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
Marlena Little	Principal	mlittle16@cps.edu
Camille Elly	Curriculum & Instruction Lead	caelly@cps.edu
Kyara Rogers	Social Worker (CIWP Lead)	kcrogers7@cps.edu
Christine Henderson	AP	cahenderson2@cps.edu
Jordan Durrett	Teacher Leader	jadurrett@cps.edu
Jaleyah Walker	Other [Type In] Teacher	jdwalker25@cps.edu
Mahagony McKeithen	Other [Type In] ESP	memckeithen1@cps.edu
Andriana Hondras	Teacher Leader	ahondras3@cps.edu
Shumika Steele	Other [Type In] Dean	sssteele@cps.edu
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/1/23	7/20/23
Reflection: Curriculum & Instruction (Instructional Core)	5/15/23	7/20/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/24/23	7/20/23
Reflection: Connectedness & Wellbeing	4/24/23	7/20/23
Reflection: Postsecondary Success	4/24/23	7/20/23
Reflection: Partnerships & Engagement	4/24/23	7/20/23
Priorities	7/1/23	7/20/23
Root Cause	7/19/23	7/21/23
Theory of Acton	7/19/23	7/21/23
Implementation Plans	7/19/23	8/4/23
Goals	7/19/23	7/21/23
Fund Compliance	7/19/23	8/1/23
Parent & Family Plan	7/19/23	8/1/23
Approval	9/14/23	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	9/22/2023
Quarter 2	12/8/2023
Quarter 3	2/9/2024
Quarter 4	5/17/2024

Indicators of a Quality CIWP: Reflection on Foundations	Resources 🚀
Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.	Reflection on Foundations Protocol
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.	

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	*According to the IAR data for SY23, both Reading and Math has 46% of students in Grades 3 - 8 scoring at Did Not Meet (1). Students are Partially Meeting Expectations (2) in Reading and Math at 28% and 32% respectively.* ✏️	IAR (Math)
No	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	*All teachers in k-8 have implemented the Skyline curriculum for Social Studies, Math, and ELA.*	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?** *The Skyline curriculum is culturally responsive. However, it is a Tier 1, grade-level curriculum that requires additional interventions and scaffolding for each grade level and content.* ✏️	STAR (Math) iReady (Reading) iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades ACCESS
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		TS Gold Interim Assessment Data
No	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?** The related improvement efforts that are in progress are high dosage tutoring, MTSS framework and tracking methods, increased professional development for teachers, the assurance that all teachers are certified in all grade levels, as well as a prescribed grading system that captures student progress and attainment. The identified areas address the barriers that students have in accessing Skyline. ✏️	

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

The student centered problems are a lack of ambitious environment that provides structures for academic and behavioral success. ✏️

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	Data from MTSS Fidelity Tracker--Tracks that teachers are completing and reporting their MTSS tasks with their students: --Cycle 1: Both Middle School (29%) & Intermediate (38%) were below the 70% threshold for fidelity for weeks 10-17. --Cycle 2: Intermediate missed the 70% threshold for fidelity for weeks 21-26, while Middle School lost their ELA teacher for MTSS. --Cycle 3: Increased threshold for fidelity to 100%. Primary	Unit/Lesson Inventory for Language Objectives (School Level Data)
		MTSS Integrity Memo		MTSS Continuum Roots Survey ACCESS

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		missed this new threshold on Weeks 33-35. Intermediate missed this new threshold on Weeks 34 and 35. Middle School missed this new threshold for Weeks 34 & 35. Additionally, Middle School did not have an ELA teacher for MTSS during this cycle as well. Data from Illinois School Report Card: --Students with IEPs at King is currently at 16%, while the State is at 17%.	MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)

Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	Quality Indicators of Specially Designed Curriculum

What is the feedback from your stakeholders?

EL Program Review Tool

- All grade bands are implementing MTSS differently and thus we are seeing differing results. While there is a MTSS Framework and Manual in place, there are individualized teacher moves and nuances that are being implemented without data analysis or a problem solving protocol in place.

