

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
John Fitzpatrick	Principal	jgfitzpatrick@cps.edu
Nicole Shere	AP	nrshere@cps.edu
Casey McLeod	Curriculum & Instruction Lead	cjmcleod@cps.edu
Pam Ciesielski	Inclusive & Supportive Learning Lead	psciesielski1@cps.edu
Jessika Maldonado	ELPT	jmmaldonado1@cps.edu
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Tabatha Kraft	Teacher Leader	tjkraft@cps.edu
Edgar Valentin	Partnerships & Engagement Lead	evalentin12@cps.edu
Marcia LaSalle	Connectedness & Wellbeing Lead	mllasalle@cps.edu
Andrea Bock	Parent	Collias@gmail.com
	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	5/17/23	5/31/23
Reflection: Curriculum & Instruction (Instructional Core)	6/12/23	6/12/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/12/23	6/12/23
Reflection: Connectedness & Wellbeing	6/12/23	6/12/23
Reflection: Postsecondary Success	6/15/23	6/15/23
Reflection: Partnerships & Engagement	6/15/23	6/15/23
Priorities	6/15/23	6/15/23
Root Cause	6/20/23	6/20/23
Theory of Acton	6/21/23	6/21/23
Implementation Plans	6/21/23	7/3/23
Goals	7/6/23	7/6/23
Fund Compliance	7/18/23	7/18/23
Parent & Family Plan	7/18/23	7/18/23
Approval	9/1/23	9/1/23

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	9/6/2023
Quarter 2	12/06/2023
Quarter 3	2/21/24
Quarter 4	5/1/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References


What are the takeaways after the review of metrics?

Metrics

Partially	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	<p>Math: 64% are one GL below and significantly higher than reading. (All students) Gen Ed is 66% below. Black 9 students at Med or above, one GL below 10 students. White 63% (25 students) one or more GL below. Hispanic 73% are one or more GL below (about 200 students)</p> <p>3-8 IAR: Overall results stagnant for grades 5-8. Grade 3 had an Increase in "not met" from 16% to 25% over a year and a decrease in approached and met. 4th grade is the only grade that has noticeable improvements from last year. 66% of the 3-8th grade population did not meet/partially met overall. 5th grade with lowest scores at 36% not meeting and 49% partially meeting, which is very similar to the year before. 75% meet/exceed, compared to 11.7% on Star360. (25% for district) All grade levels are less than 10% meet/exceed in math EOY.</p> <p>3-8 Star360 In 3rd and 5th grade more students are not meeting at the EOY than the BOY. 3rd - BOY 32% to EOY 38.2% 5th - BOY 30.8% to EOY 44.7% 5th grade has EOY 82.9% not met/partially met 6th grade has EOY 71.2% not met/partially met. Overall school is at EOY 65% not met/partially met.</p> <p>Based on District Data Comparison 40% at/above benchmark - all school ELL and IEP combined overlap is at 4 students (7%) at above. 41 (67%) urgent intervention. 85% are at the 24%tile or below. Drop in at/above and on watch from LY to this year. Black students dropped significantly from LY to this year 43% drop to 20%,. Dropped from Fall to EOY.</p> <p>Reading Mid or Above GL. BOY 10 to 62 students Early GL BOY 13 to EOY 71 students IEP/ Red band no movement from MOY to EOY. BOY moved from 26% to EOY 13% IEP 2nd grade 67% are two GL below. (Had Kinder for Remote) Black did not show improvement in the Red band with 2 GL's 18% below. One GL below showed some movement Hispanic BOY 6 mid or above and 9 early on. EOY 41 at mid or above and 60 early on. However, 62% still one or more GL below.</p>	<p>iAR (Math)</p> <p>iAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Partially	Students experience grade-level, standards-aligned instruction.	<p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>	<p>What is the feedback from your stakeholders?</p> <p>Some students noted that the classrooms were not the ideal classroom environment for learning. Some students were sent to other locations around the building. </p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p> <p>Interim Assessment Data</p>
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.	<p>Powerful Practices Rubric</p> <p>Learning Conditions</p>		
Partially	The ILT leads instructional improvement through distributed leadership.	<p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>		
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	<p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p>		
No	Evidence-based assessment for learning practices are enacted daily in every classroom.	<p>Assessment for Learning Reference Document</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>This coming year, we will be sending out more information about what their PK-5 students are doing during each unit. Each unit will have a 1 page "Unit at a Glance" that will be sent home that has information like: What We're Learning, Potential at Home Connections, and Invites Parents to Connect Outside Resources. </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.

