

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
Carrie Cole	Principal	
Yolanda White	AP	
Kenyada Burks	Curriculum & Instruction Lead	
Zoey Meyer-Jens	Connectedness & Wellbeing Lead	
Laura Wojchichowski	Teacher Leader	
Melissa Hummer	Teacher Leader	mahummer@cps.edu
Alex Ruvalcaba	Teacher Leader	
Kelly Harmon	Teacher Leader	
Laura Gillihan	Teacher Leader	
Tessa Wilhelm, Rita McArdle, Leticia Sanchez	Teacher Leader	
Michael Khoshaba	LSC Member	
Sesi Martin	ESP and LSC member	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	done	
Reflection: Curriculum & Instruction (Instructional Core)	done	
Reflection: Inclusive & Supportive Learning (Instructional Core)	done	
Reflection: Connectedness & Wellbeing	done	
Reflection: Postsecondary Success	N/A	
Reflection: Partnerships & Engagement	N/A	
Priorities	done	
Root Cause	done	July
Theory of Acton	done	July
Implementation Plans	done	July
Goals	done	July
Fund Compliance	done	August
Parent & Family Plan	done	August
Approval	September	September

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	October 11
Quarter 2	November 29
Quarter 3	March 6
Quarter 4	May 15

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
Yes	CPS High Quality Curriculum Rubrics All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<p>Math suffered as a result of an outdated, unaligned curriculum. This is supported by STAR 360 data which shows in grades 3-8, 29% of students are still in need of interventions in math. Also, only 22% of students in grades K-2 are at or above grade level. There is also a need for more culturally responsive teaching as IAR math data shows that while all student groups increased, Black and Hispanic students grew on average 5% less than white and Asian student groups. In reading/ELA, while growth was observed across all students groups in K-2, Black students only had 8% at or above grade level and EL student growth went down. in 3rd-8th, At or Above grade level rose only 1% from MOY to EOY.</p> <p>What is the feedback from your stakeholders?</p> <p>Due to the fact that EOY STAR happened after a myriad of testing, there was limited time for MTSS and group pulling. Also, teachers were not held accountable for continuing Rigorous standards based instruction.</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>A new math curriculum was purchased after a teacher-led year long curriculum search process. PD began in SY 22-23 and teachers will have intensive training in week zero and throughout the year so they are able to implement with fidelity, K-2 teachers were trained in Wilson-Fundations for foundational skills. The K and 1st grade teachers are holding a program through OST in the summer that begins this work with students. 6-8th grade will receive skyline curriculum in the fall as opposed to a basal reading approach. This will organically allow for more culturally responsive material to be integrated into the everyday plans.</p>	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Partially	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction Students experience grade-level, standards-aligned instruction.		
Partially	Powerful Practices Rubric Learning Conditions Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.		
Partially	Continuum of ILT Effectiveness Distributed Leadership The ILT leads instructional improvement through distributed leadership.		
Yes	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.		
Partially	Assessment for Learning Reference Document Evidence-based assessment for learning practices are enacted daily in every classroom.		
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Lessons are often not accessible for students performing below grade level as a result of limited differentiation. Little to no student to student discourse is observed in majority of classrooms, Assessments are not used consistently as data to inform practice. Standards are often not unpacked properly for access to mastery.</p>			

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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 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.	<p>[takeaways reflecting most students; takeaways reflecting specific student groups]</p> <p>What is the feedback from your stakeholders?</p> <p>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</p>	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	MTSS Integrity Memo School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		
Partially	LRE Dashboard Page Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.		

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	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
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

What student-centered problems have surfaced during this reflection?