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

- Staff makes lots of referrals for SPED without utizling the MTSS Framework and it may be because they do not understand how to exhaust each Tier. Staff needs professional development on the understanding of MTSS and the small group instruction construct.

Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS

- Staff requires professional development and learning cycles that are aligned to the school's MTSS Framework and expectations without changes to the structure based on specific teachers or grade-band. Identified modifications will be aligned to the schoolwide framework and will be outlined in the MTSS Handbook for SY24.

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 are being pulled for small groups and that is helping but the monitoring and progress needs to be evaluated more consistently. There is a need for the evaluation of the instruction of students in small groups across the school - whereas there are varying levels of what students are engaged in for their tiered supports.

No	There are language objectives (that demonstrate HOW students will use language) across the content.	

- Essential Question - Are teachers utlizing high-quality curricular materials to engage students in tiered supports? How do the materials connect to student goals? What has been decided to be utlized to measure the effectiveness of small group instruction?

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 are receiving Tier 1 supports but some teachers may not be exhausting all Tier 1 supports because they are still building their toolkit. Teachers require additional learning and support on what the components of Tier 1 instruction are (Whole Group, Small Group, Reteach, etc.) and how those connect to tiered supports for students.

- Having access to equitable grading; Utlizing equitable grading practices.

- Accurate triaging of students in accordance with the tiered requirements in order to be correctly placed into MTSS tiered supports

- Teachers are not utlizing more frequent data points in a cycle of learning/analysis in order to make more frequent instructional groups for students.

- Strong supports and accomodations for Tier 1

- Frequent communication between students, teachers and families regarding student progress

- lack of instructional strategies for staff and getting staff familiar with academic terminology regarding instruction and the framework.

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	In the Five Essentials Survey, we noticed the following: There's an overall decline in almost all components of the 5 Essentials survey in the last 3 years. However, "Teacher Influence" was the only category that remained steady. After reviewing the Behavioral Health Team EOY data, there seems to be structures missing or needing modifications for the effectiveness of the team and how it connects to the MTSS Team. As a result of the school's internal behavior tracking system, behavior needs to decrease there are ample level 4-6 incidents School-wide attendance needs to increase and stabilize; The STLS population attendance is better than natural community students (What supports are in place that are lacking elsewhere?)	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			

What is the feedback from your stakeholders?

Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	- Wondering: What is the overall process for determining the services and supports that students recieve, outside of academic? - How can the teaming structures of KING be more closely aligned to better identify and provide supports for students? - What are the requirements for some supports such as bus cards? In what ways can we expand supports like these for all students, not just STLS students? -The school does not currently have a Culture and Climate Team, therefore, most student behaviors are not adequately addressed or addressed with a school-wide approach. What are the school-wide procures that will be in place to support all students (and subsequently tier student supports based on behavior)	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		

| **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?**
- Having access to consistent structures and consequences for schoolwide student behavior will lend itself to being more proactive and not reactive as it relates to behavior. - There is no re-entry plan for students with chronic absenteeism - nor are there supports for student chronic absenteeism. - There is a need to have all students have access to to Ter 1 SEL that can also be progress monitored for fidelity, implementation and effectiveness. - Students and families have limited access to out of school programming and other resources that are not located at the school - as a result of limited transportation and a lack of parent awareness to the activites/programming. - The Behavioral Health Team is structured in combination with Related Service Providers such as Social Worker and Nurse. There are counselors and other staff members, like the Dean, who are also apart of the team. Teachers should adhere to the frequency and time of interventions in order to ensure that progress monitoring and probes are conducted accorrding to the MTSS Framework at King. (x amount of weeks, X amount of sessions in X amount of weeks with the X amount of improvement that is expected (goals)). Students should also be active participants in their progress with access to their goals and taking part in their path to success. - There is a need to have student referrals for BHT be modified and data analysis protocols to include interviews, observations, and feedback.	- There is a behavior/consequence chart currently being used by some teachers in the school. - Home Visit Team visit homes for students with chronic absenteeism to gain information about students. - Office Staff (Ms. Wise) call home to check in with parents when students are absent. - There is a Behavioral Health Team in place that assist the school with strategies in how to care for the youth put on the radar.