Students are seated in groups, but not actively engaging in collaborative tasks 


Many students don't have access to a high-quality, rigorous, problem-based, mathematics curriculum that allows for student discourse around student work and solutions

Many students struggle with assessments based on grade level standards and concepts

[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
Yes	MTSS Integrity Memo MTSS Continuum Roots Survey	<p>Access: </p> <p>Slight downward trend the last 4 years SY 22-23 is very stagnate from 21-22 Students are decreasing in skill from LY to this year.</p> <p>Last year was our first year and we're still getting data from this year. We had an influx of Newcomers this year, so our data would be a bit skewed.</p> <p>MTSS: 38.9% of students are receiving tiered interventions or supports - Cumulative 48% are recommended to received tiered interventions in math BrMinds data show 98 student increased their tier in Reading BrMinds data show 120 students increased tiers in Math Tier 2 math 27% and 14% Tier 3 math no interventions CPS rating 27% Tier 2 and 12 % Tier 3 for Reading</p> <p>Teachers are not implementing MTSS interventions with fidelity. Progress monitoring is not consistently tracked amongst grade level bands/teachers. IEPs are not always reviewed consistently or with fidelity.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p> <p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>
Partially	MTSS Integrity Memo	<p>Teachers are not implementing MTSS interventions with fidelity. Progress monitoring is not consistently tracked amongst grade level bands/teachers. IEPs are not always reviewed consistently or with fidelity.</p>	<p>Annual Evaluation of Compliance (ODLSS)</p>
Partially	LRE Dashboard Page	<p>What is the feedback from your stakeholders?</p> <p>64% of Stakeholders said "Teachers and staff offer suggestions and/or provide resources to ensure my student is successful." </p> <p>3/5 of our Stakeholders feel that "Teachers and staff communicate regularly with me about my child's progress and provide me with data on test/assignment scores, social-emotional development, strengths, and learning goals."</p>	<p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>
Partially	IDEA Procedural Manual		
Partially	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS		
No		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Implementation of ELD modules 1-3. Focusing on implementing sheltered instruction components: comprehensible input, writing language objectives into the units and differentiating tasks for EL Students. </p> <p>Teachers will be getting additional training on Branching Minds and how to utilize the platform with fidelity.</p> <p>We will start doing more data review and having more robust MTSS agendas and more frequent data review. Students tracking from year to year will follow a new process for data tracking and review. Off track students interventions will be monitored by the MTSS Lead/Team.</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.

Students are not showing progress on the expressive domains of language - speaking and writing 

Students are not receiving consistent interventions in core subject areas that target priority standards

[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
Partially	BHT Key Component Assessment SEL Teaming Structure	<p>Attendance: </p> <p>4-8th grade bands are at a 90% attendance rate or above. All Grade levels are up 22-23 from 21-22 Black attendance is trending downward, lowest in 4 years.</p> <p>Behavior/Conduct Level 3 and 4 incidents are increasing 38 incidents from last year to up to 58 year 22-23 67% of consequences are instructive, restorative practices. 17% of consequences are detention 12% of consequences are in school suspension</p> <p>We have less formal data for our Connectedness and Wellbeing, although we do have a bi-weekly BHT Meeting. All of the Students that were submitted into the Student Support</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p>

Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Form were addressed (whether through individual interaction with a Clinician, Classroom Observation, or consultation with the teacher). This year K-4 received Monthly SEL Lessons from the School Counselor that focused on different themes. Each lesson consisted of a powerpoint presentation that often included videos, a worksheet, and some sort of in class activity.	Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? 84% of Stakeholders agreed that "My student receives assignments (classwork, homework, projects, etc.) that address their social and emotional well being." K & 1st grade parents are interested in OST programming	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
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Reduction in number of students with dropout codes at EOY

What student-centered problems have surfaced during this reflection?

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Students need additional support to feel welcome and included at school. Trauma from the past several years has left students and families unwilling to come to school regularly or to adhere to CPS attendance best practices.

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?

Next year, the Climate and Culture Committee will implement a full year curriculum pk-8 that will include monthly counselor lessons (k-4), bi-monthly school wide events, quarterly community wide events, Reading Buddies (1-8).

Our BHT/MTSS Team will be splitting so that one week MTSS meets and the next BHT to help create more robust data collection.

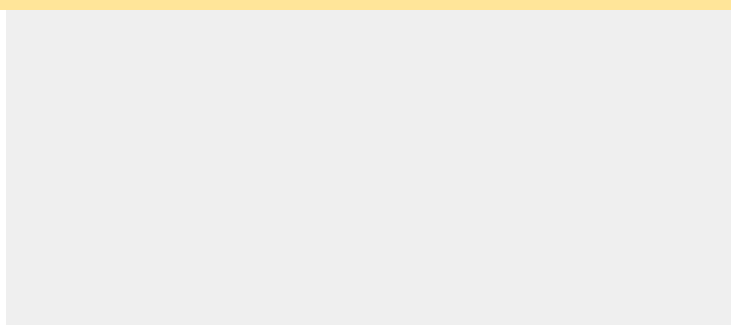
We're hoping to address increased OST offerings and potentially find some outside groups to increase our offerings. We're hoping to be strategic in offering after/before school enrichment opportunities to students who are furthest from opportunity.

