run, Field Day, Trunk or Treat, Stage Crew.	Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families

5E: Supportive Environment

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

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

Formal and informal family and community feedback received locally. (School Level Data) |
| Partially | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | |
| Partially | School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). | Student Voice Infrastructure Rubric | **What is the feedback from your stakeholders?**
More chances to interact across grade levels. Things that are run by kids and for kids. Access to service learning activities. | |

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.

We would like to see students have more ownership of day-to-day operations.

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?

As an IB PYP candidate school, students will have voice, choice, and agency within their curriculum experiences. IB Units will focus on student interest and engagement.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	What are the takeaways after the review of metrics?	Metrics

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

To move from partial to yes we have adopted new curriculum for ELA and Math in grades K-8. The move to an aligned curriculum will benefit all groups of students.

What is the feedback from your stakeholders?

We have a large population of newcomer EL students who must still take the IAR.. We take this into acccount when analyzing our data.

What student-centered problems have surfaced during this reflection?

Students should be moving toward more autonomy and student facilitated learning. Not all classrooms are student centered environments. EL and DL students represent a large portion of students who are not meeting standards on IAR.

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?

Everyone is adopting Skyline Reading, which will help with vertical alignment. We are starting a new Math curriculum, Envision and staff will receive PD. We have an MTSS Lead/Interventionist to assist with implementing interventions.

Determine Priorities

Return to Top

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

Students...

have experienced inconsistencies in curriculum across grade bands.

Resources: 🚀

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Return to Top

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

As adults in the building, we...

have struggled with coming to a consensus on a research based curriculum that will address all needs across grade bands.

Resources: 🚀

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

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

Return to Top

What is your Theory of Action?

If we....

adapt a high quality research based curriculum and implement it with fidelity both horizontally and vertically.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Curriculum & Instruction

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

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

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

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

then we see....

improved student engagement, consistency of instruction, and increase student agency ✍️

which leads to...

academic performance that reflects the true abilities of our students. ✍️

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 ✍️

Admin team, teachers, ILT

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	3/22/24
Q2	12/22/23	Q4	6/3/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Securing all materials for Core Subject areas	Admin team	9/22/2023	In Progress
Action Step 1	Meet as a math team to determine materials needed for grades K-5	Math team/admin team	9/22/2023	Completed
Action Step 2	Meet with IB coordinator to determine materials needed for grades K-5	IB coordinator/gradesK-5	9/22/2023	In Progress
Action Step 3	Replenish Amplify materials for grades K-8	Admin Team	9/22/2023	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Implementation of new curriculum materials	Kilmer teachers/Loyola Partner	6/2024	In Progress
Action Step 1	Reviewing Unit/Lesson plans	Admin Team	ongoing	In Progress
Action Step 2	ILT Wonder Walks	ILT/Admin Team	ongoing	Not Started
Action Step 3	Network Landscape Walks	Network/Admin Team	9/25/2023	Not Started
Action Step 4	IB Wonder Walks	IB Coordinator/Admin Team	ongoing	Not Started
Action Step 5				Not Started
Implementation Milestone 3	Reflection on effectiveness	All Stakeholders	quarterly	In Progress
Action Step 1	Meet with teachers at weekly grade band meetings to discuss effectiveness of curriculum	teachers/admin team	weekly	In Progress
Action Step 2	Regular IB meetings to discuss implementation of new unit plans	IB coordinator/teachers	monthly	In Progress
Action Step 3	Regular MTSS/Interventionist meetings to discuss Tier 1 and 2 interventions	MTSS/Interventionist/teachers	monthly	In Progress
Action Step 4	ELPT meetings to discuss supports for EL students	ELPT/teachers	monthly	In Progress
Action Step 5				Select Status
Implementation Milestone 4	Data Review-checks for effectiveness	All Stakeholders	ongoing	In Progress
Action Step 1	BOY, MOY, EOY testing--iReady, Star360, TSGold, KIDS, IAR,	All stakeholders	3 times yearly	In Progress
Action Step 2	Grade band meetings to review 5 week data dive information	All stakeholders	every 5 weeks	Select Status
Action Step 3	MTSS meetings to review CBM data	All stakeholders	monthly	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	In SY25 we will have all K-5 IB Units in place, all ELA and Math curriculum will be in place, and MTSS interventions will be established.	✍️
SY26 Anticipated Milestones	In SY26 we will see increased test scores across all student demographics. Student agency will be at the forefront of all classrooms and teachers mastery of curriculum will be the driving force.	✍️