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**
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	According to the To and Through Project data, in2021 11% of King grauates enrolled in a 4-year college program compared to 31% of CPS students enrolling in a 4-year program. This equates to 2-3 King graduate students enrolled in a 4-year program, as the class sizes of King graduates were less than 15.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		
Yes	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?** The Counseling Team promotes post-secondary success in various ways, however, students are not exposed to high school and college environments in the school (and through experiences) before 6th grade. The school will need to increase their exposure that connects to post-secondary success. Events like Career Day have traditionally been geared to grades 5 - 8, however, they must now extend to students in PreK - 8.	
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).			
	Industry Recognized Certification Attainment is	ECCE Certification List		

N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	
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
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

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?

Increasing student exposure by way of events and experiences that are connected to post-secondary success. Partnering with agencies and other community partners to increase exposure and experiences and utilizing the Conference Team to faciliate these efforts.

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 are not emotionally or academically ready for rigorous envrionments (within the high school and post-secondary environments). Students have a need to be independent learners and critical thinkers who utilize scenarios that allow them to be disciplined and connected to their short- and long-term goals. There is a need for students to have multiple opportunities to learn the importance of self-regulation and self-monitoring in various environments.

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
No	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	*[takeaways reflecting most students; takeaways reflecting specific student groups][takeaways reflecting most students; takeaways reflecting specific student groups]* *In the Five Essentials survey, we noticed the following:* *Teacher-teacher trust overall decline* *Increase from 2019-2022* *Overall decline* *Only teacher influence remained steady*	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)
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit	*2. Sub-questions do break down outside/inside; Decline ~10 points safe inside classroom* *3. So they feel unsafe in school not environment* *4. Would the public see safety data as specific as we do or broadly? It's seen broadly but we must remove our own bias of what we think they didn't understand because it's read to everyone* *5.* *Decline since 2019, esp. Teacher-Parent trust 73-57-43% as reported by teachers* *Parent influence on decision making outlier due to slight incline* *Possible effect of remote space to in-person transition from 2019-2021* *COVID could've affected families working here so then possible affect how families feel about the school; coming back in waves adjusting to school culture* *Teacher-Parent Trust slight increase teachers think parents are doing their best (2019 to 2022, but decrease from 2021 to 2022) 2019 is outlier in relation to 2016-2022; has been low 2017 weak 2018 very weak 2019 strong 2020 neutral 2021 closer to weak but still neutral (according to teachers)*	Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Yes	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		Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

Based on evidence from the Five Essentials survey, the question was raised whether or not students feel unsafe in the school or unsafe in the enviornment. Due to the decline in parent trust over the past few years (73-57-43), it was suggested that parents are having difficulties trusting schools because students were out of school during the pandemic.

According to the Illinois Report Card, 1 in 4 of our students are a part of our mobility rate. Due to constant changes in the student population, the mobility rate could be affecting community. Our school's mobility rate is ~60%, while the district's rate is 10% and the state's rate is 8% (Durrett and Steele)

School to Family Partnerships need to be established with strong foundations

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 aren't aware how the environment affects their growth and that the systems surrounding them are in place to promote their growth

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

The STLS advocate and director of student engagement do home visits with the famiies of students who are chronically

Students may not feel supported in school when it comes to developmentally being able to see and understand the connections that have to happen on their end so we essentially all play a part.

absent.

Parent Connection was monthly but little Parent Involvement

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

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Data from MTSS Fidelity Tracker--Tracks that teachers are completing and reporting their MTSS tasks with their students:

--Cycle 1: Both Middle School (29%) & Intermediate (38%) were below the 70% threshold for fidelity for weeks 10-17.

--Cycle 2: Intermediate missed the 70% threshold for fidelity for weeks 21-26, while Middle School lost their ELA teacher for MTSS.

--Cycle 3: Increased threshold for fidelity to 100%. Primary missed this new threshold on Weeks 33-35. Intermediate missed this new threshold on Weeks 34 and 35. Middle School missed this new threshold for Weeks 34 & 35. Additionally, Middle School did not have an ELA teacher for MTSS during this cycle as well.

