

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
Angela Sims	Principal	amsims@cps.edu
Kimberly Henderson	AP	khenderson@cps.edu
Stacey Smith	Inclusive & Supportive Learning Lead	ssmith6@cps.edu
Agnes Juarez	Teacher Leader	amjuarez1@cps.edu
Yahesa Worsham	Teacher Leader	ylhines@cps.edu
Jennifer Chin	Teacher Leader	jchin3@cps.edu
Victoria Winslow	Teacher Leader	vmwinslow@cps.edu
Sharon Chorba	Teacher Leader	sbchorba@cps.edu
Breanne Kessenich	Teacher Leader	bckessenich@cps.edu
Ambrea Avery	Connectedness & Wellbeing Lead	asavery1@cps.edu
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/7/23	9/15/23
Reflection: Curriculum & Instruction (Instructional Core)		
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		
Parent & Family Plan		
Approval		

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	
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](#)

[Return to Top](#)

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	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.	[takeaways reflecting most students; takeaways reflecting specific student groups] - Are in beginning stages of examining who we are but is not consistent. This will form the foundation for moving into next powerful practices of inquiry based instruction, etc - No balanced assessment system bc teachers are not routinely using data to inform instruction and also are not progress monitoring students	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.		
Partially	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.	[feedback trends across stakeholders; feedback trends across specific stakeholder groups] Students perception data on Cultivate show that teacher feedback is an area of growth. Parents have also noted that they are not always clear about student progress and what to work on with their students. They are requesting clarity in what assignments are graded.	STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold
No	Continuum of ILT Effectiveness Distributed Leadership The ILT leads instructional improvement through distributed leadership.		
No	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.	[impact on most students; impact on specific student groups] - Adopting Skyline for all grade levels and content areas. - Make learning goals accessible and clear - Creating professional development for teachers for data-driven planning for instruction and the "now whats" after starting Skyline	Interim Assessment Data
No	Assessment for Learning Reference Document Evidence-based assessment for learning practices are enacted daily in every classroom.		
<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>[problems experienced by most students; problems experienced by specific student groups] -We notice that certain demographics (black females for K-2 and black males for 3-8) are the ones that are not showing growth or much growth in comparison to their peers. -What kind of environment and instruction are we creating/providing for our largest population of students (African American/black) when they are the ones that show we are not showing as much growth as peers? -Is our staff population/staff practice reflective of the students and families that we serve? -How do we as educators recognize and build the confidence and giftedness of our black boys?</p>			

[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
No	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.	[takeaways reflecting most students; takeaways reflecting specific student groups] -teachers may know IEP, but doesn't understand how to fully adjust instruction based on accomodations/modifications. -how are we structuring our time together (GLM) with our MTSS and BHT teams to have conversations about data collection that will help identify, plan our instruction, guide our teaching to meet the needs of our students?	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
No	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.		
Partially	LRE Dashboard Page Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support	<p>What is the feedback from your stakeholders?</p>	Quality Indicators of Specially Designed Curriculum






Partially	Diverse Learners in the least restrictive environment as indicated by their IEP.		<i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i>	EL Program Review Tool 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? <i>[impact on most students; impact on specific student groups]</i> -recent MTSS coordinator designation -now FULL TIME SOCIAL WORKER!!! -creation of newly developed BHTeam
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		
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.			
What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP. <i>[problems experienced by most students; problems experienced by specific student groups]</i>				

[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	
No	BHT Key Component Assessment SEL Teaming Structure	<i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i> -Continue to develop OST and gifted program opportunities (i.e. partnerships) -we need partnerships with outside agencies -need for internal trainings with restorative practices -creation of behavioral flow-chart for students. IF...THEN..., what does CICO look like?	% 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.			
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? <i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i>	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	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			
What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP. <i>[problems experienced by most students; problems experienced by specific student groups]</i>				
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? <i>[impact on most students; impact on specific student groups]</i> -creation of Girls Mentorship program -adding new after school programs that target our Black Boys -partnership with ADL (No Place for Hate) -connect with partnerships, such as Male Mogul, Henderson's Chicago Bears connection, Winslow's connection with Chase Bank for our Black Boys				

[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
Yes	College and Career Competency Curriculum (C4) 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).	[takeaways reflecting most students; takeaways reflecting specific student groups]  [feedback trends across stakeholders; feedback trends across specific stakeholder 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
Yes	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		
Yes	Work Based Learning Toolkit 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).	What is the feedback from your stakeholders? [feedback trends across stakeholders; feedback trends across specific stakeholder groups]  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? [impact on most students; impact on specific student groups] 	
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	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	PLT Assessment Rubric There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).		
N/A	Alumni Support Initiative One Pager 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).		
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
Yes	Spectrum of Inclusive Partnerships 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.	[takeaways reflecting most students; takeaways reflecting specific student groups]  -Recognizing that we need to create opportunities for parents to understand what Lenart's shared goals are, what is giftedness, being anti-racist. -We can utilize our parents to help us strengthen programs within our schools (mentorships, Career day) -we need to identify areas for partnerships and mentors that is EMBEDDED to our units and day-to-day. -younger grades need this- better built out in older grades	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families
Partially	Reimagining With Community Toolkit Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.		

Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p style="text-align: right;">Student Voice Infrastructure Rubric</p>

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] 📌

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.

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

-student survey data shows that students don't feel challenge and require more innovative/rigorous programming throughout the day

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?

[impact on most students; impact on specific student groups] 📌

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
No	The ILT leads instructional improvement through distributed leadership.
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

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

- Are in beginning stages of examining who we are but is not consistent. This will form the foundation for moving into next powerful practices of inquiry based instruction, etc
- No balanced assessment system bc teachers are not routinely using data to inform instruction and also are not progress monitoring students

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

Students perception data on Cultivate show that teacher feedback is an area of growth. Parents have also noted that they are not always clear about student progress and what to work on with their students. They are requesting clarity in what assignments are graded.

What student-centered problems have surfaced during this reflection?

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

- We notice that certain demographics (black females for K-2 and black males for 3-8) are the ones that are not showing growth or much growth in comparison to their peers.
- What kind of environment and instruction are we creating/providing for our largest population of students (African American/black) when they are the ones that show we are not showing as much growth as peers?
- Is our staff population/staff practice reflective of the students and families that we serve?
- How do we as educators recognize and build the confidence and giftedness of our black boys?

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?

[impact on most students; impact on specific student groups]

- Adopting Skyline for all grade levels and content areas.
- Make learning goals accessible and clear
- Creating professional development for teachers for data-driven planning for instruction and the "now whats" after starting Skyline

[Return to Top](#)

Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

- do not receive, understand and apply adjusting, process feedback to their learning and tasks.
- do not consistently engage in reflection and self-assessment, using co-constructed resources or tools to monitor
- name their learning process and progress
- do not engage in conferences - individual or small group- to discuss direct and actionable
- are not okay with making mistakes.
- do not utilize student misunderstandings as productive learning opportunities, rather than being quickly corrected
- do not consistently collaborate and share feedback with each other, as well as with the teacher
- do not consistently see and hear giving their peers written and verbal process feedback on their work in progress and incorporating the feedback into their work



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...

- Need to hold individual or group student conferences to give feedback
- Use data to inform instruction
- Need to provide opportunities for student and class goal setting
- Need to introduce and teach students about growth mindset so that students are ok with making mistakes
- Need to give students multiple opportunities to succeed through retakes and reteaching
- Need to implement standards aligned balanced assessments that assess stated learning goals
- Need to implement classroom based formative assessments include exit slips, pre-assessments, etc



Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to The root cause is based on evidence found when examining the student-centered 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 a balanced assessment system that measures student learning in relation to grade level and above standards.



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.

then we see...

teachers providing students with just-in-time supports and intentional feedback for improvement growth.



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.

which leads to...

improved student work, greater student ownership and pride in work, positive relationships between teachers and students and increase (data points)



[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 (ILT)

Dates for Progress Monitoring Check Ins

Q1 10/27/2023 Q3
Q2 Q4

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Ensure strong implementation of assessments and strong alignment with school's assessment plan.	ILT, teachers		Select Status
Action Step 1	Professional Development regarding assessment implementation (pre-assessments, interim assessments, summative and formative)	ILT, teachers, outside PD providers, Department of Advanced Learning and Specialty Programs		Select Status
Action Step 2	Instructional Rounds/ assessment review	ILT, teachers		Select Status
Action Step 3	Established data cycles - educators develop formative assessment throughout the units to monitor learners' progress on standards, and make adjustments during the unit to pace and/or content for groups fo learners	ILT, teachers		Select Status
Action Step 4	Quarterly teacher planning sessions to review data and plan instruction (provide release time)	Admin, ILT, teachers		Select Status
Action Step 5	Create a scope and sequence that incorporates vertical alignment and acceleration	ILT, teachers		Select Status
Implementation Milestone 2	Educator use ongoing product-based and performance-based assessments to measure academic and social-emotional progress of students, and to extend and deepen standards for individual students that have shown mastery.	ILT, teachers		Select Status
Action Step 1	Product-based and Performance-based assesement that assess students' engagement in critical thinking, creative thinking, and problem-solving strategies	ILT, teachers, outside PD providers, Department of Advanced Learning and Specialty Programs		Select Status
Action Step 2	Incorporate differentiated formative assessments to develop learning experiences that appropriately challenge learners with gifts and talents (Personalized learning	ILT, teachers		Select Status
Action Step 3	Professional Development	ILT, teachers, outside PD providers, Department of Advanced Learning and Specialty Programs		Select Status
Action Step 4	Unit Review/Assessment Alignment	ILT, teachers		Select Status
Action Step 5				Select Status
Implementation Milestone 3	Learners track and monitor their academic learning progress, and can articulate their mastery of standards and learning targets	ILT, teachers, students		Select Status
Action Step 1	Learner profile -Use and interpret qualitative and quantitative assessment information to develop a profile of interests, strengths and needs of each learner plan appropriate interventions	ILT, teachers, students		Select Status
Action Step 2	Genius Hour/Passion Projects- learners utilize their learner profile to make decisions about which learning activities, resources, and groupings are aligned to their interests, strenths, and needs	ILT, teachers, students		Select Status
Action Step 3	Learners independently track and monitor their own grades, attendance, progress towards mastery, etc. and are able to articulate how they use this information to reach their goals.	ILT, teachers, students		Select Status
Action Step 4	Student-led conferences for goal setting-learners track and monitor their academic learning progress and can atriculate their mastery of standards and learning targets	ILT, teachers, students		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 *[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?] We anticipate that we willl eventually work towards stronger curriculum planning and selection of resources based on student need as evidenced by assessment data.*



