CIWP Team & Schedules

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 ✍
Ana Torres-Romero	AP	amtorres-romero@cps.edu
Antonio Nevarez	Connectedness & Wellbeing Lead	anevarez1@cps.edu
Diane Papageorge	Teacher Leader	dpapageorge@cps.edu
Anna Senteno	Curriculum & Instruction Lead	aksenteno@cps.edu
Armando Avila	Postsecondary Lead	aavila20@cps.edu
Maritza De Leon	Connectedness & Wellbeing Lead	mramirez3@cps.edu
Maria Hasapis	Postsecondary Lead	mpapapanikolaou@cps.edu
Margaret Leiser	Curriculum & Instruction Lead	mmleiser@cps.edu
Bertha Jasso-Nunez	Curriculum & Instruction Lead	bjasso-nune@cps.edu
Rosalinda Torres	Parent	rosalindatorres9@gmail.com
Guadalupe Mota Papanikolaou	Other-Bilingual Lead Teacher	gmotapapanikola@cps.edu
Kathleen Sullivan	Inclusive & Supportive Learning Lead	kjsullivan@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	4/20/23	4/27/23
Reflection: Curriculum & Instruction (Instructional Core)	4/20/23	5/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/20/23	5/1/23
Reflection: Connectedness & Wellbeing	4/20/23	5/18/23
Reflection: Postsecondary Success	4/20/23	5/22/23
Reflection: Partnerships & Engagement	4/20/23	5/25/23
Priorities	6/1/23	6/29/23
Root Cause	8/14/23	8/24/23
Theory of Acton	8/15/23	8/24/23
Implementation Plans	8/23/23	8/28/23
Goals	8/24/23	8/28/23

Fund Compliance	8/21/23	8/29/23
Parent & Family Plan	8/21/23	8/29/23
Approval	9/6/23	9/15/23

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	Thursday, October 12, 2023
Quarter 2	Thursday, December 14, 2023
Quarter 3	Thursday, March 14, 2024
Quarter 4	Thursday, May 30, 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

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	TS Gold progress at Marsh meets and exceeds PreK expectations. ✏️ iReady diagnostic results showed that 110% of 143 students made progress toward annual typical growth. 90/143 students are at or above grade level. 50/143 students are one grade level below, and only 3 students are two grade levels below. According to our Instructional Rounds, our team identified that our students need to work collaboratively to develop content and grade-level vocabulary. From all students in grade 3-8 who took the Star360 assessment, 27% of students are at/above benchmark, 23% are on watch, 23% are intervention, and 26% are urgent intervention.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
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	**What is the feedback from your stakeholders?** Stakeholder survey shows teachers would like in-house Skyline ✏️ PDs from their colleagues who are already implementing Skyline in their own classrooms. In addition to time to collaborate vertically across grade-levels and content areas to plan for full implementation of Skyline curriculum and instruction. Student survey: Some students really struggled with Skyline. They found it overwhelming and confusing. Some of the activities were repetitive and boring. Some complained the	STAR (Math) iReady (Reading) iReady (Math) Cultivate
	The ILT leads instructional improvement through	Continuum of ILT Effectiveness		

Yes	The ILT leads instructional improvement through distributed leadership.	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.	Customized Balanced Assessment Plan / ES Assessment Plan Development Guide / HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

passages were too long and included too much information for one day. Some students did like that there were pictures and videos imbeded in the lessons. Some students commented that they liked readability features of Skyline like access to definitions, highlight ability, and read aloud features. Students suggested that next year, teachers need to incorporate more hands on/interesting lessons in with the Skyline. They also suggested not just assigning students lessons, but teaching the content and going over it with the students so they can better understand it.

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?

- MTSS After School Programs for DLs, AA, and academic needs. ✍️
- Summer School Academic Program
- MTSS Pull Out Intervention (K-4)

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.