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
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).	We were able to rate ourselves on 3 out of the 8 categories. The practices provided only apply to a third of our population at Locke. ILPs and College & Career Competency Curriculum is embedded & implemented within grades 6-8.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
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).		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Partially	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).		9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	N/A	

N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager



What, 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?

We host a Career Day & plan to use an exit slip or way to gain specific feedback from students after. While we hosted it this year, there wasn't a formal exit survey. We had a "March Madness" Month where all classrooms discussed college and career. Most PK-5 have "Day in the Life" in their units that discuss different careers, often having someone come in and visit to discuss their jobs. 🍌

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.

Not all students participate in post secondary education activities and selective enrollment opportunities. 🍌

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	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.	School-wide family events always have a high turn-out rate (back-to-school bash, bingo, etc.) 🍌 School events ran by committees (PAC, BAC, etc.) have a low turn-out rate compared to the population of our student body	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	Reimagining With Community Toolkit Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.		Formal and informal family and community feedback received locally. (School Level Data)
Yes	Student Voice Infrastructure Rubric 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).	What is the feedback from your stakeholders? The majority of parent stakeholders agree that there is two way communication, creative ways to be involved, and they feel that they have some type of voice when it comes to decision making. This is based on two years of collected data from the "Family and Community Stakeholder Survey." 🍌	

What student-centered problems have surfaced during this reflection?

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

Student learning experiences do not reflect collaboration between stakeholders 🍌
Students do not have access to family and community assets

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?

We clarified and expanded on previous surveys on stakeholder engagement and have continued to expand our net who is being surveyed. Our goal is to survey all stakeholders (parents, students, and staff). We've streamlined our parent committees and have a more streamlined process on how to contact and keep all parties involved in clear and concise communication. Our goal for next year is to run a "Celebrating Strengths of Black Youth" group that, while focused on student success, purposely integrates parents and families. We hope that this will help alleviate some of the barriers for our Black

that this will help alleviate some of the barriers for our Black Students, who at Locke tend to be the furthest from opportunity. We also hope to focus on parent education to create more equitable outcomes.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

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.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

Math:
64% are one GL below and significantly higher than reading. (All students)
Gen Ed is 66% below.
Black 9 students at Med or above, one GL below 10 students.
White 63% (25 students) one or more GL below.
Hispanic 73% are one or more GL below (about 200 students)

3-8 IAR:
Overall results stagnant for grades 5-8.
Grade 3 had an increase in "not met" from 16% to 25% over a year and a decrease in approached and met.
4th grade is the only grade that has noticeable improvements from last year.
66% of the 3-8th grade population did not meet/partially met overall.
5th grade with lowest scores at 36% not meeting and 49% partially meeting, which is very similar to the year before.
75% meet/exceed, compared to 11.7% on Star360. (25% for district)
All grade levels are less than 10% meet/exceed in math EOY.

3-8 Star360
In 3rd and 5th grade more students are not meeting at the EOY than the BOY.
3rd - BOY 32% to EOY 38.2%
5th - BOY 30.8% to EOY 44.7%
5th grade has EOY 82.9% not met/partially met
6th grade has EOY 71.2% not met/partially met.
Overall school is at EOY 65% not met/partially met.

Based on District Data Comparison
40% at/above benchmark - all school
ELL and IEP combined overlap is at 4 students (7%) at above. 41 (67%) urgent intervention. 85% are at the 24%tile or below.
Drop in at/above and on watch from LY to this year.
Black students dropped significantly from LY to this year 43% drop to 20%,. Dropped from Fall to EOY.

What is the feedback from your stakeholders?

Some students noted that the classrooms were not the ideal classroom environment for learning. Some students were sent to other locations around the building.

What student-centered problems have surfaced during this reflection?

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?

Students are seated in groups, but not actively engaging in collaborative tasks

Many students don't have access to a high-quality, rigorous, problem-based, mathematics curriculum that allows for student discourse around student work and solutions

Many students struggle with assessments based on grade level standards and concepts

This coming year, we will be sending out more information about what their PK-5 students are doing during each unit. Each unit will have a 1 page "Unit at a Glance" that will be sent home that has information like: What We're Learning, Potential at Home Connections, and Invites Parents to Connect Outside Resources.

Determine Priorities

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

Resources:

Students...
... struggle with assessments based on grade level standards, skills, and concepts

[Determine Priorities Protocol](#)

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

Root Cause

Resources:

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

As adults in the building, we...
are still developing consistent assessments that are standard and skill aligned and conceptual in nature

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

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

[Return to Top](#) **Theory of Action**

What is your Theory of Action?

If we....
develop conceptual grade level assessments and relevant learning experiences, in partnership with students, that are standards and skill aligned

then we see....
teaching and learning that reflect a connection between curriculum, instruction, and assessment

which leads to...
teacher practice shifts, higher performance on district assessments and increased learner agency.