Data from Illinois School Report Card:
--Students with IEPs at King is currently at 16%, while the State is at 17%.

What is the feedback from your stakeholders?

- All grade bands are implementing MTSS differently and thus we are seeing differing results. While there is a MTSS Framework and Manual in place, there are individualized teacher moves and nuances that are being implemented without data analysis or a problem solving protocol in place.

- Staff makes lots of referrals for SPED without utizling the MTSS Framework and it may be because they do not understand how to exhaust each Tier. Staff needs professional development on the understanding of MTSS and the small group instruction construct.

- Staff requires professional development and learning cycles that are aligned to the school's MTSS Framework and expectations without changes to the structure based on specific teachers or grade-band. Identified modifications will be aligned to the schoolwide framework and will be outlined in the MTSS Handbook for SY24.

What student-centered problems have surfaced during this reflection?

- Having access to equitable grading; Utlizing equitable grading practices.

- Accurate triaging of students in accordance with the tiered requirements in order to be correctly placed into MTSS tiered supports

- Strong supports and accomodations for Tier 1

- Frequent communication between students, teachers and families regarding student progress

- lack of instructional strategies for staff and getting staff familiar with academic terminology regarding instruction and the framework.

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?

- Students are being pulled for small groups and that is helping but the monitoring and progress needs to be evaluated more consistently. There is a need for the evaluation of the instruction of students in small groups across the school - whereas there are varying levels of what students are engaged in for their tiered supports.

- Essential Question - Are teachers utlizing high-quality curricular materials to engage students in tiered supports? How do the materials connect to student goals? What has been decided to be utlized to measure the effectiveness of small group instruction?

- Students are receiving Tier 1 supports but some teachers may not be exhausting all Tier 1 supports because they are still building their toolkit. Teachers require additional learning and support on what the components of Tier 1 instruction are (Whole Group, Small Group, Reteach, etc.) and how those connect to tiered supports for students.

- Teachers are not utilizing more frequent data points in a cycle of learning/analysis in order to make more frequent instructional groups for students.

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Determine Priorities

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

Students...

Students do not have access to equitable grading and therefore some students are misplaced within the tiering system.

Teachers will utilize equitable grading practices to accurately triage and tier students for interventions and supports.

ROOT CAUSE ANALYSIS/THEORY OF ACTION POWERPOINT

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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Root Cause

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

As adults in the building, we...

lack both knowledge and ability to teach and grade student appropriately.

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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Theory of Action

What is your Theory of Action?

If we....

Resources: 🚀

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

Inclusive & Supportive Learning Environment

Coaches/Principal/AP ✎

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

100% of teachers submit high quality reteach plans (multiple opportunities for student mastery) after end of unit assessments based on student needs ✎

which leads to...

Increased student mastery, transparency in grading and accurate data that leads to appropriate tiering of student supports. ✎

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 ✎

Principal; AP; ILT

Dates for Progress Monitoring Check Ins

Q1	9/22/2023	Q3	2/9/2024
Q2	12/8/2023	Q4	5/17/2024

	SY24 Implementation Milestones & Action Steps ✎	Who ✎	By When ✎	Progress Monitoring
Implementation Milestone 1	Introduction and Overview of ReTeach Plans	Principal/AP	End of Week 0	In Progress
Action Step 1	Create a template of reteach plans for teachers	ILT	Aug. 7th	Completed
Action Step 2	Introduction and Overview of ReTeach Plans	ILT	End of Week 3	Completed
Action Step 3	Provide planning support for teachers	Coaches	End of Week 5	In Progress
Action Step 4	Calendar Due Dates for Reteach plans to occur after EOU	Coaches	End of Week 5	In Progress
Action Step 5				Select Status
Implementation Milestone 2	Ensure completion of reteach plans and provide timely feedback on plans based on data	ILT/Principal/AP	Week 5	In Progress
Action Step 1	Introduce Data Cycle/Reteach Plan protocol	ILT	Week 3	In Progress
Action Step 2	Provide support, learning, coaching and development on the protocol and its implementation	ILT/Principal/AP	Week 4	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Gradebook audits	AP	Weekly beginning Week 2	In Progress
Action Step 1	Creation of a cadence and protocol for gradebook audits	ILT/Principal/AP	Week 1	Completed
Action Step 2	Alignment of gradebook audits with the On-Track Plan	AP/Principal	Week 0	Completed
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	At the beginning of SY25, teachers will use use end of year SY24 data to inform instructional strategies, small group instruction and reteach plans beginning in Week 1 (opposed to Week 6). ReTeach Plans for teachers will, therefore, ensure accuracy of student data with a reduced level of learning loss.	✎
SY26 Anticipated Milestones	By the end of SY25, teachers will have longitudinal data that informs instructional strategies, small group instruction and reteach plans. This data will be used in summer planning and will begin for students beginning in Week 1. ReTeach Plans for teachers will, therefore, be aligned to data, provide specific plan of action for students through intentional planning and will capture any anticipated learning loss without compromising time.	✎