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

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

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





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

[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	Attendance plans needs to be in place SCHOOLWIDE from the team down. Beginning of year expectations need to be discussed. More teachers for after school programming. More academic enrichment. Continue Restorative practices (more training), more restorative practices implemented. Make sure Intervention time is held sacred for tier 2 & 3 students. Intentionality with WIN block. Tier 1 SEL time must be held sacred and intentional. Positive calls home before a negative has to be made (1 to 7 rule/oreo rule) Student (specifically girls) self esteem - girls self identified as having extremely low and boys identified as having low grit. 📌	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? While we hear the standard, our school starts too early, it is especially voiced by our cluster students' parents. Also, that when students do not have clean uniforms, the parent would rather they stay home than go to school and get reprimanded for not having a uniform.. 📌	
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		
What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP. Students in grades 4-8 suffer from self identified low self esteem and grit; Student teacher trust is not as strong as could be, Attendance is weak, student safety in common areas with less adult supervision is lower (hallways and bathroom) 📌		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? Restorative justice dean, Attendance planning, MTSS intervention time. need to provide the SECA (social emotional survey) survey to students, DIVAs 1x a week,, working on procuring a Boys mentoring group 📌	

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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
N/A	College and Career Competency Curriculum (C4) An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	[takeaways reflecting most students; takeaways reflecting specific student groups] 	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
N/A	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).		
N/A	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).	<p>What is the feedback from your stakeholders?</p> <p>[feedback trends across stakeholders; feedback trends across specific stakeholder groups] </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>[impact on most students; impact on specific student groups] </p>	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	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	PLT Assessment Rubric There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).		
N/A	Alumni Support Initiative One Pager Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).		
<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>[problems experienced by most students; problems experienced by specific student groups] </p>			

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Spectrum of Inclusive Partnerships The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	[takeaways reflecting most students; takeaways reflecting specific student groups] 	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.		

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](#)

Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

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

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

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

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

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

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	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.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Math suffered as a result of an outdated, unaligned curriculum. This is supported by STAR 360 data which shows in grades 3-8, 29% of students are still in need of interventions in math. Also, only 22% of students in grades K-2 are at or above grade level. There is also a need for more culturally responsive teaching as IAR math data shows that while all student groups increased, Black and Hispanic students grew on average 5% less than white and Asian student groups. In reading/ELA, while growth was observed across all students groups in K-2, Black students only had 8% at or above grade level and EL student growth went down. in 3rd-8th, At or Above grade level rose only 1% from MOY to EOY.

What is the feedback from your stakeholders?

Due to the fact that EOY STAR happened after a myriad of testing, there was limited time for MTSS and group pulling. Also, teachers were not held accountable for continuing Rigorous standards based instruction.

What student-centered problems have surfaced during this reflection?

Lessons are often not accessible for students performing below grade level as a result of limited differentiation. Little to no student to student discourse is observed in majority of classrooms, Assessments are not used consistently as data to inform practice. Standards are often not unpacked properly for access to mastery.

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?

A new math curriculum was purchased after a teacher-led year long curriculum search process. PD began in SY 22-23 and teachers will have intensive training in week zero and throughout the year so they are able to implement with fidelity, K-2 teachers were trained in Wilson-Fundations for foundational skills. The K and 1st grade teachers are holding a program through OST in the summer that begins this work with students. 6-8th grade will receive skyline curriculum in the fall as opposed to a basal reading approach. This will organically allow for more culturally responsive material to be integrated into the everyday plans.

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Resources:

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

[Determine Priorities Protocol](#)

Students...

Lessons are neither accessible to students performing below grade level, nor are they engaging for students performing above grade level.

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.

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Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

1. Why? Teachers are not trained properly 2. Why? Lessons are not differentiated, 3. Why? Lack of resources or pd for proper differentiation 4. Why? Lack of continuity and accountability from Administrative and teacher turnover 5. Why? School/leaders did not create conditions to create continuity

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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What is your Theory of Action?

If we....

Provide staff with high quality curriculum and professional learning to support the curriculum as well as the time and resources to internalize the curriculum, and a balanced assessment system to empower staff with student data

Resources:

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices. Theory of Action is an impactful strategy that counters the associated root cause. Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics. Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)" All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see....

