

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
Lisa Epstein	Principal	Laepstein@cps.edu
Juan Hidalgo	AP	jghidalgo@cps.edu
Vanessa Diaz	Inclusive & Supportive Learning Lead	vndiaz@cps.edu
Sheila O'Connor	Connectedness & Wellbeing Lead	saoconnor@cps.edu
Eileen Tenison	Postsecondary Lead	ettenison@cps.edu
Claudia Garcia	Partnerships & Engagement Lead	cgarcia334@cps.edu
Nicole Mulcrone	Curriculum & Instruction Lead	namulcrone@cps.edu
Karla Navarrete	Parent	knavarrete4@cps.edu
Silvia Karim	Inclusive & Supportive Learning Lead	skarim@cps.edu
Donna Law	SECA	dlaw@cps.edu
Andrew O'Malley	Teacher Leader	ajomalley@cps.edu
Jennifer Sandoval	Teacher Leader	jgsandoval2@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	3/28/23	3/28/23
Reflection: Curriculum & Instruction (Instructional Core)	4/18/23	8/25/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/18/23	8/25/23
Reflection: Connectedness & Wellbeing	5/18/23	8/25/23
Reflection: Postsecondary Success	6/5/23	8/25/23
Reflection: Partnerships & Engagement	5/18/23	8/25/23
Priorities	7/26/23	8/25/23
Root Cause	7/26/23	8/25/23
Theory of Acton	7/26/23	8/25/23
Implementation Plans	7/26/23	8/25/23
Goals	8/25/23	8/25/23
Fund Compliance	5/23/23	5/23/23
Parent & Family Plan	5/23/23	5/23/23
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	6/10/2024

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](#)

[Return to Top](#)

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	CPS High Quality Curriculum Rubrics All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers all have access to high level curriculum and are using skyline. After 3 rigor walks it was noted that 50% of teachers were not teaching at the grade level standard. According to our cultivate data, stuents felt connected to their identity and community. However a small percentage of students indicated that they did not feel connected to their teachers, this was stronger in 5th grade, then other grades at the school. The ILT used the tool to rate themselves during the ILT institute and identified that during the pademic we lost many of our best practices and have room to grow across the board. The schools Assessment plan does indicate that the school has a well-balanced assessment plan. However, based on rigor walk data a little more than 60% of our staff were engaging in some type of evidence based assessment daily in all subjects for all students however it is not aligned to the rigor or standards.	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 Students experience grade-level, standards-aligned instruction.		
Yes	Powerful Practices Rubric Learning Conditions 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.	What is the feedback from your stakeholders? The entire school community has adopted skyline in all major subject and stakeholders have indicated we have a rigorous curriculum, however, we are in the early stages of adoption. After reviewing the IAR, IREADY, STAR 360 and Iterim assessesments we determined that over 46% of our student body are not growing and are stagnet. Stakeholders also noted that the work that has begun with Lurie Children's Hospital, that is focusing on the inner core (identity, community, & relationships), will address culturally responsive issues.	STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold
Partially	Continuum of ILT Effectiveness Distributed Leadership The ILT leads instructional improvement through distributed leadership.	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? Based on staff survey data, we have seen staff... SY22-23 BOY rigor walks indicated that 50% of teachers were engaging in daily evidence based assessment, at EOY rigor walks 65% of teachers were engaging in daily evidence based assessments. While we saw a growth in daily assessment practices, it was not evident that the assessment were driving instructional pradtices to meet the needs of all students, especcially tier 2 & 3.	Interim Assessment Data
Yes	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development 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	Assessment for Learning Reference Document Evidence-based assessment for learning practices are enacted daily in every classroom.		
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.			
1/4 of our student body does not feel a connection to their teachers, they do not feel that they are heard or asked about what they would like to learn. Based on the rigor walks, cultivate survey and one-on-one interviews with students, students indicated that instruction is "a one size fits all" and that they missed the school personalized learning model that we had prior to the pandemic, in which students had one-on-one mentors and choice in their learning.			