Resources:

Indicators of a Quality CIWP: Theory of Action

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

Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

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

Resources:

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan
Math and Leadership Team

Dates for Progress Monitoring Check Ins

Q1 9/6/2023 Q3 2/21/24
Q2 12/06/2023 Q4 5/1/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Fully implement and support Skyline Mathematics and assessment school-wide	Math and Leadership Team	6/6/24	In Progress
Action Step 1	All teachers will receive an introductory PD for Skyline Math implementation - focusing on the Launch, Explore, Discuss Model of the curriculum	Math Lead Team	8/21/23	Completed
Action Step 2	Teacher Facilitation Guide (TFG) will be printed for teachers for the first unit	Math Lead Team	8/21/23	Completed
Action Step 3	All teachers will receive curricular support, and collaboration time within the SY Grade Level Meeting schedule to plan for Skyline Math Implementation	PYP Coordinator	6/6/24	In Progress
Action Step 4	All teachers will use Skyline Math assessments according to the scope and sequence, and complete CPS Benchmark exams in Checkpoint	PYP Coordinator, Tech Coordinator	6/6/24	In Progress
Action Step 5	All teachers will facilitate mathematics instruction according to the CPS Math Block Guidance, creating a balance of grade level mathematics instruction, and targeted tiered work in small groups.	Math Teachers, PYP Coordinator	6/6/24	In Progress
Action Step 6	All teachers will complete a Targeted Tiered Intervention Plan to guide small group work within the math block	All Teachers, MTSS Coordinator, admin	9/22/23	In Progress
Action Step 7	Administrators/Leadership/ILT will conduct classroom visits opportunities for coaching, feedback observation rubrics and skline look fors, to provide feedback and support regarding the suggested math block time outline, use of Skyline curricular materials, and LED lesson structure.	PYP Coordinator, Leadership Team	12/22/23	In Progress
Implementation Milestone 2	Create and implement a balanced assessment plan for units of inquiry	Teachers, IB Coordinators	6/6/24	In Progress
Action Step 1	Teacher teams develop and use assessments that address standards, concepts, and skills within the units of inquiry	Teachers, IB Coordinators	6/6/24	In Progress
Action Step 2	Teacher teams standardize scoring and analyze assessments as grade level and/or department teams	Teachers, IB Coordinators	6/6/24	In Progress
Action Step 3	All teachers will use Skyline Math and Science assessments according to the scope and sequence, and complete CPS Benchmark exams in Checkpoint	Teachers	6/6/24	In Progress
Action Step 4	Teachers will use ELA Checkpoint quarterly benchmark assessments to identify gaps in instruction and use Skyline ELA to make revisions within their units of study	Teachers, Tech Coordinator	6/6/24	In Progress
Action Step 5	School provides teachers time to collaborate on IB scoring and reporting practices	Teachers, Admin, IB Coordinators	6/6/24	In Progress
Implementation Milestone 3	Continue to develop stakeholders' understanding of the inquiry, action, and reflection cycle	IB Coordinators	6/6/24	In Progress

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

Action Step 1	Provide school-based and IB-provided workshops that further develop our understanding of conceptual and inquiry-based instruction.	IB Coordinators	8/21/23	Completed
Action Step 2	Host a series of informational sessions for all stakeholders to educate about components of an IB education	IB Coordinators	12/22/23	Not Started
Action Step 3	IB Coordinators focus on the development of meaningful action within units of inquiry	IB Coordinators	6/6/24	In Progress
Action Step 4	IB Coordinators focus on the development of ongoing student and teacher reflection throughout units of inquiry	IB Coordinators	6/6/24	In Progress
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	Continue to focus on the Launch, Explore, Discuss Model of the curriculum, and look specifically at using student work to drive the "Discuss" portion of the lesson Track all ongoing coverage of standards, skills and concepts on assessments Evaluate assessments for variety and vertical/horizontal alignment Standardize assessments	
SY26 Anticipated Milestones	Focus on use of small group portion of the math block, in order to meet individual student needs Continue to track coverage of standards, skills and concepts on assessments Analyze assessments	

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
Increase STAR360 Reading attainment from 35% to 50%	Yes	STAR (Reading)	Overall	35	40	45	50
Increase STAR360 Math attainment from 40% to 55%	Yes	STAR (Math)	Overall	40	45	50	55
Increase iReady reading attainment from 19% to 50%	Yes	iReady (Reading)	Overall	19	29	39	50
Increase iReady math attainment from 14% to 50%	Yes	iReady (Math)	Overall	14	27	39	50

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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Initial adoption of Skyline Math curriculum * All teachers will receive an introductory PD for Skyline Math implementation - focusing on the Launch, Explore, Discuss Model of the curriculum * Teacher Facilitation Guide (TFG) will be printed for teachers,	Continue to focus on the Launch, Explore, Discuss Model of the curriculum, and look specifically and using using student work to drive the "Discuss" portion of the lesson	Focus on use of small group portion of the math block, in order to meet individual student needs