Inclusive & Supportive Learning Environment

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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
80% of classrooms have 65%+ of students at 70%+ proficiency on end of unit Math and ELA assessments.	Yes	Other	Overall	45	50	65	75
			Select Group or Overall				
Increase % of students at Meet/Exceeded by 15 % in ELA as measured by IAR. Increase % of students at Meet/Exceed by 15% in Math as measured by IAR.	Yes	IAR (Math)	Overall	13 15			
			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:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	90% of classrooms have standards aligned learning targets with grade-level, standards aligned student work.	95% of classrooms have standards-aligned learning targets with grade-level, standards aligned student work.	100% of classrooms have standards-aligned learning targets with grade-level, standards aligned student work.
Select a Practice			
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
80% of classrooms have 65%+ of students at 70%+ proficiency on end of unit Math and ELA assessments.	Other	Overall	45	50	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase % of students at Meet/Exceeded by 15 % in ELA as measured by IAR. Increase % of students at Meet/Exceed by 15% in Math as measured by IAR.	IAR (Math)	Overall	13 15		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	90% of classrooms have standards aligned learning targets with grade-level, standards aligned student work.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

In the Five Essentials Survey, we noticed the following:

There's an overall decline in almost all components of the 5 Essentials survey in the last 3 years.

However, "Teacher Influence" was the only category that remained steady.

After reviewing the Behavioral Health Team EOY data, there seems to be structures missing or needing modifications for the effectiveness of the team and how it connects to the MTSS Team.

As a result of the school's internal behavior tracking system, behavior needs to decrease there are ample level 4-6 incidents

School-wide attendance needs to increase and stabilize;

The STLS population attendance is better than natural community students (What supports are in place that are lacking elsewhere?)

What is the feedback from your stakeholders?

- Wondering: What is the overall process for determining the services and supports that students recieve, outside of academic?

- How can the teaming structures of KING be more closely aligned to better identify and provide supports for students?

- What are the requirements for some supports such as bus cards? In what ways can we expand supports like these for all students, not just STLS students?

-The school does not currently have a Culture and Climate Team, therefore, most student behaviors are not adequately addressed or addressed with a school-wide approach. What are the school-wide procures that will be in place to support all students (and subsequently tier student supports based on behavior)

What student-centered problems have surfaced during this reflection?

- Having access to consistent structures and consequences for schoolwide student behavior will lend itself to being more proactive and not reactive as it relates to behavior.

- There is no re-entry plan for students with chronic absenteeism - nor are there supports for student chronic absenteeism.

- There is a need to have all students have access to to Ter 1 SEL that can also be progress monitored for fidelity, implementation and effectiveness.

- Students and families have limited access to out of school programming and other resources that are not located at the school - as a result of limited transportation and a lack of parent awareness to the activites/programming.

- The Behavioral Health Team is structured in combination with Related Service Providers such as Social Worker and Nurse. There are counselors and other staff members, like the Dean, who are also apart of the team. Teachers should adhere to the frequency and time of interventions in order to ensure that progress monitoring and probes are conducted accorrding to the MTSS Framework at King. (x amount of weeks, X amount of sessions in X amount of weeks with the X amount of improvement that is expected (goals)). Students should also be active participants in their progress with access to their goals and taking part in their path to success.

