

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 
Tamesha Carter	Principal	tacarter@cps.edu
Kiisha Bynum	Interventionist	kobynum@cps.edu
Chenae Jackson	Personalized Learning Coordinator	crjackson4@cps.edu
Mikehia Alexander	Teacher Leader	malexander28@cps.edu
Mekea Williamson	Teacher Leader	mwilliamson14@cps.edu
Deborah Evans-Claytor	Teacher Leader	devans1@cps.edu
Jacqueline Taylor	Teacher Leader	jitaylor@cps.edu
Tabitha Johnson	Connectedness & Wellbeing Lead	tjpeebles@cps.edu
Joel Mares	ELPT	jmares6@cps.edu
Stephanie Jones	AP	sdjones5@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	7/10/23	7/12/23
Reflection: Curriculum & Instruction (Instructional Core)	7/12/23	7/12/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/12/23	7/18/23
Reflection: Connectedness & Wellbeing	7/12/23	7/18/23
Reflection: Postsecondary Success	7/12/23	7/18/23
Reflection: Partnerships & Engagement	7/12/23	7/18/23
Priorities	7/19/23	7/24/23
Root Cause	7/25/23	7/26/23
Theory of Acton	7/26/23	7/28/23
Implementation Plans	8/2/23	8/4/23
Goals	8/7/23	8/9/23
Fund Compliance	8/10/23	8/11/23
Parent & Family Plan	8/29/23	9/1/23
Approval	9/5/23	9/8/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates 

Quarter 1	10/5
Quarter 2	12/7
Quarter 3	3/7
Quarter 4	5/23

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	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

All classrooms have access to high quality curriculum and have been trained on those curriculums and resources that are available throughout the building. Expectations for high quality tier one instruction are communicated throughout the year and are monitored. The capacity of the ILT continues to grow and they have taken on distributive leadership and lead professional development specific to the pillars that they are tasked to support.

What is the feedback from your stakeholders?
 Feedback from various stakeholders is typically the same, we have the students attention and they are ready to pushed to the next level.

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?
 While all classroom have access to high quality curriculum, the area of improvement would be for all teachers to use the curriculum and resources with fidelity. Fidelity is the missing piece which impact not only student acheivement but it also impacts the development on the teacher who is or is not using strategies provided within the curriculum. A major barrier is the amount of resources included in Skyline is seen as overwhelming in some cases so giving grade level and content area teams time to digest some of those resources would be beneficial.

- [IAR \(Math\)](#)
- [IAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment 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.

A student-centered problem that has surfaced is not having multiple ways of information being presented. Students have a large range of needs and learning modalities, having those needs acknowledged and met is something that we continue to see and have to support teachers in developing and thinking about as they plan for their lessons.

[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	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
		MTSS Integrity Memo


All classrooms have embedded Tier 1 Instruction through the use of Skyline and supplemental support through various EdTech platforms that promote individualized instruction using Universal Screeners as its baseline. Students receive access to grade level content that is standard based. Teachers and students create goals that address academic performance levels and SEL targets using current data. All classrooms have supports to assist in learning achievements through ELA and Math . Students are aware of the expectations regarding the learning targets; growth measures and goals. Through weekly conferencing, students are able to create, manage and adjust their SMART goals . The MTSS team reviews these points of data and classroom instruction to assist in best practices regarding learning plans, progress monitoring, assessments and strategies to assist in learning barriers routinely using Branching Minds. To best meet the

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP. 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 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 engagement in the learning environment must be prioritized in order to bridge the achievement gaps. A deep dive into instructional practices, strategies to aid in language barriers, best practices that promote rigor. What strategies are being used to address students' learning style and intelligence? How can we engage scholars to lead the learning? How do we give more access to our ELL learners at all grade levels? Are teachers aware of resources available and the various attributes each offers? What flexibility in staff or vendors can be supportive in aiding in academic growths? What shifts in structural practices are needed? 

learning barriers routinely using branching minds. To best meet the needs of learners, the MTSS team mirrors the diversified strengths of all stakeholders to better assist in addressing the achievement gaps.

What is the feedback from your stakeholders?

Although most practices are evident- MTSS processes, Tier 1 instruction using Skyline, differentiation, Multi dimensional Diverse Learner inclusivity, Tier 3 and 2 progress monitoring through Branching Minds and balance assessments- , wonderings are the following ... Wwhat efforts are in place to address our ELL population in our daily practices? How are we encourageing student agency and authority? What measures are in place to access high rigorous instruction? What supports are in place to ensure instructional and academic success? 