[Return to Top](#)

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	MTSS Integrity Memo MTSS Continuum Roots Survey 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.	IAR 46% of our student body are not growing and are stagnet, IAR proficiency data is below the 20% in both reading in math. BOY, MOY and EOY rigor walks less than 25% of teaching staff implemented tier 2 or tier 3 supports weekly/daily. Based on the tier movement reading report from branching minds (22-23SY) BOY 47% tier 1, 25% tier 2 and 26% tier 3: EOY data Tier 1 64%, 20 % tier 2 and 15 % tier 3. Approximately 20% moved down tiers over time. BOY math 61% tier 1, 20% tier 2, 18% tier 3 and EOY 77% Tier 1, 18% tier 2, 4 % tier 3. Again, 20% of students in moved down a tier(s) during sy22-23. Based on the MTSS Continuum in the systems and sturture domain we are at the foundational level, team and meeting quality domain we are at the foundational level, primary instruction and core curriculum for acadmics and behavior domain we are at the foundational level, Consistent universal screening domain we are at the foundational level, High quality well documented student supports and plan domain we are at the foundation level, Tier 2 and Tier 3 prograss monitoring we are at the fondational level, data and adjust instruction we are at the foundational level. The two lowest areas according to the roots survey for lee are: supplemental intervention planning (16.6%) and supplemental intervention implementation (16.6%). an effective MTSS TEAM with systems and clearly defined systems and sturcture is a priorty for the SY23-24 school year.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
Partially	MTSS Integrity Memo School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)

Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

Teachers need more professional development with branching minds and identifying interventions. 75% indicated time being an issue with implementing tier 2 and 3 instruction. MTSS team indicated that there were consistencies with meetings and times during the sy22-23. Rigor walks showed no evidence of differentiated instruction to meet the needs of all students, especially students in tier 2 and 3.

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?

Reestablishing a MTSS team with systems and structures for the SY23-24 school year and aligning school based professional learning to the MTSS Continuum. While this is not currently in place, it will address barriers/obstacles for out student groups furthest from opportunity.

- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

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.

As a school community we are not personalizing and differentiating instruction to meet the needs of all students. 🍌

[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	BHT Key Component Assessment SEL Teaming Structure	Review of Cultivate data indicate that 33.3 percent of the students do not feel that they have support or caring caring teachers, some indicators were: Teachers do not recognize students learning struggles, teachers do not identify or recognize the students strengths or weaknesses, teachers do not explain the materials in multiple ways when a student does not understand, Teachers do not help to cultivate one on one with relationships with students or help to build peer relationships, students are not greeted by name, students do not believe that teachers are able to relate to them and students do not believe that teachers care about their lives outside of school. While chronic absenteeism slightly decrease from sy 21-22 to sy 22-23 about 25 % of the student population is chronically absent and or truant. The data also revealed the November, December and June were the months with the lowest overall attendance rate. According to the SEL Teaming Structure guide in SY23-24 we had Universal Teaming Structures in place to support student connectedness and wellbeing.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? Staff indicated that they do not feel that they are equipped to address SEL needs in the classroom. They indicated that they need professional development to address the diverse needs of our student body in the classroom. Staff acknowledged needing additional supports or ideas to address the chronic absenteeism and truancy of our students. Staff indicated a need to create incentive plans to assist with attendance issues. Stakeholders indicated a need to support families with both SEL/Attendance 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, 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? During the sy21-22 school year we began a partnership with Luries Childrens Hospital to address SEL needs, while the partnership has proven beneficial for staff and parents, students were not reaping the benefits. Therefore as we design our year long professional development for Sy23-24 we a prioritizing SEL for both students and staff voice to promote	
<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>At Lee, we have not fostered a sense of community and belonging amongst all students, promoting their physical, mental and social wellbeing. 🍌</p>			

prioritizing SEL for both students and staff voice to promote health and wellness of our students and provide tiered supports.

[Return to Top](#) **Postsecondary Success**




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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)

References

What are the takeaways after the review of metrics?

Metrics

Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	[takeaways reflecting most students; takeaways reflecting specific student groups]	 Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track
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		
No	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	<p>What is the feedback from your stakeholders?</p> <p>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</p> 	Cultivate (Relevance to the Future) 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	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List	<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>[impact on most students; impact on specific student groups]</p> 	
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.