- There is a need to have student referrals for BHT be modified and data analysis protocols to include interviews, observations, and feedback.

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?

- There is a behavior/consequence chart currently being used by some teachers in the school.

- Home Visit Team visit homes for students with chronic absenteeism to gain information about students.

- Office Staff (Ms. Wise) call home to check in with parents when students are absent.

- There is a Behavioral Health Team in place that assist the school with strategies in how to care for the youth put on the radar.

Determine Priorities

Return to Top

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

Students...

There is a need for students to have access to consistent structures and consequences for schoolwide student behavior that will lend itself to being more proactive and not reactive as it relates to behavior.

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...

do not have guidelines for implementing behavior management practices that supporte best practices and student achievement.

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.

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

Connectedness & Wellbeing

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

Establish a schoolwide PBIS Rewards framework, that is used with fidelity with adults in the building, while providing professional development, coaching and supports,

then we see....

we will see an increase in positive student behaviors and an improvement in classroom culture impacting outcomes on culture walkthrough tool

(85% of classrooms measuring at Proficiency on the Culture Walkthrough Tool)

which leads to...

improved relational trust between teachers and students, greater school connectedness, student attendance, and family engagement

(90% of students rate school culture high on monthly student survey (Agreement on clarity, fairness, equity, effectiveness of system)

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.

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 ✎

Principal and Dean; Culture and Climate Team

Dates for Progress Monitoring Check Ins

Q1	9/22/2023	Q3	2/9/2024
Q2	12/8/2023	Q4	5/17/2024

SY24 Implementation Milestones & Action Steps ✎	Who ✎	By When ✎	Progress Monitoring
Implementation Milestone 1 85% of classrooms measuring at	Admin Team	End of Week 5	Completed
Action Step 1 Identify specific look fors for culture and climate	Admin Team	Weekly	Completed
Action Step 2 Create culture and climate expectations from look fors	Admin Team	Weekly	Completed
Action Step 3 Perform culture walkthroughs weekly (Admin Team)	Admin Team	Weekly	In Progress
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 2 Use of PBIS Rewards (100% of all Homerooms)	Admin Team/ILT	Weekly	In Progress
Action Step 1 Culture Walkthroughs monitor the use of PBIS Rewards in the learning environment for all staff.	Admin Team/ILT	Daily/2x per week	In Progress
Action Step 2 Progress monitoring of teacher usage reports for staff usage.	Admin Team/ILT	Daily/2x per week	In Progress
Action Step 3 Tracking of incentives and PBIS Rewards stores to align student "behavior" to schoolwide goals.	Dean/Principal	Weekly	In Progress
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 4			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status

Connectedness & Wellbeing

Action Step 5 | | | | _Select Status_

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
90% of classrooms measuring at Proficiency on the Culture Walkthrough Tool by the end of Week 5 of SY25.

SY26 Anticipated Milestones
By the end of Week 5, 95% of classrooms will measure at Proficiency on the Culture Walkthrough Tool for SY25.

Goal Setting

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Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	SY24	SY25	SY26
Student referrals (major andminor) will reduce by 50% with the use of a PBIS system that is aligned to school values	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	1853	926	463	231
			Select Group or Overall				
Increase student engagement through the use of a school-wide PBIS system, as measured by student attendance. Increase of overall student attendance by at least 5 percentage points.	Yes	Increase Average Daily Attendance	Overall	88.5	93.5	97.5	98
			Students with an IEP				

Numerical Targets [Optional]

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	With the use of a positive behavior management system, increased communication through newsletters, emails, flyers and school-wide function, stakeholder engagement will increase, resulting in increased student engagement and academic progress. This will be measured by family and student engagement at events such as Open House and Report Card Pick Up.	With the use of a positive behavior management system, increased communication through newsletters, emails, flyers and school-wide function, stakeholder engagement will increase, resulting in increased student engagement and academic progress. This will be measured by family and student engagement at events such as Open House and Report Card Pick Up.	With the use of a positive behavior management system, increased communication through newsletters, emails, flyers and school-wide function, stakeholder engagement will increase, resulting in increased student engagement and academic progress. This will be measured by family and student engagement at events such as Open House and Report Card Pick Up.
Select a Practice			
Select a Practice			