<div style="text-align: right">Curriculum & Instruction</div>

Goal Setting

Return to Top

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	Numerical Targets [Optional] ✍️		
					SY24	SY25	SY26
Decrease the % of students who qualify for T2 and T3 interventions	Yes	MTSS Academic Tier Movement	Overall				
			English Learners				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers received ELA Skyline curriculum and Envision Math curriculum and subsequent continued professional development for each of these programs.	Teachers will fully integrate the PYP IB practices into their instruction.	Kilmer will look to expend IB into the Middle Years Programme
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers received ELA Skyline curriculum and Envision Math curriculum and subsequent continued professional development for each of these programs.	Teachers will begin implementing the Skyline interim assessments to gauge student mastery.	We will begin to explore providing students more opportunities for student centered learning pathways.
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.	Teachers implement the Second Step program with fidelity with supplements and support from our BHT to provide students with a safe and supportive learning environment.	Teachers will integrate IB practices into their academic and social emotional instruction.	Teachers will use the information gathered from implementing CPS Successbound to provide students with a safe and supportive learning environment.

SY24 Progress Monitoring

Return to Top

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
Decrease the % of students who qualify for T2 and T3 interventions	MTSS Academic Tier Movement	Overall			Select Status	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status
	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

Curriculum & Instruction

Progress Monitoring

Practice Goals

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.	Teachers received ELA Skyline curriculum and Envision Math curriculum and subsequent continued professional development for each of these programs.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers received ELA Skyline curriculum and Envision Math curriculum and subsequent continued professional development for each of these programs.	Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Teachers implement the Second Step program with fidelity with supplements and support from our BHT to provide students with a safe and supportive learning environment.	Select Status	Select Status	Select Status	Select Status

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

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

Partnership & Engagement

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

What are the takeaways after the review of metrics?

Student voice structures are present in the middle school, but has not yet been fully realized in the primary and intermediate grades. Students voted for their LSC student rep. Students have helped with Fun Run, Field Day, Trunk or Treat, Stage Crew.

What is the feedback from your stakeholders?

More chances to interact across grade levels. Things that are run by kids and for kids. Access to service learning activities.

What student-centered problems have surfaced during this reflection?

We would like to see students have more ownership of day-to-day operations.

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?

As an IB PYP candidate school, students will have voice, choice, and agency within their curriculum experiences. IB Units will focus on student interest and engagement.

Return to Top | **Determine Priorities**

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

Resources: 🚀

Determine Priorities Protocol

Students...

require more opportunities to have their voices heard in the school community.

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?

Resources: 🚀

5 Why's Root Cause Protocol

As adults in the building, we...

tend to be the primary decision makers and feel as though our students constantly need to be front loaded with information.

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....

allow all students opportunities to design solutions for challenges or concerns in the school community,

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Partnership & Engagement

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 who develop personal and social capabilities while increasing engagement in learning ✍

which leads to...

building trust, connections, and the sense of belonging which helps to facilitate a positive environment and culture in which student voice can be heard. ✍

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**
All stakeholders

Q1	10/27/23	Q3	3/22/24
Q2	12/22/23	Q4	6/3/24

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	Establish a school wide climate and culture team	all stakeholders	January 2024	In Progress
Action Step 1	Nominating a Climate and Culture Lead	Admin	September 2023	Completed
Action Step 2	Complete all required trainings	Climate and Culture Lead	October 2023	In Progress
Action Step 3	Create Climate and Culture team	all school staff	October 2023	Not Started
Action Step 4	Create regular meeting dates and proposed agenda	Climate and Culture team	ongoing	Not Started
Action Step 5	Establish goals of team and assess effectiveness	all school staff	January 2024	Not Started
Implementation Milestone 2	Create More Opportunities for Intermediate Student Voice	Climate Culture Team/interested staff	June 2024	Not Started
Action Step 1	Establish intermediate grade level student government	Interested staff and students	February 2024	Not Started
Action Step 2	Student government roles defined and create a student feedback survey and student focus groups	All intermediate students	March 2024	Not Started
Action Step 3	Review student feedback from survey and focus groups and create action steps	Climate and Culture team and student officers	March 2024	Not Started
Action Step 4	Create a plan based on action steps	Climate and Culture team and student officers	April 2024	Not Started
Action Step 5	Implement action plan and reflect	Climate and Culture team and	Ongoing	Not Started
Implementation Milestone 3	Create an intermediate and primary service club	Interested staff and intermediate and primary students	June 2024	In Progress
Action Step 1	Designate staff, leaders and recruitment of student volunteers	Climate and culture team and staff	February 2024	Not Started
Action Step 2	Staff and students brainstorm potential service projects within the school community	Staff and student members	March 2024	In Progress
Action Step 3	Staff and students implement service projects within the school community	Staff and student members	March 2024	Select Status
Action Step 4	Staff and students brainstorm potential service projects within the neighborhood community	Staff and student members	April 2024	In Progress
Action Step 5	Staff and students implement service projects within the neighborhood community	Staff and student members	May 2024	Not Started
Implementation Milestone 4	Leverage student voice in creating change in the school environment	Staff and students	June 2024	Not Started
Action Step 1	Staff and students brainstorm potential school beautification projects	Staff and students	February 2024	Not Started
Action Step 2	Staff and students create a team to implement projects	Staff and students	March 2024	Not Started
Action Step 3	Staff and students partner with community organizations and local politicians	Staff, students, community partners	April 2024	Not Started
Action Step 4	Staff and students implement school beautification projects	Staff and student members	May 2024	Not Started
Action Step 5	School community celebrates completed projects	All stakeholders	June 2024	Not Started

