

## CIWP Team & Schedules

[Resources](#)

### Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.  
 The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.  
 The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.  
 The CIWP team includes parents, community members, and LSC members.  
 All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name	Role	Email
Bernadette Glover	Principal	blglover@cps.edu
Kapria Robinson	AP	knrobinson1@cps.edu
Nina Blakey	Partnerships & Engagement Lead	nblakey@cps.edu
Genni Olson	Teacher Leader	golson1@cps.edu
Mishawna Manning	Curriculum & Instruction Lead	msmanning@cps.edu
Brandis Grooms	Inclusive & Supportive Learning Lead	bdrichards@cps.edu
Sharise Sparks	Connectedness & Wellbeing Lead	sksparks1@cps.edu
Theresa Johnson	Postsecondary Lead	tajohnson15@cps.edu
	Select Role	
	Select Role	
	Select Role	
	Select Role	

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	7/3/23	7/7/23
Reflection: Curriculum & Instruction (Instructional Core)	7/10/23	7/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/13/23	7/14/23
Reflection: Connectedness & Wellbeing	7/13/23	7/14/23
Reflection: Postsecondary Success	7/13/23	7/14/23
Reflection: Partnerships & Engagement	7/13/23	7/14/23
Priorities	8/8/23	8/11/23
Root Cause	8/9/23	8/11/23
Theory of Acton	8/9/23	8/11/23
Implementation Plans	8/9/23	8/11/23
Goals	8/9/23	8/11/23
Fund Compliance	8/11/23	8/11/23
Parent & Family Plan	8/11/23	8/11/23
Approval	9/12/23	9/12/23

## SY24 Progress Monitoring Schedule

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

### CIWP Progress Monitoring Meeting Dates

Quarter 1	10/27/2023
Quarter 2	12/22/2023
Quarter 3	4/1/2024
Quarter 4	6/7/2024

**Indicators of a Quality CIWP: Reflection on Foundations**

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.  
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.  
 Stakeholders are consulted for the Reflection of Foundations.  
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

**Resources**

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">CPS High Quality Curriculum Rubrics</a>	<p>We are using curriculum that are highly aligned in pre-k, creative curriculum, reading, EL curriculum, Math, Envision curriculum, Science, Amplify curriculum and Social Science curriculum, Skyline. The foundational skills materials are incorporated in the EL curriculum's Skills Block and All Block. The lesson plan and rigor walk results indicate students are experiencing grade-level standards aligned instruction. The EL protocols such as; equity sticks, front -to -back, collaborative conversations, pinky partners, peer editing and lessons incorporate culturally responsive practices that support the development of students understanding if identity, community and relationships. The ILT supports and leads grade level and vertical teams through learning environment walks, professional development and school-wide curricula decisions. We are using district level assessments, iready and star 360, school-level assessments and classroom level assessments to measure student mastery, monitor progress and inform instruction. The curriculum based exit tickets/ lesson assesments were not always completed daily when lessons extended to another day.</p> <p><b>What is the feedback from your stakeholders?</b></p> <p>The feedback from the stakeholders on the Cultivate survey indicated our areas of growth are feedback for growth, supportive teaching, and classroom community.</p> <p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p>The K-8 assessment shift to all students using i-ready. The incorporation of distributive leadership support and coaching. The utilization of Tutor Corps, Interventionist and Lead Coach to support students and staff.</p>	<a href="#">IAR (Math)</a> <a href="#">IAR (English)</a> Rigor Walk Data (School Level Data) <a href="#">PSAT (EBRW)</a> <a href="#">PSAT (Math)</a> <a href="#">STAR (Reading)</a> <a href="#">STAR (Math)</a>
Yes	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>		<a href="#">iReady (Reading)</a> <a href="#">iReady (Math)</a>
Yes	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>		<a href="#">Cultivate</a> <a href="#">Grades</a> <a href="#">ACCESS</a>
Yes	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>		<a href="#">TS Gold</a>
Partially	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>		<a href="#">Interim Assessment Data</a>
Partially	<a href="#">Assessment for Learning Reference Document</a>		
<p><b>What student-centered problems have surfaced during this reflection?</b>                      If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students are not consistently engaging in student -to -student discourse protocols and peer feedback sessions. Students are struggling with utilizing academic vocabulary, explaining their thinking and applying strategies.</p>			