SY26 Anticipated Milestones *[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] Learners track their progress and determines when they are ready to demonstrate mastery of standards-based learning targets. Learner determines the pace of learning and move on the new or more complex material, spanning multiple grade levels as they have demonstrated mastery*

[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
Implementation of balanced assessment system in all areas	Yes <input type="checkbox"/>	Interim Assessment Data	Overall <input type="text"/>				
			African American <input type="text"/>				
Scope and sequence that includes acceleration and vertical alignment	Yes <input type="checkbox"/>	IAR (Math)	Overall <input type="text"/>				
			African American <input type="text"/>				

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: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.	learning rounds observations, assesment review	learning rounds observations, assesment review	learning rounds observations, assesment review
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	learning rounds observations, assesment review	learning rounds observations, assesment review	learning rounds observations, assesment review
<input type="text" value="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	Progress Monitoring			
					Quarter 1	Quarter 2	Quarter 3	Quarter 4
Implementation of balanced assessment system in all areas	Interim Assessment Data	Overall			<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		African American			<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
Scope and sequence that includes acceleration and vertical alignment	IAR (Math)	Overall			<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		African American			<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>

Practice Goals

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	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.	learning rounds observations, assesement review					Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	learning rounds observations, assesement review					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?

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

What are the takeaways after the review of metrics?

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

-teachers may know IEP, but doesn't understand how to fully adjust instruction based on accomodations/modifications.

-how are we structuring our time together (GLM) with our MTSS and BHT teams to have conversations about data collection that will help identify, plan our instruction, guide our teaching to meet the needs of our students?

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

What student-centered problems have surfaced during this reflection?

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

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?

[impact on most students; impact on specific student groups]

-recent MTSS coordinator designation
 -now FULL TIME SOCIAL WORKER!!!
 -creation of newly developed BHTeam

[Return to Top](#)

Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...



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...



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....

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....



which leads to...

[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

Dates for Progress Monitoring Check Ins

Q1	<input type="text" value="10/27/2023"/>	Q3	<input type="text"/>
Q2	<input type="text"/>	Q4	<input type="text"/>

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1				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 2				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones [What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]

SY26 Anticipated Milestones [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]

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

Resources:

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

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

Performance Goals

Numerical Targets [Optional]

Specify the Goal 🍌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🍌	SY24	SY25	SY26
	Select Answer	Select Metric	Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
	Select Answer	Select Metric	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
Select a Practice			
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
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Select a Practice		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?

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.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Yes	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?

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

-Continue to develop OST and gifted program opportunities (i.e. partnerships)
 -we need partnerships with outside agencies
 -need for internal trainings with restorative practices
 -creation of behavioral flow-chart for students. IF...THEN..., what does CICO look like?

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

What student-centered problems have surfaced during this reflection?

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

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?

[impact on most students; impact on specific student groups]

-creation of Girls Mentorship program
 -adding new after school programs that target our Black Boys
 -partnership with ADL (No Place for Hate)
 -connect with partnerships, such as Male Mogul, Henderson's Chicago Bears connection, Winslow's connection with Chase Bank for our Black Boys

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

- Students who need extra support will receive Tier 2 and Tier 3 interventions



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.
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 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...



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.
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 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....

Support student connectedness and well-being through the development of the Behavioral Health, Culture and Climate Team (BHCT)



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....

Tier 1 healing centered supports and Tier 2 and Tier 3 interventions to address students needs



Resources:

which leads to...

A positive and safe learning climate with standardized behavioral health policies and procedures and progress monitoring



[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.
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Team/Individual Responsible for Implementation Plan

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	
Q2		Q4	

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1				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 2				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	<i>[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]</i>
SY26 Anticipated Milestones	<i>[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]</i>

[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).
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 -Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Numerical Targets [Optional]

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	SY24	SY25	SY26
	Select Answer	Select Metric	Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
	Select Answer	Select Metric	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
Select a Practice			
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
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Select a Practice		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:

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

Our school is a Title I school operating a Schoolwide Program

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

If Checked:

No action needed

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

