

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
Natasha Jones	Principal	
Sophia Tkac	Curriculum & Instruction Lead	
Kimya Murray	Connectedness & Wellbeing Lead	kmurray1@cps.edu
Emily Evenson	Teacher Leader	
Aerica Parson	Teacher Leader	
Darneisha Mitchell	Connectedness & Wellbeing Lead	
Debra Kimbrough	Teacher Leader	
Andre Williams	Counselor	
Karin Henry	Attendance Clerk	
Tiffany Scuefield	Other Seca	
	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	4/23/23	4/23/23
Reflection: Curriculum & Instruction (Instructional Core)	0	
Reflection: Inclusive & Supportive Learning (Instructional Core)		
Reflection: Connectedness & Wellbeing		
Reflection: Postsecondary Success		
Reflection: Partnerships & Engagement		
Priorities		
Root Cause		
Theory of Action		
Implementation Plans		
Goals		
Fund Compliance	8/28/23	9/1/23
Parent & Family Plan	8/28/23	9/1/23
Approval	9/5/23	9/8/23

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	
Quarter 2	
Quarter 3	
Quarter 4	

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	CPS High Quality Curriculum Rubrics	Very little overall growth in math and ELA according to the IAR and STAR data. Some growth in informational texts according to IAR 	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Partially	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	<p style="text-align: center;">What is the feedback from your stakeholders?</p> We need to focus on the Inner Core. (morning meetings, sel, talking circles, greetings, interest inventory, all about me, academic badges)  Distribute leadership on the ILT by defining clear roles and responsibilities, norms, and meeting cadence. Engaging lessons (props, resources from the community, field trips, real life connection, creative	STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Partially	Powerful Practices Rubric Learning Conditions	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> SEL block, identified high quality curriculum, PD opportunities, DDI conversations, coaching with feedback, instructional walkthroughs, 	
No	Continuum of ILT Effectiveness Distributed Leadership	<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> Student's performing below grade level 	
Partially	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
No	Assessment for Learning Reference Document		


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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
No	<p>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.</p> <p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p>	<p>Improve teaming structures, improve processes and systems, training on progress monitoring tools </p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
Partially	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p>		<p>Quality Indicators of Specially Designed Curriculum</p>
Partially	<p>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.</p> <p>LRE Dashboard Page</p>	<p>What is the feedback from your stakeholders?</p> <p>Lack of teaming structures and lack of clarity </p>	<p>EL Program Review Tool</p>
Partially	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p> <p>IDEA Procedural Manual</p>		
No	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p> <p>EL Placement Recommendation Tool ES</p> <p>EL Placement Recommendation Tool HS</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>decreased number of students performing two or more grades below; increased student confidence; increased teacher efficiency; increased student ownership; </p>	
Partially	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>		
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>struggling with accessing content, not receiving the proper supports, </p>			

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
No	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>students lack a sense of belonging and feeling supported; students are not safe in the bathroom; </p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p>

				Reduction in repeated disruptive behaviors (4-6 SCC)
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<p>What is the feedback from your stakeholders?</p> <p>Stakeholders have mixed feelings around their perception of student/ staff relationships. Some staff members believe students have great relationships with their teachers and others, not so much.</p>		Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data)
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>		
Student attendance is compromised because they don't like coming to school when conflict arises. The students have relational trust issues with staff members which can result in disrespectful behavior.		We conducted a deeper analysis using the cultivate survey then engaged our school community in focus group conversations.		

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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.

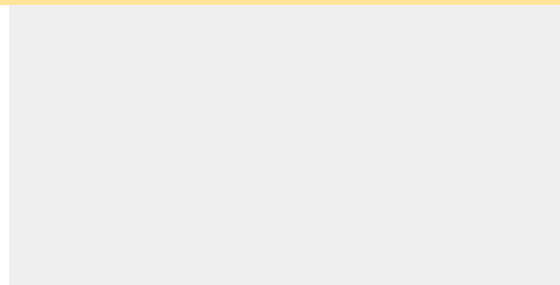
Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	College and Career Competency Curriculum (C4)	There is a plan in place around college and career readiness.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC

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
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th). Work Based Learning Toolkit
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). ECCE Certification List
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). PLT Assessment Rubric
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 student-centered problems have surfaced during this reflection?