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

The MTSS team has implemented most of the required components. The team has acclimated staff in the use of Branching Minds in that all personal rendering support has access to students plans. Educators have created learning plans for Tier 3 and 2 learners. The next steps would be to examine classroom instructional practices and small groups, intervention blocking, structure of the Learning Plans; implementation, reviewing, restructuring and accountability. Using PSP to distinguish next steps for learners' growth. Next scheduling time to aid teachers bi- weekly in MTSS practices and Branching Minds. Identifying EdPlatforms that best addresses the learning target skill and learning style of students. Implementation of BH goals and plans for learners and progress monitoring tools. Encouraging a rotational practice to the MTSS team so that all staff are held accountable and the process is transparent. 

[MTSS Academic Tier Movement](#)

[Annual Evaluation of Compliance \(ODLSS\)](#)


[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)


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

Using the associated references, is this practice consistently implemented?	References
Partially	BHT Key Component Assessment SEL Teaming Structure Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	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.
Partially	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?

One takeaway is that while there are structures in place to provide connectedness and support to students, those structures need to be tightened up to ensure that no students slip through the cracks and provide the optimal amount of support for all students. 

What is the feedback from your stakeholders?

Feedback suggests that parents and students are happy with the supports that are currently in place for students. Some parents have asked for additional supports for their families. 

Metrics

[% 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](#)

[Cultivate \(Belonging & Identity\)](#)

Staff trained on alternatives to exclusionary discipline (School Level Data)

[Enrichment Program Participation: Enrollment & Attendance](#)

[Student Voice Infrastructure](#)

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] All students in the building have at least one adult who they have a connection with and serves as their support and advocate. One problem that surfaces is what happens when that adult is not in the building the day where students encounter difficulties? How are we able to communicate to students or build teams around students so that they feel supported even when their "go to" person is not available.

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] One improvement that will be made is to develop a plan with the parent advocate to survey what specific needs parents have and find ways to provide those things or connect them to services in the community that can meet those needs.

[Reduction in number of students with dropout codes at EOY](#)

[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
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).
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).
No	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).
Select Rating	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).
Select Rating	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
Select Rating	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).
Select Rating	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 are the takeaways after the review of metrics?

Incorporating Success Bound has really grounded the work that we do with students. The counselors along with the teachers have taken time to ensure that this group of students has adequate amounts of information to think about as they start to think about life after elementary and high school.

What is the feedback from your stakeholders?

Trends suggest that students are aware of options and are able to advocate and ask questions about paths that have been presented to them. Parents are not always aware of what information is presented and would like to also know and be included in understanding various paths.

Metrics

- [Graduation Rate](#)
- [Program Inquiry: Programs/participation/attainment rates of % of ECCC](#)
- [3 - 8 On Track](#)
- [Learn, Plan, Succeed](#)
- [% of KPIs Completed \(12th Grade\)](#)
- [College Enrollment and Persistence Rate](#)
- [9th and 10th Grade On Track](#)
- [Cultivate \(Relevance to the Future\)](#)
- Freshmen Connection Programs Offered (School Level Data)



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

Students believing that there is only one correct path for them to take as they move through their academic career is a problem that we are facing. We are helping to remedy that problem by allowing them time to explore but also have in-depth conversations and research that allow them to see other possibilities.


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?

Improvement efforts will include making sure that parents understand what paths are being explored by students and how they can support students.


[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	<p>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.</p>	<p>[takeaways reflecting most students; takeaways reflecting specific student groups] </p>	<p>Cultivate</p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</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>
Yes	<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>What is the feedback from your stakeholders?</p> <p>[feedback trends across stakeholders; feedback trends across specific stakeholder groups] </p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</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.

Specifically looking at the students in grade six and up, one problem that occurs is limited exposure and resources. 

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?

Improvement efforts will focus on creating additional partnerships and finding ways to provide more exposure and opportunities to students through these partnerships. 

Jump to... [Priority Reflection](#) [TOA Root Cause](#) [Goal Setting Implementation Plan](#) [Progress Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

One takeaway is that while there are structures in place to provide connectedness and support to students, those structures need to be tightened up to ensure that no students slip through the cracks and provide the optimal amount of support for all students.

What is the feedback from your stakeholders?

Feedback suggests that parents and students are happy with the supports that are currently in place for students. Some parents have asked for additional supports for their families.

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups] All students in the building have at least one adult who they have a connection with and serves as their support and advocate. One problem that surfaces is what happens when that adult is not in the building the day where students encounter difficulties? How are we able to communicate to students or build teams around students so that they feel supported even when their "go to" person is not available.

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] One improvement that will be made is to develop a plan with the parent advocate to survey what specific needs parents have and find ways to provide those things or connect them to services in the community that can meet those needs.

[Return to Top](#)

Determine Priorities

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

Students...

will continue to have a one-on-one person that they are able to connect to and that will advocate for women but additionally will receive a team that are able to support them in the same way.