<p>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.</p>	<p>Creation of assessments for each IB unit that cover upon standards, skills, and concepts Ongoing analysis of assessments Track 1/3 ongoing coverage of standards, skills and concepts on assessments</p>	<p>Track all ongoing coverage of standards, skills and concepts on assessments Evaluate assessments Vary and Vertical and horizontal alignment of assessments Analyze and edit based on feedback in real time Standardization</p>	<p>Continue to track all coverage of standards, skills and concepts on assessments Vertical and horizontal alignment of assessments Analyze and edit based on feedback in real time Standardization</p>
<p>Select a Practice</p>			

Return to Top SY24 Progress Monitoring

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase STAR360 Reading attainment from 35% to 50%	STAR (Reading)	Overall	35	40	Select Status	Select Status	Select Status	Select Status
		Overall	40	45	Select Status	Select Status	Select Status	Select Status
Increase iReady reading attainment from 19% to 50%	iReady (Reading)	Overall	19	29	Select Status	Select Status	Select Status	Select Status
		Overall	14	27	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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Initial adoption of Skyline Math curriculum * All teachers will receive an introductory PD for Skyline Math implementation - focusing on the Launch, Explore, Discuss Model of the curriculum * Teacher Facilitation Guide (TFG) will be printed for teachers,	Select Status	Select Status	Select Status	Select Status
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.	Creation of assessments for each IB unit that cover upon standards, skills, and concepts Ongoing analysis of assessments Track 1/3 ongoing coverage of standards, skills and concepts on assessments	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?

What are the takeaways after the review of metrics?

Yes	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.
Partially	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.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

Access:
 Slight downward trend the last 4 years
 SY 22-23 is very stagnate from 21-22
 Students are decreasing in skill from LY to this year.

Last year was our first year and we're still getting data from this year. We had an influx of Newcomers this year, so our data would be a bit skewed.

MTSS:
 38.9% of students are receiving tiered interventions or supports - Cumulative
 48% are recommended to received tiered interventions in math
 BrMinds data show 98 student increased their tier in Reading
 BrMinds data show 120 students increased tiers in Math
 Tier 2 math 27% and 14% Tier 3 math no interventions CPS rating
 27% Tier 2 and 12 % Tier 3 for Reading

Teachers are not implementing MTSS interventions with fidelity. Progress monitoring is not consistently tracked amongst grade level bands/teachers. IEPs are not always reviewed consistently or with fidelity.

What is the feedback from your stakeholders?

64% of Stakeholders said "Teachers and staff offer suggestions and/or provide resources to ensure my student is successful."

3/4 of our Stakeholders feel that "Teachers and staff communicate regularly with me about my child's progress and provide me with data on test/assignment scores, social-emotional development, strengths, and learning goals."

What student-centered problems have surfaced during this reflection?

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?

Students are not showing progress on the expressive domains of language - speaking and writing

Students are not receiving consistent interventions in core subject areas that target priority standards

Implementation of ELD modules 1-3. Focusing on implementing sheltered instruction components: comprehensible input, writing language objectives into the units and differentiating tasks for EL Students.

Teachers will be getting additional training on Branching Minds and how to utilize the platform with fidelity.

We will start doing more data review and having more robust MTSS agendas and more frequent data review. Students tracking from year to year will follow a new process for data tracking and review. Off track students interventions will be monitored by the MTSS Lead/Team.

Return to Top Determine Priorities

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

Resources:

Students...

Students are not showing progress on the expressive domains of language - speaking and writing; nor are they receiving consistent interventions in core subject areas that target priority standards

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

Resources:

As adults in the building, we...

do not use data to plan for intentional shifts in student instruction to meet the needs of the individual

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we...

use data to plan for intentional shifts in learning to reflect equitable access and meet academic, language, and SEL needs of the individual learner through planning,

Resources:

[Indicators of a Quality CIWP: Theory of Action](#)

Inclusive & Supportive Learning Environment

small groups, instruction and scaffolding, and WIDA standards best practices

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...
 evidence of differentiation in planning, instruction, and assessments,

which leads to...
 student growth based on individual student needs as measured by classroom assessments, Branching Minds data, i-Ready, Star 360, and ACCESS data reports.