Teachers using data cycles to support differentiated high quality instruction and strong instructional practices that align learning tasks to grade level standards with the implementation of high quality curriculum

which leads to...

Students engaging with each other and the content in a way that leads to higher levels of student mastery as measured by IAR, Interims and on track rates



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Implementation Plan

Resources:

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

Team/Individual Responsible for Implementation Plan

Instructional Leadership Team (ILT)

Dates for Progress Monitoring Check Ins

Q1	October 11	Q3	March 6
Q2	November 29	Q4	May 15

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Teachers will be able to show alignment in their unit plans and practice to standards aligned tasks by 75%	Admin	9/30/23	Completed
Action Step 1	All teachers have access to, and PD around, high quality Math and Reading Curriculum	ILT	10/1/23	In Progress
Action Step 2	ELA and Math Vertically aligned planning time done with integrity			In Progress
Action Step 3	Teachers will have had time to internalize unit plans by identifying areas of students strength and areas for student growth as evidence by student data			In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Evidence of unpacked standard-aligned tasks as shown through tailored learning targets and student work in 2 out of 3 classrooms (66%)			Not Started
Action Step 1	Peer walk throughs			Not Started
Action Step 2	Admin/coaching feedback			In Progress
Action Step 3	GLT cycles of Inquiry that focus on unpacking an differentiation			Delayed
Action Step 4	Teachers will have had multiple opportunities to review data, identify common misconceptions and engage in reteach			Delayed
Action Step 5				Select Status
Implementation Milestone 3	Evidence of unpacked standard-aligned tasks as shown through tailored learning targets and student work in 3 out of 4 classrooms (75%)			Select Status
Action Step 1	PD and modeling, peer observations will take place for teachers to understand what this looks like and how to implement			Select Status
Action Step 2	All abilities levels of students will have access to academic peer interactions			Select Status
Action Step 3	PD and modeling for SECAs/support staff of supporting students with stronger academic peer interactions			Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	80% of grades that implement balanced assessment systems (K-8) 80% of tasks are aligned to standard aligned learning target (K-8) 80% of teachers implementing high quality instruction with integrity of use of high quality curricular materials			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
 90% of grades that implement balanced assessment systems (K-8)
 90% of tasks are aligned to standard aligned learning target (K-8)
 90% of teachers implementing high quality instruction with integrity of use of high quality curricular materials

SY26 Anticipated Milestones
 All students will have access to high quality curriculum, as well as differentiated access to it. Students are engaging in math talks and student led discussions. All leading to increase in IAR meets and exceeds growth of 9% over 3 years for Math and 7.5% growth for over 3 years for ELA.

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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.

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

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.

Student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📌	Numerical Targets [Optional] 📌		
					SY24	SY25	SY26
To increase IAR MATH meets and exceeds by 3% a year	No	IAR (Math)	Overall	16.50%	19.50%	22.50%	26%
			African American	11%	14%	17%	20%
To increase IAR ELA meets and exceeds by 2.5% a year	No	IAR (English)	English Learners	35%	37.50%	40%	42.50%
			Overall	33%	35.50%	38%	40.50%

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: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.	80% of grades that implement balanced assessment systems (K-8)	90% of grades that implement balanced assessment systems (K-8)	100% of grades that implement balanced assessment systems (K-8)
C&I:2 Students experience grade-level, standards-aligned instruction.	80% of tasks are aligned to standard aligned learning target (K-8)	90% of tasks are aligned to standard aligned learning target (K-8)	100% of tasks are aligned to standard aligned learning target (K-8)
C&I:2 Students experience grade-level, standards-aligned instruction.	80% of teachers implementing high quality instruction with integrity of use of high quality curricular materials	90% of teachers implementing high quality instruction with integrity of use of high quality curricular materials	100% of teachers implementing high quality instruction with integrity of use of high quality curricular materials