[problems experienced by most students; problems experienced by specific student groups]




[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	School has an active BAC, PAC, LSC and partnerships with Cabrera Capital, Southwest Organization Project, Community In Schools, Community Schools Initiative, Gardeners, Forward Moment Momentum, West Lawn Park, Alderman Quinn, Greenstar Movement, The Virtual Academy. Parent Engagement Activities are held monthly. Pre pandemic over 50 % of our population engaged with our stakeholders. As of the 2022-2023 school year less than 20 % of our parents engaged in community activities. Our student population however, went from 40% engagement to 75%, including students furthest from opportunity. According out 5 Essentials data parents indicated 80% of parents indicated that their school involvement was very strong. 5 essentials also indicated a high percentage on two way communication between families and the school community. on the cultivate survey only 44% of students felt heard by their teachers	 Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment
		Reimagining With Community Toolkit		

<p>Yes</p>	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
<p>No</p>	<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>	<p style="text-align: center;">What is the feedback from your stakeholders?</p> <p>As of the 2022-2023 school year less than 20 % of our parents engaged in community activities. Our student population however, went from 40% engagement to 75%, including students furthest from opportunity. According out 5 Essentials data parents indicated 80% of parents indicated that their school involvement was very strong. 5 essentials also indicated a high percentage on two way communication between families and the school community. on the cultivate suvery only 44% of students felt heard by their teachers. 5th grade students data indicated that only 1% of the student body is being heard.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p style="text-align: center;">What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Based on the data from the Cultivate survey students do not have many opportunities to voice their needs or contribute in decision making. 📌</p>		<p style="text-align: center;">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>Two teachers have been selected by their peers to lead a student voice commitee during the 23-24 school year. The committee will be apart of the new school year and will focus on increasing student opportunities to be heard by both their peers and teaching staff. 📌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
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?

Review of Cultivate data indicate that 33.3 percent of the students do not feel that they have support or caring caring teachers, some indicators were: Teachers do not recognize students learning struggles, teachers do not identify or recognize the students strengths or weaknesses, teachers do not explain the materials in multiple ways when a student does not understand, Teachers do not help to cultivate one on one with relationships with students or help to build peer relationships, students are not greeted by name, students do not believe that teachers are able to relate to them and students do not believe that teachers care about their lives outside of school. While chronic absenteeism slightly decrease from sy 21-22 to sy 22-23 about 25 % of the student population is chronically absent and or truant. The data also revealed the November, December and June were the months with the lowest overall attendance rate. According to the SEL Teaming Structure guide in SY23-24 we had Universal teaming structures in place to support student connectedness and wellbeing.

What is the feedback from your stakeholders?

Staff indicated that they do not feel that they are equipped to address SEL needs in the classroom. They indicated that they need professional development to address the diverse needs of our student body in the classroom. Staff acknowledged needing additional supports or ideas to address the chronic absenteeism and truancy of our students. Staff indicated a need to create incentive plans to assist with attendance issues. Stakeholders indicated a need to support families with both SEL/Attendance needs.

What student-centered problems have surfaced during this reflection?

At Lee, we have not fostered a sense of community and belonging amongst all students, promoting their physical, mental and social wellbeing.

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?

During the sy21-22 school year we began a partnership with Luries Childrens Hospital to address SEL needs, while the partnership has proven beneficial for staff and parents, students were not reaping the benefits. Therefore as we design our year long professional development for Sy23-24 we a prioritizing SEL for both students and staff voice to promote health and wellness of our students and provide tiered supports.

[Return to Top](#)

Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

receive high quality tiered one instruction, but lack differentiation, choice and interventions aligned to data that supports their individualized growth



Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core. Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative). For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation. Priorities are determined by impact on students' daily experiences.

[Return to Top](#)

Root Cause

Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

adopted new curriculum in all subjects since returning from the pandemic, and as we are adjusting and learning the new curricula, we identified that we have not yet provided effective differentiated instructional practices for all students.



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....

Personalize our instructional practices to address individual student need based on data, and student misconceptions, advanced needs, accommodations, SEL, language supports



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.

then we see....

students who are actively engaged in meaningful learning experiences that empower them to take ownership of their learning by using their voice and making choices that align to their individual interest, strengths and needs



which leads to...
 deepening student understanding and increasing instructional outcomes for all students 




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

Resources: 