~Some students struggled with the online format of Skyline and the technical issues that resulted from an online curriculum. Students struggled with the high level vocabulary words used in the text and the complex wording of the questions presented in Skyline. Students sometimes lacked the background knowledge necessary to understand some Skyline units. Lessons carried over for several days and students did not have the stamina to maintain interest/comprehension during that time. Students in the middle grades lack foundational skills that they need to be successful at a higher level. ✍️

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	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
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.	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

According to the preliminary scores, students in the bilingual program are moving towards acquiring English consistently across the grade levels. For example, at the following grade levels this many students moved from full time status to part time status within the bilingual program *3/17. 1st graders, 17/24 2nd graders, 20/35 3rd graders, 18/25 4th graders, 7/26 5th graders, 10/21 6th graders, 5/16 7th graders, and 9/28 8th graders.* ✍️

What is the feedback from your stakeholders?

Evidence exists demonstrating inclusive environment. Current LRE is above reccomended guidelines. Our EL families are aware of our Bilingual Program and have expressed that our current program is supporting ELs across the grade levels. ✍️

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?

Improvements have been shown for diverse learners in their academics through the Empower after school program. ACCESS scores reflect that ELs are progressing into PT status from FT status indicating that ELs are making gains in Language aquistion. ✍️

Unit/Lesson Inventory for Language Objectives (School Level Data)

MTSS Continuum

Roots Survey

ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

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

Although students made growth on ACCESS assessment and transitioned to part time programming. We are still lacking solid Bilingual/ESL instruction, that will transition students into general program of instrcution at the intermediate grade levels. ✍️

Connectedness & Wellbeing

Return to Top

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	-Behavior incidents have increased -Second Steps implemented across grade levels (Not all grades/teachers are implementing Second Step) -Behavior-casebook implementation across grade levels (paper/google drive) -Attendance-WIG report helpful -Attendance- incentives across grade levels-did it help? - Communicate with parents, beginning of the school year, Open House- share discipline and attendance/ behavior contracts-teachers/ parent accountability ✍️	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			

Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		Increased Attendance for Chronically Absent Students

What is the feedback from your stakeholders?

-5Essentials- Beginning of the School Year-Both students and teachers ✍

-Continue community partners
-During SY 22-23 229 students enrolled in after school programs at Marsh through Metropolitan Family Services and 34 classes/courses were offered.
-Additionally 2 parent programs were offered through Metropolitan Family Sevices.

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

No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

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.

One of the problems that have surfaced during the school year, more than other years, has to do with racial slurs and comments. The use of the "n" word was an issue that was brought up by several students throughout the school. ✍
A second problem that has surfaced during the school year is the use of vapes or e-cigarettes with our students. Students are bringing vapes and edibles to school undetected as the metal detectors fail to detect those products.

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?

Starting Calm Classroom school wide to promomte SEL SY-23-24 ✍
Getting trained for Saferty-Care SY 23-24
Implemented Behavioral Health Team to provide tier II and Tier III SEL Interventions

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	100% student in IB program (201) ✍️ 14% in algebra 98% graduation rate, 2023 97% graduation rate, 2022 173 students on track at 44% 93 students almost on track/24% 32. Students near on track/8%. 56 students far from on track/14% 39. Students off track/10%. Students were unsure of the selective enrollment process Students didn't realize seventh grade will Impact their selective enrollment Students do not know what the tier system consisted of	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
No	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** - Student stakeholders stated that they did not have enough information about the high school selective enrollment process ✍️ - parents feel that they need to be more involved on the entire	9th and 10th Grade On Track Cultivate (Relevance to the Future)

(6th-12th).

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

- parents feel that they need to be more involved on the entire process
- parents were unfamiliar on ways to check student information and scores
- parents unfamiliar with tier placement and high school cut off scores because

Freshmen Connection Programs Offered (School Level Data)

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?

- expand career day ✏️
- expand high school fair
- more high school visits
- utilize Naviance program
- putting these improvement efforts into place will impact students by increasing knowledge of the high school selection process. Students will be more organized and prepared to plan their high school path. Parents will be more involved and aware of the high school selection process.
- Barrier/obstacles for these programs may include timing, organizing, and having enough participants.