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
Leadership & MTSS Coordinator	Q1 9/6/2023 Q3 2/21/24 Q2 12/06/2023 Q4 5/1/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Develop stakeholders' capacity to understand and implement the individual learner's intervention plan	Leadership, MTSS coordinator	6/7/24	In Progress
Action Step 1	Dedicate at least one grade level meeting per month to analyze MTSS data, develop strategies and interventions, and identify specific student needs in grade K-8	Leadership, MTSS coordinator	6/7/24	In Progress
Action Step 2	Develop, and update, a quarterly MTSS communication plan between parents and teachers regarding MTSS and student progress in grades K-8	Leadership, MTSS coordinator	4/10/24	In Progress
Action Step 3	Teachers and students will discuss MTSS goals to ensure student awareness of individual goals and progress	Teachers	6/7/24	In Progress
Action Step 4	Provide professional development for teachers on progress monitoring and teaching self-reflection on student success and identifying when to shift an intervention	Leadership, MTSS coordinator	8/18/23	Completed
Action Step 5	Provide intentional PD through GLM on how to implement accommodations and modifications for students with disabilities for teachers	Leadership, MTSS coordinator	6/7/24	In Progress
Implementation Milestone 2	Develop and implement an intervention plan for all students who are identified as in need/at risk, based on school data and metrics		4/10/24	In Progress
Action Step 1	Continue to implement the 2nd step with fidelity across grade levels Prek-5 and CPS Success Bound Program for grades 6-8. Analyze the effectiveness of 2nd step and compare it to the data looking for an increase in positive engagement and a decrease in negative behaviors compared to historical or school-wide data	SEL Coordinator	6/7/24	In Progress
Action Step 2	Any student who is in the 21st-39th percentile for i-Ready/Star360 will be tier 2, 20th percentile for i-Ready/Star360 and below is tier 3. Students will receive individualized interventions based on their tiered levels, WIDA Access scores, and classroom data tied to assessment data	AP MTSS Lead Teachers	4/10/24	In Progress
Action Step 3	English language learners that are PY5+ and demonstrate ELP levels below 3.0 in their Lit Composite score according to WIDA will be moved towards MTSS tiered-interventions according to their language proficiency level	ELPT	10/20/23	Not Started
Action Step 4	Students who have been retained (Personal learning plan), or are in the lowest percentile are given priority MTSS interventions, regardless of tier status and offered priority enrollment in after school programs	OST Lead MTSS Lead	10/1/23	In Progress
Action Step 5	Students will receive exploratory instruction based on their Spanish	IB Coordinator	1/8/23	Not Started
Action Step 6	All teachers will complete a Targeted Tiered Intervention Plan to guide small group work within the ELA block	Admin MTSS Leas	6/7/24	In Progress
Implementation Milestone 3	Develop and maintain a plan for monitoring interventions and providing feedback and support	Leadership & MTSS Team		Select Status
Action Step 1	Conduct beginning of the year data review for targeted intervention implementation by the MTSS team	Leadership & MTSS Team	10/1/23	In Progress
Action Step 2	Continue to have an MTSS team member visit classrooms and provide support and feedback to teachers about the implementation of MTSS: observation, support, and guidance will be documented via GoogleDoc	MTSS Team	12/1/23	In Progress
Action Step 3	Students who have 2 or more visits with the disciplinarian will have an SEL goal logged into Branching Minds	Teachers & SEL Coordinator	6/7/24	Not Started

Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Unit/Lesson plans and peer visits will reflect implementation of language objectives around the expressive domains of language; assessments will reflect differentiation around ELP levels	ELPT		Select Status
Action Step 1	Gap analysis of oracy (speaking and listening) and literacy (reading and writing) in plans and peer visits	ELPT ILT	12/22/23	Not Started
Action Step 2	Create language objectives that include expressive domains to balance oracy and literacy	Teachers & ELPT	12/22/23	In Progress
Action Step 3	Provide PD on using Can Do descriptors to differentiate assessments according to ELP levels.	ELPT	12/22/23	Not Started
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	GLMs focus on adding ESL small group lessons once a week (Teaching ESL through language arts and/or math) 100% of tier 2 and 3 students have goals in BrMinds, 100% of tier 2 and 3 classrooms will implement tiered instruction. Provide ongoing training and support for all staff to strengthen and progress monitor interventions with fidelity.
SY26 Anticipated Milestones	Add ESL lesson planning to other content areas 100% of tier 2 and 3 students continue to have Interventions in BrMinds

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
Increase the amount of students reaching proficiency on their WIDA ACCESS Target scale scores by 15% over three years for a total of 63% of .	Yes	ACCESS	English Learners	48	53	58	63
Increase the amount of Tier 3 Reading and Math students moving to Tier 2 by ___%	Yes	MTSS Academic Tier Movement	Overall	ELA 40 (248 to 150) Math 40 (224-133)	40	40	40
Increase the amount of Tier 2 Reading and Math students moving to Tier 1 by ___%	Yes	MTSS Academic Tier Movement	Overall	ELA 40 (201 to 82) Math 30 (169-54)	40	40	40
Maintain 100% of current and future Tier 1 students in Reading and Math	Yes	MTSS Academic Tier Movement	Overall	ELA -15 (413 to 351) Math -18 (464-379)	100	100	100