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


Team/Individual Responsible for Implementation Plan 
 MTSS Team

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

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	Start and implement year long PLC's (MTSS, Student Voice and Choice/Student Centered, ETC) to improve teacher practice and instructional outcomes	All Staff	August 23-May 24	In Progress
Action Step 1	Engage in professional development around "what a PLC is and how it effectively enhances student achievement". All staff selects a PLC to engage in throughout the year to improve instructional outcomes	All Staff	August	Completed
Action Step 2	PLC meet to collaborate and sets norms, meeting dates, overall team goal for the year. Team creates data form and collects boy data.	All Staff	1st quarter of SY23	Completed
Action Step 3	PLC analyzes initial data to identify a problem of practice. Team creates first of two learning cycles	All Staff	1st quarter of SY23	In Progress
Action Step 4	Implement and progress monitor learning cycle	All Staff	October SY23-May SY24	Not Started
Action Step 5	Staff share outcomes and best practices with all staff during professional development	All Staff	Year Long	In Progress
Implementation Milestone 2	Teachers will use multiple data points to assess student progress to determine and apply differentiated/personalized instructional supports for all tiers	Teachers	sept sy 23-June Sy24	In Progress
Action Step 1	Teacher analyze data points during grade level meeting to identify student tier levels	Teacher	Sept sy23-May Sy24	In Progress
Action Step 2	Teachers will collaborate and identify differentiated teaching strategies for small group instruction/interventions	Teacher	All Year	Not Started
Action Step 3	During vertical collaboration teachers will utilize an identified tool to progress monitor the implementation of differentiated/personalized instructional practices	Admin/Teacher	3 times a year	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 Deepening tier 2 instructional practices and students engaging regularly with groups or partners 

SY26 Anticipated Milestones
 Deepening tier 3 instructional practices and student making educational choices based on interest and goals 

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

Resources: 

Indicators of a Quality CIWP: Goal Setting
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

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

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 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
To reduce the number of students who are 1 or 2 or 3 years years behind to close the achievement gap	Yes	iReady (Reading)	Overall	Approximately 140 students 3 or more years behind, 93 two or more and 202 one year			
			Select Group or Overall				
To reduce the number of students who are 1 or 2 or 3 years behind to close the achievement gap	Yes	iReady (Math)	Overall	Approximately 90 students are 3 or more years behind, 98 two or more years and 233 one or more years			
			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. 🏆

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.	75% classroom teachers and interventionist will utilize Branching Minds platform with fidelity. We will monitor quarterly through use of intervention report	85% classroom teachers and interventionist will utilize Branching Minds platform with fidelity. We will monitor quarterly through use of intervention report	95% of classroom teachers and interventionist will utilize Branching Minds platform with fadelity. We will monitor quartely through the use of the intervention report
Select a Practice			
Select a Practice			

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
To reduce the number of students who are 1 or 2 or 3 years years behind to close the achievement gap	iReady (Reading)	Overall	Approximately 140 students 3 or more years behind, 93 two or more and 202 one year		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
To reduce the number of students who are 1 or 2 or 3 years behind to close the achievement gap	iReady (Math)	Overall	Approximately 90 students are 3 or more years behind, 98 two or more years and 233 one or more years		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.	75% classroom teachers and interventionist will utilize Branching Minds platform with fidelity. We will monitor quarterly through use of intervention report	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?

Yes	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?

Review of Cultivate data indicate that 33.3 percent of the students do not feel that they have support or caring caring teachers, some indicators were: Teachers do not recognize students learning struggles, teachers do not identify or recognize the students strengths or weaknesses, teachers do not explain the materials in multiple ways when a student does not understand, Teachers do not help to cultivate one on one with relationships with students or help to build peer relationships, students are not greeted by name, students do not believe that teachers are able to relate to them and students do not believe that teachers care about their lives outside of school. While chronic absenteeism slightly decrease from sy 21-22 to sy 22-23 about 25 % of the student population is chronically absent and or truant. The data also revealed the November, December and June were the months with the lowest overall attendance rate. According to the SEL Teaming Structure guide in SY23-24 we had Universal teaming structures in place to support student connectedness and wellbeing.

What is the feedback from your stakeholders?

Staff indicated that they do not feel that they are equipped to address SEL needs in the classroom. They indicated that they need professional development to address the diverse needs of our student body in the classroom. Staff acknowledged needing additional supports or ideas to address the chronic absenteeism and truancy of our students. Staff indicated a need to create incentive plans to assist with attendance issues. Stakeholders indicated a need to support families with both SEL/Attendance needs.

What student-centered problems have surfaced during this reflection?

At Lee, we have not fostered a sense of community and belonging amongst all students, promoting their physical, mental and social wellbeing.

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?

During the sy21-22 school year we began a partnership with Luries Childrens Hospital to address SEL needs, while the partnership has proven beneficial for staff and parents, students were not reaping the benefits. Therefore as we design our year long professional development for Sy23-24 we a prioritizing SEL for both students and staff voice to promote health and wellness of our students and provide tiered supports.

[Return to Top](#)

Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

struggles to build a connection to the community and establish strong relationships with teachers and peers



Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.
 Priorities are determined by impact on students' daily experiences.