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 may include organizing the program. Time to implement the components. ✏️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	5Essentials- Beginning of the School Year-Both students and teachers -Continue community partners -During SY 22-23 229 students enrolled in after school programs at Marsh through Metropolitan Family Services and 34 classes/courses were offered. -Additionally 2 parent programs were offered through Metropolitan Family Sevices. ✍	Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families |
| Yes | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | 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 | 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). | Student Voice Infrastructure Rubric | **What is the feedback from your stakeholders?**

Feedback from stakeholders was to continue with parent presentations, continue with the opportunities offered for parent learning through literature circles and SEL discussion topics. Parents stated that Cafe with the Principal is a space to discuss topics informally and openly. Same topic presentation for parents and students, allowed for healthy conversations at home, parents want to see more of this. ✍ | Formal and informal family and community feedback received locally. (School Level Data) |

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

A problem would be how (surveys, student groups, grade levels, etc.) to incorporate student voice across all school decision making tasks.   ✍️

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?

Student memeber in the LSC, Active Student Council, IB - Community Based Projects   ✍️

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned 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.
Yes	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.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

TS Gold progress at Marsh meets and exceeds PreK expectations.

iReady diagnostic results showed that 110% of 143 students made progress toward annual typical growth. 90/143 students are at or above grade level. 50/143 students are one grade level below, and only 3 students are two grade levels below.

According to our Instructional Rounds, our team identified that our students need to work collaboratively to develop content and grade-level vocabulary.

From all students in grade 3-8 who took the Star360 assessment, 27% of students are at/above benchmark, 23% are on watch, 23% are intervention, and 26% are urgent intervention.

What is the feedback from your stakeholders?

Stakeholder survey shows teachers would like in-house Skyline PDs from their colleges who are already implementing Skyline in their own classrooms. In addition to time to collaborate vertically across grade-levels and content areas to plan for full implementation of Skyline curriculum and instruction.

Student survey: Some students really struggled with Skyline. They found it overwhelming and confusing. Some of the activities were repetitive and boring. Some complained the passages were too long and included too much information for one day. Some students did like that there were pictures and videos imbeded in the lessons. Some students commented that they liked readability features of Skyline like access to definitions, highlight ability, and read aloud features. Students suggested that next year, teachers need to incorporate more hands on/interesting lessons in with the Skyline. They also suggested not just assigning students lessons, but teaching the content and going over it with the students so they can better understand it.

What student-centered problems have surfaced during this reflection?

~Some students struggled with the online format of Skyline and the technical issues that resulted from an online curriculum. Students struggled with the high level

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

- MTSS After School Programs for DLs, AA, and academic needs.
- Summer School Academic Program

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

Curriculum & Instruction

vocabulary words used in the text and the complex wording of the questions presented in Skyline. Students sometimes lacked the background knowledge necessary to understand some Skyline units. Lessons carried over for several days and students did not have the stamina to maintain interest/comprehension during that time. Students in the middle grades lack foundational skills that they need to be successful at a higher level.

- MTSS Pull Out Intervention (K-4)

Determine Priorities

Resources: 🚀

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

[Determine Priorities Protocol](#)

Students...

Students struggle with foundational skills. ✍️

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?

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

As adults in the building, we...

As adults in the building, we have not implemented a comprehensive curriculum consistently across all grade levels that align with the assessments given. ✍️

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.

Curriculum & Instruction

Return to Top   **Theory of Action**

What is your Theory of Action?

If we....

If we implement the Skyline curriculum with fidelity ✍️

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.

then we see....

then we see more instructional cohesiveness across grade levels ✍️

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...

which leads to stronger foundational skills and begin to bridge the learning gap. ✍️

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.