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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
To increase IAR MATH meets and exceeds by 3% a year	IAR (Math)	Overall	16.50%	19.50%	On Track	Select Status	Select Status	Select Status
		African American	11%	14%	On Track	Select Status	Select Status	Select Status
To increase IAR ELA meets and exceeds by 2.5% a year	IAR (English)	English Learners	35%	37.50%	On Track	Select Status	Select Status	Select Status
		Overall	33%	35.50%	On Track	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	80% of grades that implement balanced assessment systems (K-8)	On Track	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	80% of tasks are aligned to standard aligned learning target (K-8)	On Track	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	80% of teachers implementing high quality instruction with integrity of use of high quality curricular materials	On Track	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?

Attendance plans needs to be in place SCHOOLWIDE from the team down. Beginning of year expectations need to be discussed. More teachers for after school programming. More academic enrichment. Continue Restorative practices (more training), more restorative practices implemented. Make sure Intervention time is held sacred for tier 2 & 3 students. Intentionality with WIN block. Tier 1 SEL time must be held sacred and intentional. Positive calls home before a negative has to be made (1 to 7 rule/oreo rule) Student (specificially girls) self esteem - girls self identified as having extremely low and boys identified as having low grit.

What is the feedback from your stakeholders?

While we hear the standard, our school starts too early, it is especially voiced by our cluster students' parents. Also, that when students do not have clean uniforms, the parent would rather they stay home than go to school and get reprimanded for not having a uniform..

What student-centered problems have surfaced during this reflection?

Students in grades 4-8 suffer from self identified low self esteem and grit; Student teacher trust is not as strong as could be, Attendance is weak, student safety in common areas with less adult supervision is lower (hallways and bathroom)

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?

Restorative justice dean, Attendance planning, MTSS intervention time. need to provide the SECA (social emotional survey) survey to students, DIVAs 1x a week,, working on procuring a Boys mentoring group

Return to Top Determine Priorities

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

Students...
Student - teacher trust is low as reflected in attendance, and in intrinsic motivation levels. (per 5-essentials)

[Determine Priorities Protocol](#)

Resources:

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

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

As adults in the building, we...
1. WHY- lack of relationships (student -teacher) 2. WHY Lack of relationship building 3. WHY Not all teachers see the value in building relationships 4. WHY Not all teachers know how to build relationships with students 5. WHY It has not been a schoolwide top priority (messaging) nor supported with professional development and training including follow up.

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

Resources:

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

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What is your Theory of Action?

If we...
provide explicit professional development and support to staff around behavioral health, restorative justice and social emotional learning during professional development throughout the school year with intentional follow up and accountability

then we see...
teachers and staff engaging with parents and students more frequently, using positive framing and culturally relevant efforts that support student development and engagement

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.

Resources:

which leads to...

better student attendance, increased feelings of safety, self worth and student trust of teachers as measured by Attendance data, 5-Essentials student safety and student-teacher trust, ontrack data and cultivate survey data

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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

Behavioral Health Team (BHT)