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 📌	Specify your practice goal and identify how you will measure progress towards this goal. 📌		
	SY24	SY25	SY26
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	* Use Walkthrough Tool to gauge implementation of ELD 3.0. * Write language objectives in units and determine how that looks like in instruction. * Language objectives will focus on expressive domains. Differentiation of tasks/assessments around language	GLMs focus on adding ESL small group lessons once a week (Teaching ESL through language arts and/or math)	Add ESL lesson planning to other content areas
I&S:1 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.	Communicate with key stakeholders of Tiering, Intervention Focus and Progress Review SEL curriculum and input SEL interventions in branching minds	MTSS Leadership Team rates as "developed" or higher in most components as measured by the MTSS Continuum	MTSS Leadership team rates as "Fully Operational" in most components as measured by the MTSS continuum. 100% of teachers use research-based interventions and create, implement, and progress monitor SEL and academic interventions

<p>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.</p>	<p>Monitor the quality, fidelity, and frequency of Tier 2 & 3 Academic and SEL Interventions Providing support and training for staff - goal creation, identifying quality resources, scheduling supports, etc. Observe and provide feedback on real-time interventions</p>	<p>100% of tier 2 and 3 students have goals in BrMinds, 100% of tier 2 and 3 classrooms will implement tiered instruction. Provide ongoing training and support for all staff to strengthen and progress monitor interventions with fidelity.</p>	<p>100% of tier 2 and 3 students continue to have Interventions in BrMinds</p>
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[Return to Top](#) SY24 Progress Monitoring

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the amount of students reaching proficiency on their WIDA ACCESS Target scale scores by 15% over three years for a total of 63% of students	ACCESS	English Learners	48	53	Select Status	Select Status	Select Status	Select Status
		Overall	ELA 40 (248 to 150) Math 40 (224-133)	40	Select Status	Select Status	Select Status	Select Status
Increase the amount of Tier 2 Reading and Math students moving to Tier 1 by ___%	MTSS Academic Tier Movement	Overall	ELA 40 (201 to 82) Math 30 (169-54)	40	Select Status	Select Status	Select Status	Select Status
		Overall	ELA -15 (413 to 351) Math -18 (464-379)	100	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	* Use Walkthrough Tool to gauge implementation of ELD 3.0. * Write language objectives in units and determine how that looks like in instruction. * Language objectives will focus on expressive domains. Differentiation of tasks/assessments around language proficiency levels.	Select Status	Select Status	Select Status	Select Status
I&S:1 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.	Communicate with key stakeholders of Tiering, Intervention Focus and Progress Review SEL curriculum and input SEL interventions in branching minds	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.	Monitor the quality, fidelity, and frequency of Tier 2 & 3 Academic and SEL Interventions Providing support and training for staff - goal creation, identifying quality resources, scheduling supports, etc. Observe and provide feedback on real-time interventions	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
Yes	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).

What are the takeaways after the review of metrics?

School-wide family events always have a high turn-out rate (back-to-school bash, bingo, etc.)
 School events ran by committees (PAC, BAC, etc.) have a low turn-out rate compared to the population of our student body

What is the feedback from your stakeholders?

The majority of parent stakeholders agree that there is two way communication, creative ways to be involved, and they feel that they have some type of voice when it comes to decision making. This is based on two years of collected data from the "Family and Community Stakeholder Survey."

What student-centered problems have surfaced during this reflection?

Student learning experiences do not reflect collaboration between stakeholders
 Students do not have access to family and community assets

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

We clarified and expanded on previous surveys on stakeholder engagement and have continued to expand our net who is being surveyed. Our goal is to survey all stakeholders (parents, students, and staff). We've streamlined our parent committees and have a more streamlined process on how to contact and keep all parties involved in clear and concise communication. Our goal for next year is to run a "Celebrating Strengths of Black Youth" group that, while focused on student success, purposely integrates parents and families. We hope that this will help alleviate some of the barriers for our Black Students, who at Locke tend to be the furthest from opportunity. We also hope to focus on parent education to create more equitable outcomes.

Return to Top Determine Priorities

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

Students...
 Student learning experiences do not reflect collaboration between stakeholders; nor do they have access to family and community assets

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...
 do not provide ample opportunities to explore authentic and transferable learning experiences in order to help students understand the importance of being local, national, and global citizens

Resources:

[5 Whys Root Cause Protocol](#)

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

Return to Top Theory of Action

What is your Theory of Action?

If we...
 provide students the opportunity to explore authentic and transferable learning experiences to understand the importance of being local, national, and global citizens through an IB lens

Resources:

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

then we see....

stronger connections between learning within the classroom and the outside world evidenced by stakeholder feedback,



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...

higher levels of stakeholder engagement and participation.