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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	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>	<p>The MTSS team uses the system and structures established by the MTSS framework including strong teaming, support from the MTSS Lead and interventionists, researched- based interventions, and the branching minds platform to collect data. The problem solving process, roots survey and family engagement in the MTSS process are partially developed/implemented. The IEP process needs to include more team engagement to ensure they are high-quality and timely.</p> <p><b>What is the feedback from your stakeholders?</b></p>	<a href="#">Unit/Lesson Inventory for Language Objectives (School Level Data)</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>
Yes	<a href="#">MTSS Integrity Memo</a>		<a href="#">ACCESS</a> <a href="#">MTSS Academic Tier Movement</a> <a href="#">Annual Evaluation of Compliance (ODLSS)</a>
Yes	<a href="#">LRE Dashboard Page</a>		<a href="#">Quality Indicators of Specially Designed Curriculum</a>

Yes	Diverse Learners in the least restrictive environment as indicated by their IEP.		The feedback from the stakeholders on the Cultivate survey indicated our areas of growth are feedback for growth, supportive teaching, and classroom community. 	<a href="#">EL Program Review Tool</a>
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>		
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>	<b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b>	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		All of the diverse learner teacher positions have been filled. There is also a EL teacher on staff to support newcomers and EL students. Interventionist provides MTSS supports to students throughout the school. Tutor Corps provides literacy interventions to students to help address intensive ELA foundational skills. 	
<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.				
Students are not receiving consistent differentiated instruction across all instructional areas. 				

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>	All students receive weekly tier 1 SEL support in their classrooms which is supported by the classroom teacher and school counselor. The BHT and Culture and Climate team meet regularly to discuss and develop plans for student SEL support and attendance. The school collaborates with the OST provider to encourage programming that addresses students needs and interests. 	<a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a> <a href="#">Reduction in OSS per 100</a> <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a> <a href="#">Access to OST</a> <a href="#">Increase Average Daily Attendance</a> <a href="#">Increased Attendance for Chronically Absent Students</a>
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		<a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>
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.	<b>What is the feedback from your stakeholders?</b> The feedback from the stakeholders on the Cultivate survey indicated our areas of growth are feedback for growth, supportive teaching, and classroom community. 	<a href="#">Cultivate (Belonging &amp; Identity)</a>  Staff trained on alternatives to exclusionary discipline (School Level Data) <a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a>
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		<a href="#">Student Voice Infrastructure</a>  <a href="#">Reduction in number of students with dropout codes at EOY</a>
<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		<b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b>	
There is a need for planning and supports for students with chronic attendance concerns and a more robust out of school time programming to support students. 		There is a new teacher mentorship program to support teachers who are new to the school which will impact culture and climate. The OST program received a grant for additional funding to improve and expand programming. 	

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">College and Career Competency Curriculum (C4)</a> 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).	The school is currently using the resources provided by the district for college and career planning. The school is also using the pathways to success curriculum with the 8th grade students.	<a href="#">Graduation Rate</a> <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a> <a href="#">3 - 8 On Track</a> <a href="#">Learn, Plan, Succeed</a> <a href="#">% of KPIs Completed (12th Grade)</a> <a href="#">College Enrollment and Persistence Rate</a>
Partially	<a href="#">Individualized Learning Plans</a> Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		<a href="#">9th and 10th Grade On Track</a>
No	<a href="#">Work Based Learning Toolkit</a> 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).	<b>What is the feedback from your stakeholders?</b> The ontrack data indicates that 33.9% of our students in grades 3-8 are on track. The feedback from the stakeholders on the Cultivate survey indicated our areas of growth are feedback for growth, supportive teaching, and classroom community.	<a href="#">Cultivate (Relevance to the Future)</a> Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
N/A	<a href="#">ECCE Certification List</a> Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	<a href="#">PLT Assessment Rubric</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).		
N/A	<a href="#">Alumni Support Initiative One Pager</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).		
<b>What student-centered problems have surfaced during this reflection?</b>			
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.			
There needs to be a plan and process for ensuring students complete the C4 and ILP modules.			

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">Spectrum of Inclusive Partnerships</a> 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.	The students participated in the cultivate survey and the 5 essentials survey. Families participated in the 5 essentials survey.	<a href="#">Cultivate</a> <a href="#">5 Essentials Parent Participation Rate</a> <a href="#">5E: Involved Families</a> <a href="#">5E: Supportive Environment</a> Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)
Yes	<a href="#">Reimagining With Community Toolkit</a> Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.		

			Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles &amp; CIWP).</p> <p><a href="#">Student Voice Infrastructure Rubric</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>The feedback from the stakeholders indicated our areas of growth are feedback for growth, supportive teaching, and classroom community. 📌</p>	Formal and informal family and community feedback received locally. (School Level Data)
	<p><b>What student-centered problems have surfaced during this reflection?</b></p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p>The Lead Coach is imbedding student voice in the social science curriculum. Student Leadership development through project beautiful. 📌</p>	
There is a need for additional student -voice structures and systems ,as well as , increased opprtunities for families to engage/contribute to goal setting. 📌			

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

We are using curriculum that are highly aligned in pre-k, creative curriculum, reading, EL curriculum, Math, Envision curriculum, Science, Amplify curriculum and Social Science curriculum, Skyline. The foundational skills materials are incorporated in the EL curriculum's Skills Block and All Block. The lesson plan and rigor walk results indicate students are experiencing grade-level standards aligned instruction. The EL protocols such as; equity sticks, front-to-back, collaborative conversations, pinky partners, peer editing and lessons incorporate culturally responsive practices that support the development of students understanding of identity, community and relationships. The ILT supports and leads grade level and vertical teams through learning environment walks, professional development and school-wide curricula decisions. We are using district level assessments, i-ready and star 360, school-level assessments and classroom level assessments to measure student mastery, monitor progress and inform instruction. The curriculum based exit tickets/ lesson assessments were not always completed daily when lessons extended to another day.

What is the feedback from your stakeholders?

The feedback from the stakeholders on the Cultivate survey indicated our areas of growth are feedback for growth, supportive teaching, and classroom community.

What student-centered problems have surfaced during this reflection?

Students are not consistently engaging in student-to-student discourse protocols and peer feedback sessions. Students are struggling with utilizing academic vocabulary, explaining their thinking and applying strategies.

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 K-8 assessment shift to all students using i-ready. The incorporation of distributive leadership support and coaching. The utilization of Tutor Corps, Interventionist and Lead Coach to support students and staff.

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Resources:

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

[Determine Priorities Protocol](#)

Students...

are not consistently engaging in student-to-student discourse protocols and peer feedback sessions.



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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Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

need to provide and model protocols that engage students in student-to-student discourse.



Indicators of a Quality CIWP: Root Cause Analysis

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

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What is your Theory of Action?

If we....

implement standards based curriculum with fidelity and provide targeted supports with an emphasis on academic vocabulary and student discourse.



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.

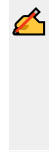
then we see....

students engaged in high quality Common Core aligned lessons; higher order thinking with complex tasks utilizing a variety of strategies, problem-solving techniques, using academic vocabulary to engage in student discourse to explain their thinking; students creating a more dynamic and participatory learning environment where students feel empowered to express their thoughts, engage deeply with the subject matter, and contribute actively to their own learning process.





which leads to... clarity, consistency and equity to what all students will learn and improves student outcomes in which 35% of students reach reading attainment and 27% of students reach math attainment.



[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**   
 Instructional Leadership Team

**Dates for Progress Monitoring Check Ins**  
 Q1 10/27/2023 Q3 4/1/2024  
 Q2 12/22/2023 Q4 6/7/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	By October 2023, twenty percent of students will engage in using academic vocabulary when speaking or writing as measured by observation and student work analysis.	ILT	10/27/23	In Progress
<b>Action Step 1</b>	Learning walk w/rubic	ILT	9/12/23	Not Started
<b>Action Step 2</b>	Introduce partner protocols for teacher facilitated student discourse	Teachers	09/19/23	In Progress
<b>Action Step 3</b>	Provide students opportunities to participate in student partner discussions	Teachers	09/26/23	In Progress
<b>Action Step 4</b>	Analyze Student Work	Teachers/ILT	10/27/23	In Progress
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	By December 2023, forty percent of students will engage in using academic vocabulary when speaking or writing as measured by observation and student work analysis.	ILT	12/22/23	Select Status
<b>Action Step 1</b>	Learning Walks w/ rubic to observe student to student discourse w/focus on academic vocabulary	ILT	12/22/23	Select Status
<b>Action Step 2</b>	Implement discussion protocols for teacher facilitated student discourse	ILT	12/22/23	Select Status
<b>Action Step 3</b>	Provide students opportunities to participate in student triad discussions	ILT	12/22/23	Select Status
<b>Action Step 4</b>	Analyze Student Work	ILT	12/22/23	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	By April 2024, sixty percent of students will engage in using academic vocabulary when speaking or writing as measured by observation and student work analysis.	ILT	04/01/24	Select Status
<b>Action Step 1</b>	Learning Walks w/ rubic to observe student to student discourse w/focus on academic vocabulary	ILT	04/01/24	Select Status
<b>Action Step 2</b>	Implement protocols for teacher facilitated student discourse	ILT	04/01/24	Select Status
<b>Action Step 3</b>	Provide students opportunities to participate in student triad discussions	ILT	04/01/24	Select Status
<b>Action Step 4</b>	Analyze Student Work	ILT	04/01/24	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	By June 2024, eighty percent of students will engage in using academic vocabulary when speaking or writing as measured by observation and student work analysis.	ILT	06/07/24	Select Status
<b>Action Step 1</b>	Learning Walks w/ rubic to observe student to student discourse w/focus on academic vocabulary	ILT	06/07/24	Select Status
<b>Action Step 2</b>	Implement protocols for student-led discourse	ILT	06/07/24	Select Status
<b>Action Step 3</b>	Provide students opportunities to participate in student triad discussions	ILT	06/07/24	Select Status
<b>Action Step 4</b>	Analyze Student Work	ILT	06/07/24	Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**   
 By June 2025, eighty percent of students will engage in using academic vocabulary in the area of Math when speaking or writing as measured by observation and student work analysis.