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

Curriculum & Instruction

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

CIWP/ILT

Dates for Progress Monitoring Check Ins

Q1	Thursday, Oc	Q3	Thursday, Mc
Q2	Thursday, De	Q4	Thursday, Mc

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 Teachers will meet with grade level/content area teams, monthly during PLC/IB, to analyze and unpack Skyline curriculum in order to effectively implement the three interim assessments.	Teacher Staff	May 31, 2024	*Select Status*
Action Step 1 Create a schedule of PLC/IB meetings.	Administraion	September 5, 2023	*Select Status*
Action Step 2 Prepare an agenda to reflect the curriculum concerns.	Teacher Team	October 20, 2023	*Select Status*
Action Step 3 Schedule peer observations with grade level teams.	Interventionists/Teachers	March 22, 2024	*Select Status*
Action Step 4 Analyze data from all three interim assessments to plan for the following school year.	Teacher Team	May 31, 2024	*Select Status*
Action Step 5			*Select Status*
Implementation Milestone 2 Teachers will attend quarterly Skyline PD to analyze upcoming units.	Teachers	June 7, 2024	*Select Status*
Action Step 1 Quarter 1 Skyline PD	Teachers	October 27, 2023	*Select Status*
Action Step 2 Quarter 2 Skyline PD	Teachers	December 22, 2023	*Select Status*
Action Step 3 Quarter 3 Skyline PD	Teachers	February 9, 2024	*Select Status*
Action Step 4 Quarter 4 SKyline PD	Teachers	June 7, 2024	*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*

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

Curriculum & Instruction

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	Devote time for Vertical Grade Level Planning	✍️
SY26 Anticipated Milestones	Devote time for Content Area Planning and Vertical Grade Level	✍️

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

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

IL-EMPOWER Goal Requirements

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

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

Curriculum & Instruction

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	Numerical Targets [Optional] ✍		
					SY24	SY25	SY26
Implementation of Skyline for all grade levels and content areas.	Yes	Interim Assessment Data	English Learners				
			Students with an IEP				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	70%	85%	100%
C&I:2 Students experience grade-level, standards-aligned instruction.	60%	80%	100%

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

Curriculum & Instruction

Select a Practice

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
Implementation of Skyline for all grade levels and content areas.	Interim Assessment Data	English Learners			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

		Progress Monitoring			
Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	70%	Select Status	Select Status	Select Status	Select Status

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

Curriculum & Instruction

C&I:2 Students experience grade-level, standards-aligned instruction.	60%		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?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

-Behavior incidents have increased
-Second Steps implemented across grade levels (Not all grades/teachers are implementing Second Step)

-Behavior-casebook implementation across grade levels (paper/google drive)

-Attendance-WIG report helpful

-Attendance- incentives across grade levels-did it help?

- Communicate with parents, beginning of the school year, Open House- share discipline and attendance/ behavior contracts-teachers/ parent accountability

What is the feedback from your stakeholders?

-5Essentials- Beginning of the School Year-Both students and teachers

-Continue community partners
-During SY 22-23 229 students enrolled in after school programs at Marsh through Metropolitan Family Services and 34 classes/courses were offered.
-Additionally 2 parent programs were offered through Metropolitan Family Sevices.

What student-centered problems have surfaced during this reflection?

One of the problems that have surfaced during the school year, more than other years, has to do with racial slurs and comments. The use of the "n" word was an

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?

Starting Calm Classroom school wide to promomte SEL SY-23-24
Getting trained for Saferty-Care SY 23-24

Connectedness & Wellbeing

issue that was brought up by several students throughout the school.
A second problem that has surfaced during the school year is the use of vapes or e-cigarettes with our students. Students are bringing vapes and edibles to school undetected as the metal detectors fail to detect those products.

Implemented Behavioral Health Team to provide tier II and Tier III SEL Interventions

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Determine Priorities

Return to Top

Resources: 🚀

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

[Determine Priorities Protocol](#)

Students...

Students do not feel accepted/and or supported and don't know who to communicate with if ✍️
they are struggling.

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

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Resources: 🚀

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

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

As adults in the building, we...

can provide students with a structured check in procedure for students to communicate any ✍️
struggles.