[Determine Priorities Protocol](#)

Resources:

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

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

As adults in the building, we...

will develop a system (podding) for students so that they always have representation and support even when their one-on-one person is absent from the building. The adults will also take a deep dive into why it is important for students to feel connected to the school and how it impacts their identity, performance, and thinking about their futures.



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

Resources:

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....

develop a system (pods) for students in an effort for them to have a team of supporters



Indicators of a Quality CIWP: Theory of Action

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

Resources:

then we see....
 students who feel connected and supported regardless if their one-on-one person is absent from the building. We will see students seeking out their pod members for support and guidance with academic and non-academic scenarios.

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.

which leads to...
 all students feeling connected to multiple adults in the school and provides a sense of stability, support and belonging.

[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 , BHT, Attendance Team

Dates for Progress Monitoring Check Ins
 Q1 10/5 Q3 3/7
 Q2 12/7 Q4 5/23

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Screener of Student Population	Counseling dept	Week 6	In Progress
Action Step 1	Create Survey for Teachers and Students	Counselors	Week 4	In Progress
Action Step 2	Identify and train staff supports for grouping ,identify students and progress incentives	ILT	Week 6	Not Started
Action Step 3	Cross correlate SY23 data, Student Survey and Teacher referrals	ILT	Week 6	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Create Groups	ILT	Week 6	In Progress
Action Step 1	Identify Tier 1 supports for identified concerns	Counseling Dept	Week 6	In Progress
Action Step 2	Categorize students grouping based on the area(s) of concern	Counseling Dept	Week 6	Not Started
Action Step 3	Community Partners alignment	AP		Not Started
Action Step 4	Create interventions, supports and strategies to aid with Tier1-3 implementation	ILT	Week 6	Not Started
Action Step 5	Monitor plans and guides	ILT	ongoing	Not Started
Implementation Milestone 3	Learner Profiles (Personalize Learning)	All staff	Week 5	In Progress
Action Step 1	SMART Goals			Not Started
Action Step 2	Conferencing			Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Incentives			Not Started
Action Step 1	Independent goals for pods			Not Started
Action Step 2	School wide goals			Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 Assess EOY milestones success and ammendments. Incorporate new scholars,revamp and sustain implemeted measures, identify more commuity supports , and implement universal parent supports.

SY26 Anticipated Milestones
 [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] Assess EOY milestones success and ammendments. Incorporate new scholars,revamp and sustain implemeted measures, identify more commuity supports , and implement universal parent supports.

[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
Libby's attendance will sustain and/or exceed the rate of 95% range quarterly with implemented PODS,	Yes	3 - 8 On Track	Overall				
			Overall				
Identified students will build connectiveness and community with trusted adults.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall				
			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.	School counselors will oversee Second Step instruction and Success Bound lessons. SC's will use an implementation workbook to ensure that quarterly goals are being met in regards to planning and program implementation.	Amend current practices as needed while incorporating current trends of best practices.	Amend current practices as needed while incorporating current trends of best practices.
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Administrators will ensure that BHT and CCT are using data from referrals to determine the appropriate interventions and supports for students.	Amend current practices as needed while incorporating current trends of best practices.	Amend current practices as needed while incorporating current trends of best practices.
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Administrators, teachers and attendance team will review classroom attendance plans, analyze attendance data bi-quarterly from dash board in 4 phases (whole school, grade band, classrooms and family) and referrals to determine the appropriate tier 2 and 3 interventions and supports for students.	Amend current practices as needed while incorporating current trends of best practices.	Amend current practices as needed while incorporating current trends of best practices.

[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
Libby's attendance will sustain and/or exceed the rate of 95% range quarterly with implemented PODS,	3 - 8 On Track	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
Identified students will build connectiveness and community with trusted adults.	% of Students receiving Tier 2/3 interventions meeting targets	Overall			Select Status	Select Status	Select Status	Select Status
		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.	School counselors will oversee Second Step instruction and Success Bound lessons. SC's will use an implementation workbook to ensure that quarterly goals are being met in regards to planning and program implementation.	Select Status	Select Status	Select Status	Select Status

<p>C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p>	<p>Administrators will ensure that BHT and CCT are using data from referrals to determine the appropriate interventions and supports for students.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>	<p>Administrators, teachers and attendance team will review classroom attendance plans, analyze attendance data bi -quarterly from dash board in 4 phases (whole school, grade band, classrooms and family) and referrals to determine the appropriate tier 2 and 3 interventions and supports for students.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

then we see....
 areas of support that are necessary to scaffold Tier 1 instruction and areas in which students need more intensive support (Tier 2 and 3)

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.

which leads to...
 all students becoming more proficient in grade-level standards.