Dates for Progress Monitoring Check Ins

Q1	October 11	Q3	March 6
Q2	November 29	Q4	May 15

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	During week zero, define and provide examples of proper BH, SEL and RJ protocols and interventions	Ms Meyer	September 2023	Completed
Action Step 1	Make sure all classrooms have access to high quality tier 1 SEL curriculum	Williams/Meyer/Teachers	ongoing	Completed
Action Step 2	Ensure that staff is trained in and understands how to implement Tier 1 SEL curriculum	Williams/Wojo/chavez	September	Completed
Action Step 3	Ensure staff is trained in and understands restorative discipline process	Martin	August	Completed
Action Step 4	Create Walk-through form for SEL walk through	BHT Team	October 1	In Progress
Action Step 5				Select Status
Implementation Milestone 2	Provided continuous, explicit, PD during September 22nd PD			Completed
Action Step 1	Provide SECAs and educational support personnel information and training around student support during SEL time and ongoing in a restorative manner			Completed
Action Step 2	Have students take Elevate survey			Completed
Action Step 3	Model SEL Lesson with K-8 teachers	Counselor/BHT member		Completed
Action Step 4	First BHT Walk-through/observation	BHT members	October 20	In Progress
Action Step 5				Select Status
Implementation Milestone 3	Provided continuous, explicit, PD during October 27th PD			Select Status
Action Step 1	Share general data points with Staff during PD from walk throughs	BHT members	October 27	Select Status
Action Step 2	Collectively identify strengths and gaps as a faculty			Select Status
Action Step 3	Identify solutions to gaps			Select Status
Action Step 4	Second BHT walk-through/observation	BHT members	December 15	Select Status
Action Step 5				Select Status
Implementation Milestone 4	Provide continuous, explicit, PD during February 9th PD			Select Status
Action Step 1	Share general data points with Staff during PD from walk throughs			Select Status
Action Step 2	Collectively identify strengths and gaps as a faculty			Select Status
Action Step 3	Identify solutions to gaps			Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Stronger parent-teacher (60%) and student-teacher trust (65%) as shown through 5-essentials and cultivate data. Stronger student attendance (93% for grades 5-8) as reflected by attendance data. Increased feelings of safety (50%) as shown through 5-essentials data

SY26 Anticipated Milestones Stronger parent-teacher (65%) and student-teacher trust (75%) as shown through 5-essentials and cultivate data. Stronger student attendance (95% for grades 5-8) as reflected by attendance data. Increased feelings of safety (70%) as shown through 5-essentials data

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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
Students will feel a strong sense of safety and student-teacher trust	Yes	5E: Supportive Environment	Overall	59%	62%	64%	66%
			Latinx	57%	59%	61%	63%
To increase the percentage of our students who are On Track in 3-8th by 1.5% each year for a total of 4.5% by the end of SY25-26	Yes	3 - 8 On Track	Overall	33%	34.50%	36%	37.50%
			Female	29%	30.50%	32%	33.50%

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
<i>C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</i>	80% of teaming structures are in place to support student connectedness and wellbeing including the BHT and C&C	90% of teaming structures are in place to support student connectedness and wellbeing including the BHT and C&C	100% of teaming structures are in place to support student connectedness and wellbeing including the BHT and C&C
<i>C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</i>	85% of student experience Tier 1 healing centered supportings.	95% of student experience Tier 1 healing centered supportings.	100% of student experience Tier 1 healing centered supportings.
<i>C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</i>	Chronic absenteeism decreases from 31% to 28%	Chronic absenteeism decreases from 28-25%	Chronic absenteeism decreases from 25% to 21%

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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
Students will feel a strong sense of safety and student-teacher trust	5E: Supportive Environment	Overall	59%	62%	On Track	Select Status	Select Status	Select Status
		Latinx	57%	59%	On Track	Select Status	Select Status	Select Status
To increase the percentage of our students who are On Track in 3-8th by 1.5% each year for a total of 4.5% by the end of SY25-26	3 - 8 On Track	Overall	33%	34.50%	On Track	Select Status	Select Status	Select Status
		Female	29%	30.50%	On Track	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<i>C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</i>	80% of teaming structures are in place to support student connectedness and wellbeing including the BHT and C&C	On Track	Select Status	Select Status	Select Status
<i>C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</i>	85% of student experience Tier 1 healing centered supportings.	On Track	Select Status	Select Status	Select Status
<i>C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</i>	Chronic absenteeism decreases from 31% to 28%	Limited Progress	Select Status	Select Status	Select Status

Parent and Family Plan

<p>If Checked:</p> <p>Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections</p>	<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>
<p>If Checked:</p> <p>No action needed</p>	<input type="checkbox"/>	<p>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</p>

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.

This cannot be decided by the Principal alone. Once the TITLE I meeting and PAC organizational meeting is held, the academic priority may be determined. 

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