SY24 Progress Monitoring

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Resources:

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

Connectedness & Wellbeing

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
Student referrals (major andminor) will reduce by 50% with the use of a PBIS system that is aligned to school values	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	1853	926	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase student engagement through the use of a school-wide PBIS system, as measured by student attendance. Increase of overall student attendance by at least 5 percentage points.	Increase Average Daily Attendance	Overall	88.5	93.5	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
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	With the use of a positive behavior management system, increased communication through newsletters, emails, flyers and school-wide function, stakeholder engagement will increase, resulting in increased student engagement and academic progress. This will be measured by family and student engagement at events such as Open House and Report Card Pick Up.	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

Partnership & Engagement

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	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.
Yes	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?

[takeaways reflecting most students; takeaways reflecting specific student groups][takeaways reflecting most students; takeaways reflecting specific student groups]

In the Five Essentials survey, we noticed the following:

Teacher-teacher trust overall decline

Increase from 2019-2022

Overall decline
Only teacher influence remained steady

2. Sub-questions do break down outside/inside; Decline ~10 points safe inside classroom
3. So they feel unsafe in school not environment
4. Would the public see safety data as specific as we do or broadly? It's seen broadly but we must remove our own bias of what we think they didn't understand because it's read to everyone
5.

Decline since 2019, esp. Teacher-Parent trust 73-57-43% as reported by teachers
Parent influence on decision making outlier due to slight incline
Possible effect of remote space to in-person transition from 2019-2021
COVID could've affected families working here so then possible affect how families feel about the school; coming back in waves adjusting to school culture
Teacher-Parent Trust slight increase teachers think parents are doing their best (2019 to 2022, but decrease from 2021 to 2022) 2019 is outlier in relation to 2016-2022; has been low 2017 weak 2018 very weak 2019 strong 2020 neutral 2021 closer to weak but still neutral (according to teachers)

What is the feedback from your stakeholders?

Based on evidence from the Five Essentials survey, the question was raised whether or not students feel unsafe in the school or unsafe in the enviornment. Due to the decline in parent trust over the past few years (73-57-43), it was suggested that parents are having difficulties trusting schools because students were out of school during the pandemic.

According to the Illinois Report Card, 1 in 4 of our students are a part of our mobility rate. Due to constant changes in the student population, the mobility rate could be affecting community. Our school's mobility rate is ~60%, while the district's rate is 10% and the state's rate is 8% (Durrett and Steele)

School to Family Partnerships need to be established with strong foundations

What student-centered problems have surfaced during this reflection?

Students aren't aware how the environment affects their growth and that the systems surrounding them are in place to promote their growth

Students may not feel supported in school when it comes to developmentally being able to see and understand the connections that have to happen on their end so we essentially all play a part.

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 STLS advocate and director of student engagement do home visits with the famiies of students who are chronically absent.

Parent Connection was monthly but little Parent Involvement

Determine Priorities

Return to Top

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

Students...

There is a lack of consistent communication from staff on the importance of how families, teachers, and students can work together to support student achievement.

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

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

As adults in the building, we...

We do not consistently communicate with families the importance of how families, teachers, and students can work together to support student achievement.

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 school wide expectations for teachers and staff regarding the communication and participation of students, families, and community partners

then we see....

80% of students and parents indicating that they feel the school is effectively communicating with them based on a quarterly survey (to be created)

which leads to...

an improved feeling of safety for students in the school, as evidenced by the 5 Essentials Survey; increased parent engagement and participation and an increase in student achievement (attendance and academic).