[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 & ILT

Dates for Progress Monitoring Check Ins
 Q1 10/5 Q3 3/7
 Q2 12/7 Q4 5/23

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	assessing students (universal screener)			Not Started
Action Step 1	establish assessment calendar			Completed
Action Step 2	create schedule (according to 504's, IEP's, and ELL modifications)			In Progress
Action Step 3	assess BOY, MOY, and EOY			Not Started
Action Step 4	review reports (identify students' GL, strengths, and deficiencies)			Not Started
Action Step 5	compare Star and i-Ready reports to ACCESS			Not Started
Implementation Milestone 2	tier students			Not Started
Action Step 1	check student tiering in Branching Minds			Not Started
Action Step 2	check that all intervention providers have access to Branching Minds			Not Started
Action Step 3	identify intensive supports for students (interventionist & tutor corps)			Not Started
Action Step 4	create groups in Branching Minds			Not Started
Action Step 5	create schoolwide intervention schedule			Not Started
Implementation Milestone 3	create intervention plan			Not Started
Action Step 1	identify the overall goal and intervention for each plan			Not Started
Action Step 2	identify a web-based monitoring tool			In Progress
Action Step 3	ensure that all tiers correlate with students' minutes per district guidance			Not Started
Action Step 4	ensure that all goals reflect IEP's, 504's, and ELL plans			Not Started
Action Step 5				Not Started
Implementation Milestone 4	progress-monitor students			Not Started
Action Step 1	ensure that all tiers correlate with district guidance			Not Started
Action Step 2	record assessment results in BR weekly (tier 3) and bi-weekly (tier 2) with notes			Not Started
Action Step 3	re-evaluate and/or revise plan with notes			Not Started
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 We will continue to align implementation plan with district guidance and work towards shifting tiers. We also are looking to provide more enrichment programs for tier 1 students (i.e. STEAM).

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

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
All tier 1 students will use their learning plans to identify an area of focus and work pragmatically on a problem of practice to assist in strengthening skills.	Yes	Learn, Plan, Succeed	Overall				
			Overall				
All tier 2 and 3 students will have an intervention plan in place by week 5 which will be progress-monitored according to district guidelines. Additionally, the plan will be evaluated bi-quarterly. All learning plans will reflect students' needs.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall				
			Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I: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.	Students are monitoring their progress throughout the year (updating their learning plans and common core state standards trackers) and doing weekly goal setting.	Continue with SY24 plan and make revisions as needed.	Continue with revisions that were made in SY25 and adjust as needed.
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Students will complete personalized learner profiles and participate in afterschool enrichment programs/academic excursions.	Continue with SY24 plan and make revisions as needed.	Continue with revisions that were made in SY25 and adjust as needed.
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.	MTSS team will monitor Branching Minds consistently (bi-weekly), push in with staff as needed, and offer real-time trainings to assist staff in best practices of Branching Minds.	Continue with SY24 plan and make revisions as needed.	Continue with revisions that were made in SY25 and adjust as needed.

[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
All tier 1 students will use their learning plans to identify an area of focus and work pragmatically on a problem of practice to assist in strengthening skills.	Learn, Plan, Succeed	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
All tier 2 and 3 students will have an intervention plan in place by week 5 which will be progress-monitored according to district guidelines. Additionally, the plan will be evaluated bi-quarterly. All learning plans will reflect students' needs.	% of Students receiving Tier 2/3 interventions meeting targets	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
----------------------	------	-----------	-----------	-----------	-----------

C&I: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.	Students are monitoring their progress throughout the year (updating their learning plans and common core state standards trackers) and doing weekly goal setting.	Select Status	Select Status	Select Status	Select Status
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Students will complete personalized learner profiles and participate in afterschool enrichment programs/academic excursions.	Select Status	Select Status	Select Status	Select Status
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.	MTSS team will monitor Branching Minds consistently (bi-weekly), push in with staff as needed, and offer real-time trainings to assist staff in best practices of Branching Minds.	Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below



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

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

If Checked:
No action needed



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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal % of Students receiving Tier 2/3 interventions meeting targets: Identified...

Required Reading Goal % of Students receiving Tier 2/3 interventions meeting targets: All tier 2 ...

Optional Goal Select a Goal

	Student Groups	Baseline	SY24	SY25	SY26
	Overall				
	Overall				
	Overall				
	Overall				

Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	<p>Our school is a Title I school operating a Schoolwide Program</p> <p>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.</p>
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		
If Checked:	<input type="checkbox"/>	<p>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</p>
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.

Libby is a Personalized Learning school and we want to do some training with parents around what it means to be a PL school. We want to train parents on student learner profiles, Conferencing and Short Term Learning Plans. We will also do some training with parents around our CIWP goal of connecting students to Pods in an effort to have support systems for students within the building. Lastly, we will do training with parents on the universal screeners that we use (iReady and Star360) and what the results mean.



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