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.

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Return to Top   Theory of Action

What is your Theory of Action?

If we....

create a digital form for students to reach out for help ✍

then we see....

students being able to ask for help with trusted adults ✍

which leads to...

students knowing how to seek help to manage their social emotional needs ✍

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.

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

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Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Ms. Papageorge will create form to be posted on Google Classroom

Dates for Progress Monitoring Check Ins

Q1	Thursday, Oc	Q3	Thursday, Mc
Q2	Thursday, De	Q4	Thursday, Mc

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Form-Help Request Slip (Mustang Support Form)			*Select Status*
Action Step 1	Create form-mood form	Ms. Papageorge	9/8/2023	*Select Status*
Action Step 2	Post on Google Classroom-homerooms	Each homeroom teacher	9/15/2023	*Select Status*
Action Step 3	Inform and demonstrate to homeroom students how the form is used	Each homeroom teacher	9/22/2023	*Select Status*
Action Step 4	Create form-pre survey-BOY	Ms. Papageorge	9/8/2023	*Select Status*
Action Step 5	Create form-EOY	Ms. Papageorge	6/2024	*Select Status*
Action Step 6				*Select Status*
Action Step 7				*Select Status*
Implementation Milestone 2	Create QR code for students to log into digital help form	Ms. Papageorge	10/19/23	*Select Status*
Action Step 1				*Select Status*
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 3	Review data to address subgroups			*Select Status*
Action Step 1	Behavioral Health Team will review data once quarterly	Mr. Nevarez	6/2024	*Select Status*
Action Step 2	Identify areas of support in collaboration with community partners	BHT	10/2023	*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*

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

Connectedness & Wellbeing

Action Step 5				*Select Status*
Implementation Milestone 4	100% of teachers are trained in Calm Classroom.			*Select Status*
Action Step 1	Leads get trained by vendor-BOY			*Select Status*
Action Step 2	Leads training teachers- BOY			*Select Status*
Action Step 3	Leads trained by vendor-Moy			*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Review and continue to implement digital help request form with all students. ✍️
SY26 Anticipated Milestones	Review and continue to implement digital help request form with all students. ✍️

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

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

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

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Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	Numerical Targets [Optional] ✍		
					SY24	SY25	SY26
There will be a 20% increase in student response to knowing how to seek help at school.	Yes	Other	Overall				
			Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	100% of teachers will be trained in SEL practices by the end of SY24, to include Calm Classroom Training. 75% of teacehrs will implement practices by the end of SY24, with the support and guidance of BHT and counselor.	90% of teachers will implement practices by the end of SY24, with the support and guidance of BHT and counselor.	100% of teachers will implment with fidelity Calm Classroom and integrate SEL at least once in thier daily instruction.

Jump to...
Reflection
Priority
Root Cause
TOA
Implementation Plan
Goal Setting
Progress
Monitoring

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

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Select a Practice

Select a Practice

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
There will be a 20% increase in student response to knowing how to seek help at school.	Other	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals   **Progress Monitoring**

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

Connectedness & Wellbeing

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.	100% of teachers will be trained in SEL practices by the end of SY24, to include Calm Classroom Training. 75% of teacehrs will implement practices by the end of SY24, with the support and guidance of BHT and counselor.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:	☐	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**
Complete IL-Empower Section below		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:	☑	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).** **(Continue to Parent & Family Plan)**
No action needed		

Select a Goal

Select a Goal

Select a Goal

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked: No action needed	☐	**Our school is a non-Title I school that does not receive any Title I funds.** **(Continue to Approval)**

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.

Monthly parent activities and workshops are planned to provide parents with the tools needed to assist and actively engage in their children's academic and social learning process. These inculde, but not limited to: Parent Literaure Circles, Parent Museum Field Trips, Mental Health - Meditation, Presentations that mirror our student SEL topics, Soy Familia - I'm Family (SEL Skills to support parents in indentifying/addressing signs of distress in children/adolecents), and Technlogy Awareness.

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