[Return to Top](#)

Root Cause

Resources:

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

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

As adults in the building, we...

lack strategies and systems to address students social and emotional needs within the classroom setting.



Indicators of a Quality CIWP: Root Cause Analysis

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

[Return to Top](#)

Theory of Action

What is your Theory of Action?

If we....

create a culture and climate where all students feel they have a voice, are seen and heard in their school community



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.

then we see....

students who persevere academically and social emotionally



which leads to...
to all students feeling a connection to an adult at school, increased attendance, higher achievement in academics and a true culture of wellbeing and connectedness 




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

Resources: 



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

Team/Individual Responsible for Implementation Plan 
ILT/Culture Climate/Admin

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

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	Establish a mentor program to support students academics and Social and Emotional Well-being	Climate and Culture Team	All Year	In Progress
Action Step 1	Design and Implement a mentoring program	Climate and Culture Team	October 30	In Progress
Action Step 2	Assign identified students to a mentor	Lead Member of Climate/Culture Team	October 30	Not Started
Action Step 3	Mentors meet with mentees	Mentors	Weekly for 5-10 minutes	Not Started
Action Step 4	Mentor Team Meetings review data/progress monitor	Mentors	Once a month	Not Started
Action Step 5				Select Status
Implementation Milestone 2	Partner with Luries Children's Hospital to address social and emotional needs in the classroom	Admin Team	All Year	In Progress
Action Step 1	Collect BOY, MOY and EOY Data from staff and students aligned to student based problem to progress monitor and adjust learning as needed	ILT	BOY, MOY and EOY	In Progress
Action Step 2	Design and provide PD to staff in partnership with Luries Children	Lurie Children and ILT	5 Times during SY23	In Progress
Action Step 3	Select mentor text to support professional growth for staff/learning cycle	ILT	Year Long	In Progress
Action Step 4	Engage all staff in learning cycle aligned to the SEL in the classrooms	ILT	2 times a year	In Progress
Action Step 5				Select Status
Implementation Milestone 3	Student Voice Committee	Student Voice PLC	Year Long	Delayed
Action Step 1	Form a Student Voice PLC	SV PLC	1st quarter	Delayed
Action Step 2	Administration and Student Voice Committee collaborate to build committee, relationships and identity	Admin/Student Voice Leads	Bi-Monthly	Delayed
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	Students Voice Committee will design a school wide student to student mentoring program. Upper grade students will engage in monthly talking circles aligned to SEL 
SY26 Anticipated Milestones	Student Voice Committee will lead community impact projects. Intermediate and Upper grade students will engage in monthly talking circles aligned to SEL 

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

Resources: 

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

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

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

Performance Goals

Specify the Goal 🍌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🍌	Numerical Targets [Optional] 🍌		
					SY24	SY25	SY26
Increase overall student motivation and growth mindset	Yes	Cultivate	Overall	Student Motivation 53%	58%	63%	68%
			Overall	Student Growth mindset 22%	30%	40%	50%
	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&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	By implementing SEL strategies and Mentors we will see a 1% increase in attendance and 5 % growth increase in reading and math on IAR. We will progress monitor with the chronic absentsium report and IAR growth report	By implementing SEL strategies and Mentors we will see a 1% increase in attendance and 5 % growth increase in reading and math on IAR. We will progress monitor with the chronic absentsium report and IAR growth report
Select a Practice			
Select a Practice			

[Return to Top](#)

SY24 Progress Monitoring

Resources: 🍌

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase overall student motivation and growth mindset	Cultivate	Overall	Student Motivation 53%	58%	Select Status	Select Status	Select Status	Select Status
		Overall	Student Growth mindset 22%	30%	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&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	By implementing SEL strategies and Mentors we will see a 1% incre	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)**



<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					

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.

Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	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:	<input type="checkbox"/>	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.

Goals: Overarching goal is to increase student academic and social emotional wellbeing through parental involvement by keeping parents informed of the standards and educational programs implemented at the school. Parent will then be able to support their students learning at home. we will also encourage parents to increase their involvement in the school. Parents will then become more active participants in the educational decision making. Lastly we will increase parent awareness on issues in school and the community that effect the health, social emotional learning of students and themselves. This will help to create and support a safe enviornment which fosters student learning. September 20, 2023. 8:30 annual title 1 parent meeting/ Sept 26, 9:00 organzational meeting. Other dates and times forthcoming. 

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