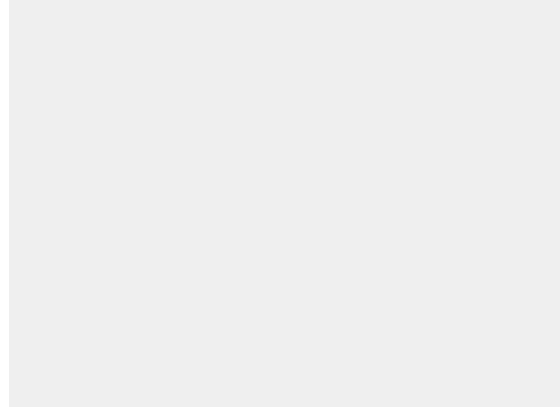
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Most of students attend the neighborhood school. Many do not have aspiration to attend 




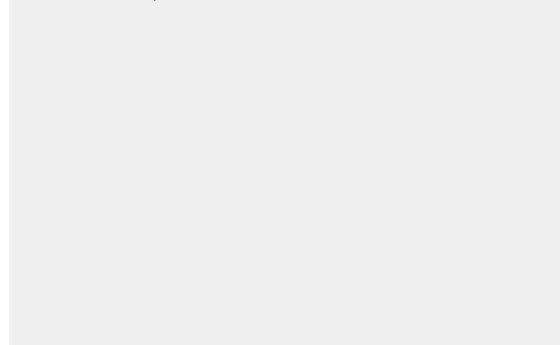
What is the feedback from your stakeholders?

Stakeholders would like to see more connections between the high school and elementary school. We would also like to see an increase around the implementation of Success Bound. 



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?

Most students attend the high school of their choice due to the amount of exposure. 



- [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)

[Return to Top](#) **Partnership & Engagement**


Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics


Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals. Spectrum of Inclusive Partnerships
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There is a need to engage more families. 

- [Cultivate](#)
- [5 Essentials Parent Participation Rate](#)
- [5E: Involved Families](#)

Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p style="text-align: right;">Reimagining With Community Toolkit</p>
No	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p style="text-align: right;">Student Voice Infrastructure Rubric</p>

What is the feedback from your stakeholders?

Many of the student academic and behavioral challenges are due to the lack of parental engagement 


[5E: Supportive Environment](#)

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


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

Formal and informal family and community feedback received locally. (School Level Data)

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.

student attendance, student not meeting grade level expectations, and behavioral challenges 

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?

Schoolwide events, curriculum night, parent conferences, other school-wide events 

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.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
No	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.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Very little overall growth in math and ELA according to the IAR and STAR data. Some growth in informational texts according to IAR

What is the feedback from your stakeholders?

We need to focus on the Inner Core. (morning meetings, sel, talking circles, greetings, interest inventory, all about me, academic badges)
 Distribute leadership on the ILT by defining clear roles and responsibilities, norms, and meeting cadence.
 Engaging lessons (props, resources from the community, field trips, real life connection, creative

What student-centered problems have surfaced during this reflection?

Student's performing below grade level

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?

SEL block, identified high quality curriculum, PD opportunities, DDI conversations, coaching with feedback, instructional walkthroughs,


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Determine Priorities

Resources: 

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

Students...

The students are given tasks that are too challenging which leads to disengagement which results in lower test scores. The student centered problem that will be addressed is closing the achievement gap by decreasing the number of students performing below grade level. 

[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

Resources: 

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

As adults in the building, we...

do not implement the curriculum with fidelity with the proper scaffolds in order for students to access the content. 

[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...
 If we...implement instructional improvement through distributive leadership lead by the ILT

then we see...
 students engaging in productive struggle, increased levels of engagement, and increased self esteem

which leads to...
 an increased percentage of students moving tiers according to Iready and Star 360.

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

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1 Q3
 Q2 Q4

SY24 Implementation Milestones & Action Steps **Who** **By When** **Progress Monitoring**

Implementation Milestone 1	80% of ILT meetings will have clear and consistent systems and structures in place by the end of Semester 1.	Tkac	06/2024	In Progress
Action Step 1	School Leader formalizes Teacher Leader roles and responsibilities, and ensures that all Teacher Leaders play an active role on the ILT.	Tkac	06/2024	In Progress
Action Step 2	creates and prioritizes a school calendar inclusive of consistent ILT and teacher team meetings,		06/2024	In Progress
Action Step 3	There is alignment between the CIWP/schoolwide priorities, the instructional core, and the school's mission and vision.	Team	06/2024	In Progress
Action Step 4	Collaborative professional learning opportunities that are aligned to the school's priorities.			Select Status
Action Step 5				Select Status
Implementation Milestone 2	100% of teachers will implement high quality curriculum aligned to the scope and sequence.	ILT	6/2024	In Progress
Action Step 1	Teachers will create unit plans with clear daily learning objectives and standard aligned tasks and assessments.	teachers	6/2024	In Progress
Action Step 2				Select Status