SY25-SY26 Implementation Milestones

| SY25 Anticipated Milestones | In SY25 we will see a gradual release of responsibility and increase in student autonomy and the number of student voice groups | ✏️ |
| SY26 Anticipated Milestones | In SY26 we will see the implementation of Student Passion Projects that align with student voice and the IB programme | ✏️ |

Return to Top

Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
Increase the % of students that indicate positive perceptions of student voice/choice, safety, and the learning environment.	Yes	*Cultivate*	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
P&E:3 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).	Facilitated by staff, student voice groups have expanded beyond the middle school (6-8) and into intermediate grades (3-5) with at least one opportunity for students in the intermediate grades to participate in student-led initiatives.	Facilitated by staff and in partnership with parent/community groups, student voice groups have expanded beyond the middle school (6-8) and into intermediate grades (3-5) with additional opportunities for students in the intermediate grades to participate in student-led initiatives.	In partnership with parent/community groups, student voice groups have expanded beyond the middle school (6-8) and into intermediate grades (3-5) with continued opportunities for students in intermediate grades to participate in student-led initiatives.
P&E:3 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).	Facilitated by staff, student voice groups have expanded beyond the middle school (6-8) and into primary grades (K-2) with at least one opportunity to partner with middle school students on a student-voice initiative.	Facilitated by staff and in partnership with parent/community groups, student voice groups have expanded beyond the middle school (6-8) and into primary grades (K-2) with at least one opportunity to partner with middle and intermediate grade students on student-voice initiatives.	In partnership with parent/community groups, student voice groups have expanded beyond the middle school (6-8) and into primary grades (K-2) with continued opportunities for primary students to collaborate with middle school and intermediate grades students on student-led initiatives.
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Connect Parent/community organizations that currently exist with new organizations being formed by famiy/community members.	Parent/Community organizations will work with staff and student voice organizations to create a calendar of events to engage families and community members	Parent/Community groups will be responsible for creating a calendar of events to engage families and community members

---

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
Increase the % of students that indicate positive perceptions of	*Cultivate*	Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

Partnership & Engagement

student voice/choice, safety, and the learning environment.

Cultivate

		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

		Progress Monitoring			
Identified Practices	**SY24**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
P&E:3 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).	Facilitated by staff, student voice groups have expanded beyond the middle school (6-8) and into intermediate grades (3-5) with at least one opportunity for students in the intermediate grades to participate in student-led initiatives.	Select Status	Select Status	Select Status	Select Status
P&E:3 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).	Facilitated by staff, student voice groups have expanded beyond the middle school (6-8) and into primary grades (K-2) with at least one opportunity to partner with middle school students on a student-voice initiative.	Select Status	Select Status	Select Status	Select Status
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Connect Parent/community organizations that currently exist with new organizations being formed by famiy/community members.	Select Status	Select Status	Select Status	Select Status

<div style="text-align:center; background:#1a99a8; color:white;">**Parent and Family Plan**</div>

If Checked: Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections	☑	**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.

If Checked: No action needed	☐	**Our school is a non-Title I school that does not receive any Title I funds.** **(Continue to Approval)**

SCHOOL & FAMILY ENGAGEMENT POLICY

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

☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.

☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

☑ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

☑ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.

☑ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

☑ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.

☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct
other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

☑ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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

☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.

☑ The school will hold parent-teacher conferences.

☑ The school will provide parents with frequent reports on their children's progress.

☑ The school will provide parents reasonable access to staff.

☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

☑ The parents will support their children's learning.

☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

> *Funds will be used to provide parents with workshops and classes that deal with using restorative practices at home, mental health first aid for youth, and study skills and habits.*

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