**SY26 Anticipated Milestones**   
 By June 2026, eighty percent of students will engage in using academic vocabulary in all subject areas when speaking or writing as measured by observation and student work analysis.

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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).

**IL-EMPOWER Goal Requirements**  
 For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

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.

-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
By June 2024, eighty percent of students will engage in using academic vocabulary when speaking or writing as measured by observation and student work analysis.	Yes	Other	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
C&I:2 Students experience grade-level, standards-aligned instruction.	Progress towards this goal will be measured by school team and network observation and rigor walks	Progress towards this goal will be measured by school team and network observation and rigor walks	
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
By June 2024, eighty percent of students will engage in using academic vocabulary when speaking or writing as measured by observation and student work analysis.	Other	Overall			Select Status	Select Status	Select Status	Select Status
		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
C&I:2 Students experience grade-level, standards-aligned instruction.	Progress towards this goal will be measured by school team and network observation and rigor walks	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



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

What are the takeaways after the review of metrics?

The MTSS team uses the system and structures established by the MTSS framework including strong teaming, support from the MTSS Lead and interventionists, researched-based interventions, and the branching minds platform to collect data. The problem solving process, roots survey and family engagement in the MTSS process are partially developed/implemented. The IEP process needs to include more team engagement to ensure they are high-quality and timely.

What is the feedback from your stakeholders?

The feedback from the stakeholders on the Cultivate survey indicated our areas of growth are feedback for growth, supportive teaching, and classroom community.

What student-centered problems have surfaced during this reflection?

Students are not receiving consistent differentiated instruction across all instructional areas.

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?

All of the diverse learner teacher positions have been filled. There is also a EL teacher on staff to support newcomers and EL students. Interventionist provides MTSS supports to students throughout the school. Tutor Corps provides literacy interventions to students to help address intensive ELA foundational skills.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

are not receiving consistent differentiated instruction across all instructional areas.



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

Resources:

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

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

As adults in the building, we...

will have not provided consistent differentiated instruction with fidelity.



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...

consistently provide differentiated instruction for all students across all content areas.



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...

students having increased engagement and improved academic performance.



Resources:

which leads to...

a personalized and effective learning experience for the student body increasing the reading attainment of 35% and Math attainment of 27%. 

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### Implementation Plan

Resources: 