Action Step 3	Teachers will administer common curriculum assessments aligned to the scope and sequence which will administered and analyzed every six weeks.	teachers	6/2024	In Progress
Action Step 4	Teachers will engage in PLC's in order to reflect and evaluate lessons and student work to ensure a minimum of 3 DOK levels are included.	teachers	06/2024	Not Started
Action Step 5	Teachers will engage in peer walks to evaluate each other's practice	Teachers	06/2024	In Progress
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

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	75% of Teacher Leaders will be able to develop a process and protocol for setting teacher team goals that contribute to the achievement of overarching CIWP goals. School Leader supports Teacher Leaders as they engage their teams in facilitated opportunities to unpack and understand components of the strategic plan related to their work, and to collaboratively set short- and long-term goals aligned to the schoolwide vision for teacher and student success.	
SY26 Anticipated Milestones	The mission and vision of the school is strategically pursued through team collaboration, contributions from all staff members, and shared accountability for success. Roles and expectations for staff members are clearly defined and in service of the school's mission.	

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

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

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
100% of students will be at/above the 50th percentile for growth in Reading by the end of 2026.	Yes <input type="checkbox"/>	iReady (Reading)	Overall <input type="checkbox"/>	41	65	80	100
			Overall <input type="checkbox"/>				

50% of students will be at/above the 50th percentile for growth in Math by the end of 2026.	Yes	iReady (Math)	Overall	20	40	50	60
			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:4 The ILT leads instructional improvement through distributed leadership.	70% of ILT meeting will be lead through distributive leadership.	85% of ILT meeting will be lead through distributive leadership.	100% of ILT meeting will be lead through distributive leadership.
C&I:2 Students experience grade-level, standards-aligned instruction.	70% of teacher will impolement grade-level standards aligned instruction.	85% of teacher will impolement grade-level standards aligned instruction.	100% of teacher will impolement grade-level standards aligned instruction.
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	100% of the teachers will have a 10% increase on each benchmark assessment.	100% of the teachers will have a 15% increase on each benchmark assessment.	100% of the teachers will have a 20% increase on each benchmark assessment.

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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
100% of students will be at/above the 50th percentile for growth in Reading by the end of 2026.	iReady (Reading)	Overall	41	65	Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
50% of students will be at/above the 50th percentile for growth in Math by the end of 2026.	iReady (Math)	Overall	20	40	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:4 The ILT leads instructional improvement through distributed leadership.	70% of ILT meeting will be lead through distributive leadership.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	70% of teacher will impolement grade-level standards aligned instruction.	Select Status	Select Status	Select Status	Select Status

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#)
[Reflection](#) [Root Cause](#) [Implementation Plan](#)

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

Curriculum & Instruction

C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.

100% of the teachers will have a 10% increase on each benchmark assessment.

Select Status

Select Status

Select Status

Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	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.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
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?

students lack a sense of belonging and feeling supported; students are not safe in the bathroom;

What is the feedback from your stakeholders?

Stakeholders have mixed feelings around their perception of student/ staff relationships. Some staff members believe students have great relationships with their teachers and others, not so much.

What student-centered problems have surfaced during this reflection?

Student attendance is compromised because they don't like coming to school when conflict arises. The students have relational trust issues with staff members which can result in disrespectful behavior.

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?

We conducted a deeper analysis using the cultivate survey then engaged our school community in focus group conversations.

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Determine Priorities

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

Students...

low academic achievement, students performing below grade level, and an increase in disrespectful behaviors such as play and language

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...

-Have a lack of relationships
-need additional training in trauma informed practices

Resources: 

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



Indicators of a Quality CIWP: Root Cause Analysis

[Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#)

- need additional training in trauma informed practices
- work on more engaging lessons
- scaffold instruction due to challenging content
- negative school experience

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...
 The Climate and Culture Team and the Behavioral Health Team make up universal teaming structures that are in place and support student connectedness and wellbeing.

then we see...
 more students will receive and be matched with timely tiered social emotional interventions according to their needs to best neutralize barriers to arriving and thriving in school

which leads to...
 increased Cultivate Student Survey - Perception data and 5Essentials data