[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

CIWP/ILT

Dates for Progress Monitoring Check Ins

Q1 9/6/2023

Q3 2/21/24

Q2 12/06/2023

Q4 5/1/2024



SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Increase participation of stakeholders in our programme	CIWP/ILT	5/31/24	Not Started
Action Step 1	Revise the structure of the PAC, BAC and IB Parent Advisory committee to form one Parent Committee that will meet monthly to cover all sub-committees' agenda items	Leadership Team	08/18/23	Completed
Action Step 2	Revise current stakeholder survey to include questions that relate to our theory of action and performance goals	CIWP Team ILT	9/30/23	In Progress
Action Step 3	Conduct stakeholder surveys in the BOY and EOY	CIWP Team ILT	5/31/24	In Progress
Action Step 4	Present the CIWP to the Student Advisory Committee	SEL Coordinator IB Coordinators	10/15/23	Not Started
Action Step 5				Select Status
Implementation Milestone 2	Build relationships with the wider community to strengthen the implementation of the programme	IB Coordinators SEL Coordinator Teachers	6/7/24	In Progress
Action Step 1	Teachers ensure that there are clear examples of connections to local and global contexts in the curriculum	Teachers	6/7/24	In Progress
Action Step 2	Teachers provide opportunity for students to develop meaningful action within the unit	Teachers	6/7/24	In Progress
Action Step 3	Research, identify, and contact community partnership organizations with the intent of establishing one new partnership	IB Coordinators SEL Coordinator	1/8/24	Not Started
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 Anticipated Milestones	Have at least one parent per grade band and some representatives for Priority Groups on the PAC/BAC Research, Identify, and contact community partnership organizations Establish one new community partnership Continue existing partnerships Continuously offer and advertise opportunities for stakeholder engagement and involvement Use previous SY data to revise surveys and improve two-way communication	
SY26 Anticipated Milestones	Have at least one parent per grade level and representatives for Priority Groups on the PAC/BAC Research, Identify, and contact community partnership organizations Establish one new community partnership Continue existing partnerships Increase the number of responses from the previous year Continuously offer and advertise opportunities for stakeholder engagement and involvement Have a streamlined process of two-way communication	

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
Increase parent leaders by 300% by SY26	Yes <input type="checkbox"/>	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Other [Parents]	8	12	18	24
Develop three additional community partnerships over the next 3 years	Yes <input type="checkbox"/>		Other [Community Groups]	2	3	4	5
Increase the number of parents that feel they are involved in the education of their child, have a voice in school decisions, and feel there is two-way communication with the school by 9% in the next 3 years.	Yes <input type="checkbox"/>	Formal and informal family and community feedback received locally. (School Level Data)	Other [Parents]	62	65	68	71
Increase affirmative response to "In my class, student-created questions are encouraged and guide what we learn" by 12%.	Yes <input type="checkbox"/>		Overall	63	66	69	72

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
P&E:1 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.	Revising the structure of the PAC, BAC and IB Parent Advisory committee to form one Parent Committee that will meet monthly to cover all sub-committees' agenda items Research, Identify, and contact community partnership organizations Establish one new community partnership	Have at least one parent leader per grade band and some representatives for Priority Groups on the PAC/BAC Research, Identify, and contact community partnership organizations Establish one new community partnership Continue existing partnerships	Have at least one parent leader per grade level and representatives for Priority Groups on the PAC/BAC Research, Identify, and contact community partnership organizations Establish one new community partnership Continue existing partnerships
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Revise current stakeholder survey to include questions that relate to our theory of action and performance goals to increase the number of responses from 26 parents. Continuously offer and advertise opportunities for all stakeholders to become engaged and involved Begin creating a robust system for two-way communication	Increase the number of responses from the previous year Continuously offer and advertise opportunities for stakeholder engagement and involvement Use previous SY data to revise surveys and improve two-way communication	Increase the number of responses from the previous year Continuously offer and advertise opportunities for stakeholder engagement and involvement Have a streamlined process of two-way communication
<i>Select a Practice</i>			

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Resources: 

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase parent leaders by 300% by SY26	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Other [Parents]	8	12	Select Status	Select Status	Select Status	Select Status
		Other [Community Groups]	2	3	Select Status	Select Status	Select Status	Select Status
Increase the number of parents that feel they are involved in the education of their child, have a voice in school decisions, and feel there is two-way communication with the school by 9% in the next 3 years.	Formal and informal family and community feedback received locally. (School Level Data)	Other [Parents]	62	65	Select Status	Select Status	Select Status	Select Status
		Overall	63	66	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:1 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.	Revising the structure of the PAC, BAC and IB Parent Advisory committee to form one Parent Committee that will meet monthly to cover all sub-committees' agenda items Research, Identify, and contact community partnership organizations	Select Status	Select Status	Select Status	Select Status
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Revise current stakeholder survey to include questions that relate to our theory of action and performance goals to increase the number of responses from 26 parents. Continuously offer and advertise opportunities for all stakeholders to become engaged and involved	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

4,869.57 6,628.00 1,000.00 2,000.00 1,000.00	Commodities - Supplied Food Commodities - Supplies Instructional Materials (Non-Digital) Seminar, Fees, Subscriptions, Professional Memberships Travel Expense	
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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