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




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

#### Team/Individual Responsible for Implementation Plan



ILT

#### Dates for Progress Monitoring Check Ins

Q1 10/27/2023 Q3 4/1/2024  
 Q2 12/22/2023 Q4 6/7/2024

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
<b>Implementation Milestone 1</b>	By October 2023, the school wide and classroom level foundational domains with less than 50% grade level attainment will be identified as area of instructional focus as measured by the district level beginning of the year assessment	ILT	10/27/23	In Progress
<b>Action Step 1</b>	Assess Students	ILT	by 9/21/2023	Completed
<b>Action Step 2</b>	Analyze Data	ILT	9/14/2023	In Progress
<b>Action Step 3</b>	Create Small Groups	ILT	10/02/23	Completed
<b>Action Step 4</b>	Input Plans in Branching Minds	ILT	10/16/23	In Progress
<b>Action Step 5</b>	Learning Walks	ILT	10/20/23	In Progress
<b>Implementation Milestone 2</b>	By February 2024, strategies to improve the classroom level foundational domain with the lowest grade level attainment will be implemented resulting in the reduction of 10% of students scoring below grade level as measured by the middle of year district level assessment	ILT	2/9/2024	Select Status
<b>Action Step 1</b>	Reassess students	ILT	by 02/02/24	Select Status
<b>Action Step 2</b>	Analyze MOY data	ILT	02/02/24	Select Status
<b>Action Step 3</b>	Regroup students and input data into Branching Minds	ILT	02/02/24	Select Status
<b>Action Step 4</b>	Learning Walks	ILT	02/09/24	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	By April 2024, strategies to improve the classroom level foundational domain with the second lowest grade level attainment will be implemented resulting in the reduction of 10% of students scoring below grade level as measured by the district level assessment	ILT	3/11/2024	Select Status
<b>Action Step 1</b>	Reassess students using I-Ready progress monitoring tools	ILT	3/11/24	Select Status
<b>Action Step 2</b>	Analyze progress monitoring data	ILT	3/18/24	Select Status
<b>Action Step 3</b>	Regroup students and input data into Branching Minds	ILT	3/25/24	Select Status
<b>Action Step 4</b>	Learning Walks	ILT	4/1/24	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	By June 2024, strategies to improve the classroom level foundational domain with the third lowest grade level attainment will be implemented resulting in the reduction of 10% of students scoring below grade level as measured by the end of year district level assessment	ILT	6/10/24	Select Status
<b>Action Step 1</b>	Reassess students EOY	ILT	by 5/24/24	Select Status
<b>Action Step 2</b>	Analyze EOY Data	ILT	6/10/24	Select Status
<b>Action Step 3</b>	Prepare data folders for school year 24-25	ILT	6/10/24	Select Status
<b>Action Step 4</b>	Use EOY Data for OST Summer Programming	ILT	6/10/24	Select Status
<b>Action Step 5</b>		ILT		Select Status

#### SY25-SY26 Implementation Milestones

<b>SY25 Anticipated Milestones</b>	By June 2025, strategies to improve the classroom level foundational domain with the third lowest grade level attainment will be implemented resulting in the reduction of 20% of students scoring below grade level as measured by the end of year district level assessment 
<b>SY26 Anticipated Milestones</b>	By June 2026, strategies to improve the classroom level foundational domain with the third lowest grade level attainment will be implemented resulting in the reduction of 30% of students scoring below grade level as measured by the end of year district level assessment 

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### 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](#).

#### 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

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 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
By June 2024, strategies to improve the classroom level foundational domain with the third lowest grade level attainment will be implemented resulting in the reduction of 10% of students scoring below grade level as measured by the end of year district level assessment	Yes	iReady (Reading)	Overall				
			Select Group or Overall				
By June 2024, strategies to improve the classroom level foundational domain with the third lowest grade level attainment will be implemented resulting in the reduction of 10% of students scoring below grade level as measured by the end of year district level assessment	Yes	iReady (Math)	Overall				
			Select Group or Overall				

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals. 🏆	Specify your practice goal and identify how you will measure progress towards this goal. 🏆		
	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Progress towards this goal will be measured by the reduction of students in Tier 3 by 20% as measured by district level assessment as reported in Branching Minds	Progress towards this goal will be measured by the reduction of students in Tier 3 by 10 % as measured by district level assessment as reported in Branching Minds	Progress towards this goal will be measured by the reduction of students in Tier 3 by 5 % as measured by district level assessment as reported in Branching Minds
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
the classroom level foundational domain with the third lowest grade level attainment will be implemented resulting in the reduction of 10% of students scoring below grade level as measured by the end of year district	iReady (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
the classroom level foundational domain with the third lowest grade level attainment will be implemented resulting in the reduction of 10% of students scoring below grade level as measured by the end of year district	iReady (Math)	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
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Progress towards this goal will be measured by the reduction of stu	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)**



iReady (Reading): By June 2024, strategies to improve the classroom level...					
Select a Goal					
Select a Goal					

## Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	<b>Our school is a Title I school operating a Schoolwide Program</b>
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:	<input type="checkbox"/>	<b>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</b>
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.

Kozminski will host regular parent monthly meeting and additional meetings as needed to address student academic performance and behaviors. Parents will also be surveyed to offer suggestions about the education of their child. Kozminski school will provide reports of student academic performance to parents and guardians from reports prepared i-Ready, IAR, and ISA, which list the most recent scores and Fall benchmark scores and winter benchmark scores with a prediction of probable performance on assessment. Kozminski school will schedule parent information meetings and workshops to deepen parent understanding of the Common Core Standards, IAR, ISA, i-ready and the content area curriculum. Kozminski will provide parent literacy workshops and technology training. The technology training will teach parents how to access parent portal in Aspen. Parents will be invited to our quarterly curriculum nights that focus on Literacy, Science, Social Science and Math to learn about our school wide strategies used to improve student achievement. 

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