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 ✍

Teachers; Admin Team

Dates for Progress Monitoring Check Ins

Q1	9/22/2023	Q3	2/9/2024
Q2	12/8/2023	Q4	5/17/2024

SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1 Student and Family Surveys to guage student and family connectedness and well being through frequent surveys	Admin/Leadership Team/ILT/CIWP Team	End of August	Completed
Action Step 1 Review prior years 5 Essentials survey for student and family connectedness and wellbeing	Admin/Leadership Team/ILT/CIWP	End of Week 4	In Progress
Action Step 2 Draft a monthly survey with related questions to the topics covered in the survey	Admin/Counseling Team	Week 5	In Progress
Action Step 3 Provide monthly survey to students and families	All Staff	Starting Week 5	Select Status
Action Step 4 Course correct using results from monthly survey	Admin/Leadership Team/ILT/CIWP Team	Monthly after survey is given (within 7 days)	Select Status
Action Step 5			Select Status
Implementation Milestone 2			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 4			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status

Partnership & Engagement

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Using SY24's monthly survey data, relevant school staff and stakeholders will analyze student and family connectedness and well being data to create a partnership and engagement plan specifically aligned to the feedback provided. Admin and Leadership Teams will analyze SY24's 5 Essentials data for identified increases and areas of improvement.	✏
SY26 Anticipated Milestones	Using SY245s monthly survey data and previous year's 5 Essentials data, relevant school staff and stakeholders will analyze student and family connectedness and well being data to create a partnership and engagement plan specifically aligned to the feedback provided. Admin and Leadership Teams will identify trends, areas of growth and areas of improvement. to create SY26 partnership and engagement plans.	✏

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 applicable baselines and trend data).

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✏	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏	SY24	SY25	SY26
Increase parent and partnership engagement, as evidenced by a "Well Organized" designation on applicable, aligned areas on the 5 Essentials Survey.	Yes	5 Essentials Parent Participation Rate	Overall	40	50	60	70
			Select Group or Overall				
Increase in parent and community level involvment, as evidenced by a fully operational LSC, PAC and increase in community partnership agreements.	Yes	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Overall				
			Select Group or Overall				

Numerical Targets [Optional] ✏

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏	Specify your practice goal and identify how you will measure progress towards this goal. ✏		
	SY24	SY25	SY26
P&E:1 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.	As measured through survey data, participation in school-wide events and functionality of school-based teams such as LSC and PAC. In SY24, King will have a fully seated LSC with quorem for at least 70% of meetings.	As measured through survey data, participation in school-wide events and functionality of school-based teams such as LSC and PAC. In SY24, King will have a fully seated LSC with quorem for at least 80% of meetings.	As measured through survey data, participation in school-wide events and functionality of school-based teams such as LSC and PAC. In SY24, King will have a fully seated LSC with quorem for at least 90% of meetings.
Select a Practice			
Select a Practice			

SY24 Progress Monitoring

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Resources: 🚀

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

Partnership & Engagement

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase parent and partnership engagement, as evidenced by a "Well Organized" designation on applicable, aligned areas on the 5 Essentials Survey.	5 Essentials Parent Participation Rate	Overall	40	50	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase in parent and community level involvment, as evidenced by a fully operational LSC, PAC and increase in community partnership agreements.	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	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:1 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.	As measured through survey data, participation in school-wide events and functionality of school-based teams such as LSC and PAC. In SY24, King will have a fully seated LSC with quorem for at least 70% of meetings.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked: Complete IL-Empower Section below	☑	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**	
		This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.	
If Checked: No action needed	☐	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).** **(Continue to Parent & Family Plan)**	

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

☑ The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).

☑ The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.

☑ Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

☑ Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

☑ Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to-four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.

☑ School Improvement Reports (SIR) are due on a triannual basis.

☑ Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.

☑ As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

☑ As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	Other: 80% of classrooms have 65%+ of students at 70%+ proficiency on e...	**Overall**	45	50	65	75
		Select Group or Overall				
Required Reading Goal	Other: 80% of classrooms have 65%+ of students at 70%+ proficiency on e...	**Overall**	45	50	65	75
		Select Group or Overall				
Optional Goal	Select a Goal					

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)**
No action needed		

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

- ☑ The school will hold parent-teacher conferences.

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

- ☑ The school will provide parents reasonable access to staff.

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

- ☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

> $2,079 - The academic priority areas in which the parent engagement and skills development will be aligned is through the inclusive and supportive envrionment and post secondary success. This is actualized through monthly virtual learning sessions for parents (Parent University) and monthly in-person events that are aligned with the student goals and topics. ✎

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