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
 Climate team and BHT



Dates for Progress Monitoring Check Ins

Q1 Q3
 Q2 Q4

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of school climate meetings will consistent with positive relationships between staff-staff/staff-student and student to student, clear expectations and behavior norms that promote safety (i.e shared agreements etc.)	Team	06/2024	In Progress
Action Step 1	Develop team meeting and progress monitoring cadence	Team	06/2024	Not Started
Action Step 2	School has structures in place for Tier 1 school-wide supports (e.g., school-wide expectations) that promote a positive and safe learning climate.	team	06/2024	In Progress
Action Step 3	school has in place a classroom-based SEL curriculum that teaches social and emotional skills to all students, (e.g., Sanford Harmony, Second Step, PATHS, advisory curriculum).	Team lead	06/2024	In Progress
Action Step 4	Develop a general recruitment and enrollment plan for extracurricular activities. Students will be empowered by contributing ideas and taking on school improvement roles such as leading an ambassador program by grade-bands.	Team lead	06/2024	Not Started
Action Step 5				Select Status


Implementation Milestone 2	100% of BHT will have clear expectations and behavior norms that promote safety (i.e shared agreements etc.)	BHT Team	06/2024	Not Started
Action Step 1	Develop team meeting and progress monitoring cadence	Team lead	06/2024	Not Started
Action Step 2	School has structures in place for Tier 1 SEL school-wide supports (e.g., school-wide expectations) that promote a positive and safe learning climate.	Team	06/24	Not Started
Action Step 3	Develop school wide continuum of preventive supports that meet the social, emotional, and behavioral needs of all students including restorative practices	Team	06/24	Not Started
Action Step 4	All students will be tiered according to the preventive supports	Team	06/24	Not Started
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

SY25-SY26 Implementation Milestones




SY25 Anticipated Milestones	Include what teachers will do	
SY26 Anticipated Milestones	Continue the work from Student discussions are data driven and structured around the problem solving process, with a clear plan of action as the intended outcome for each meeting.	

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

Indicators of a Quality CIWP: Goal Setting
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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)	Numerical Targets [Optional] 			
				Baseline 	SY24	SY25	SY26
By the end of SY24, the Cultivate survey will increase from 51% to 100%	Yes	Cultivate (Belonging &	Other [Specify]	51	65	85	100

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Connectedness & Wellbeing			
Reflection	Root Cause	Implementation Plan	Yes	Identity)					
survey will increase from 51% to 100% by the end of SY26.						Select Group or Overall			
By the end of SY24, the 5E survey will increase from Least supportive environment to High supportive environment by the end of SY26.	Yes	5E: Supportive Environment	Overall					HE	
			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&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	60% of all teams will score proficient or higher according to the meeting facilitation rubric.	80% of all teams will score proficient or higher according to the meeting facilitation rubric.	100% of all teams will score proficient or higher according to the meeting facilitation rubric.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	60% of teachers will implement SEL curriculum with fidelity.	80% of teachers will implementb SEL curriculum with fidelity.	100% of teachers will implementb SEL curriculum with fidelity.
C&W:3 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.	60% of the student will have equitable access and will be tiered in order to complement and supplement student learning and are responsive to studnet needs.	80% of the student will have equitable access and will be tiered in order to complement and supplement student learning and are responsive to studnet needs.	100% of the student will have equitable access and will be tiered in order to complement and supplement student learning and are responsive to studnet needs.

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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 the end of SY24, the Cultivate survey will increase from 51% to 100% by the end of SY26.	Cultivate (Belonging & Identity)	Other [Specify]	51	65	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By the end of SY24, the 5E survey will increase from Least supportive environment to High supportive environment by the end of SY26.	5E: Supportive Environment	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&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	60% of all teams will score proficient or higher according to the meeting facilitation rubric.	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

C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.

60% of teachers will implement SEL curriculum with fidelity.

Select Status

Select Status

Select Status

Select Status

C&W:3 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.

60% of the student will have equitable access and will be tiered in order to complement and supplement student learning and are responsive to student needs.

Select Status

Select Status

Select Status

Select Status

If Checked:
Complete
IL-Empower
Section below

Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

If Checked:
No action needed

Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower). (Continue to Parent & Family Plan)

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal

iReady (Math): 50% of students will be at/above the 50th percentile for growth in Math by the end of 2026.

Required Reading Goal

iReady (Reading): 100% of students will be at/above the 50th percentile for growth in Reading by the end of 2026.

Optional Goal

Select a Goal

Student Groups	Baseline	SY24	SY25	SY26
Overall	20	40	50	60
Select Group or Overall				
Overall	41	65	80	100
Overall				

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

We will utilize workshops centered on parent survey areas of need and education in order to help students achieve academic success and growth.



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