

CIWP Team & Schedules

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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
Jo Easterling-Hood	Principal	jleasterling-hood@cps.edu
Thomas J. Walker	Inclusive & Supportive Learning Lead	tjwalker2@cps.edu
Latosha Grant	Connectedness & Wellbeing Lead	lmcampbell3@cps.edu
Vince Davis	Technology Coordinator	vdavis12@cps.edu
Symeria Walton	Teacher Leader	swalton6@cps.edu
Camille Winicky	Teacher Leader	cwinicky@cps.edu
Rhonda Dabner	LSC Member	rdassist@aol.com
Angela Fuller-Ellis	Curriculum & Instruction Lead	ayfuller@cps.edu
Tsureya McKee	Partnerships & Engagement Lead	tmckee@cps.edu
Lee Fountain	Parent	lee.fountainiv@gmail.com
Keenan Phillips-Riley	LSC Member	kpphillips-riley@cps.edu
Eddie Bell	Security	efbell@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	7/6/23	7/6/23
Reflection: Curriculum & Instruction (Instructional Core)	7/17/23	8/18/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/17/23	8/18/23
Reflection: Connectedness & Wellbeing	7/17/23	8/18/23
Reflection: Postsecondary Success	7/17/23	8/18/23
Reflection: Partnerships & Engagement	7/17/23	8/18/23
Priorities	7/17/23	8/18/23
Root Cause	7/17/23	8/18/23
Theory of Acton	7/17/23	8/18/23
Implementation Plans	7/26/23	7/26/23
Goals	7/31/23	7/31/23
Fund Compliance	7/31/23	7/31/23
Parent & Family Plan	8/1/23	8/1/23
Approval	9/8/23	9/8/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates

Quarter 1	
Quarter 2	
Quarter 3	
Quarter 4	

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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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	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p>CPS High Quality Curriculum Rubrics</p>	<p>Current test scores for the SY'23 are as follows: Overall Star360 results indicate 59% of students in grades 3-5 are meeting or exceeding in ELA. In mathematics the overall achievement is far better with 79% of students grades 3-5 are meeting math standards. As measured by the IAR state test, McDowell student scores are the opposite. Students score higher in ELA than in mathematics. The percentage of students exceeding standards are lower than score on Star360 but McDowell Students 1) Out score the district and state and 2 score, post covid) are trending up. IAR scores follows: Math SY'21 only 11% of the student score at/above standards, SY'22 13% met or exceeding standards on the IAR, and SY'23 38% of McDowell Students met/exceeded state stanadards. ELA percentages are slightly larger SY'21 19% of students met state standards, SY'22 23% of our students scored at/above standards on IAR and in SY'23 50% of our students score at/above state standards. McDowell Primary Students were administer the iReady test in Reading and Mathematis. SY'23 scores are as follows: Overall % of students at/above grade level in ELA-68%. Overall % of students at/above grade level in Mathematics-66%. Per class: ELA K-1005, Gr. 1-53%, Gr. 2-50%; Per class Mathematics: K-91%, 1st 47%, Gr. 2 61% The key takeaway is student achievement is trending upwards post Covid. Teachers are closing the learning gaps. The goal for McDowell is to become a 90/90/90 school : reseach data where effective schools that are 90% low income, 90% minority, and 90% meet high academic standards. Current data indicates that we are well on our way. REACH results and Teacher Reflections indicates that we must continue to align Curriculum (High Quality), Instruction (Research-based strategies, and Assessment (A balanced assessment system-An area of oppourtuny). All teachers have access to high quality curricular materials, including foundational skills materials, that are standards-alignd and culturally responsive. Below are a list of our core resources that have all been identified by CPS as meeting the "high quality" standard. ELA: Savvas Foundational Skills: Savvas Phonics and Heggerty. Mathematics: McGraw Hill Reveal Math. Social Studies and Science: CPS Skyline. To ensure that students experience grade-level and standards aligned instruction teachers participate in backwards mapping and design instruction with the end in mind. Each year the teacher maps out the curriculum for each quarter using the McDowell scope templates. On that template the teachers list and align the Common Core Standards, the assessments, materials, field trips, and projects. Teachers participate in peer observations and peer binder reviews. School classroom are focus on identity, building a sense of community, and our instructional material is supplemented, when necessary, to be culturally responsive. Our ILT leads intructional improvement. We hold weekly meetings with agendas and clear objectives and intended outcomes. Collection and interpretation of data drives instruction. Date is reviewed, share, analyzed prior, during, and after meetings. Time is honored and additional time is dedicated and created when needed. Our school teams continue to work on implementation of balanced assessmnt system and creating systems that measure the depth and breadth of student learning.</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p>
Yes	<p>Students experience grade-level, standards-aligned instruction.</p> <p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>	<p>What is the feedback from your stakeholders?</p> <p>Upon EOY review of the Teacher Professional Growth Plans, one/one meetings, and results from the 5 essentials it is evident that the instructional praticites and curriculum alignment training, opportunities for PD, coaching, and REACH post conferences are having a positive impact on teaching and learning. The ILT leads imporvement through distributive leadership as evident by PD presentations, OST Leads, Dept Chairs, and weekly meetings. Teachers realize more practice and training in needed in Domain 3B and 3D questioning and assessments. Students share in self-assessment and goal setting for growth and attainment on DWA and take pride in setting and achieving goals. Parents support teachers and staff in decision making around curriculum and instruction,</p>	<p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p> <p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p>
Yes	<p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p> <p>Powerful Practices Rubric</p> <p>Learning Conditions</p>		
Yes	<p>The ILT leads instructional improvement through distributed leadership.</p> <p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>		
Partially	<p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p> <p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p>		<p>Interim Assessment Data</p>
Partially	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p>Assessment for Learning Reference Document</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>An area for improvement is our assessment system. Backwards mapping entails teaching with the end in mind. Assessments are created in the planning process. The newer teachers are becoming more adept at creating assessment binders for each quarter and attaching the assessment to the lesson plans each week. However, keeping gradebook current, creating varied evidence-based assessments, and timely grading and filing assessments in the assessment file is an area of opportunity. We will continue to provide support and guidance in this area. There are no barriers or obstacles for none of our students. Continued professional develop on the following will address our needs: Assessments should be valid, reliable, fair, bias-free, and culturally relevant; they should be instructionally sensitive and educationally valuable. It is ideal for assessments to be in students' native languages so they can truly show what they know. Methods of assessment should extend beyond traditional methods to include: peer and self assessments; varied discussion methods including</p>	
<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>Creating, grading, filing, and assessments (Backwards mapping) and give students timely and valid feedback is an area for improvement. Additionally students are receiving high grades which would indicate mastery of standards, but the grades are not correlating to the scores on District Wide Test.</p>			

self-assessments; varied discussion methods including deliberations and simulations; case studies; portfolios; public presentations; and community projects.

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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	<p>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> <p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p>	<p>The McDowell DL department along with the school interventionist began implementation of the Branching Minds platform for MTSS. Our ILT team attended trainings and utilized the train the trainer method to slowly rollout Branching Minds. During the year of 2023 we will begin training the teachers to use the Branching Minds portal for our Tier 2 and tier 3 students. The McDowell DL department is always 100% compliant with IEP completion. McDowell's delivery of service for its DL students is rooted in research that proved inclusion to the fullest extent possible leads to the greatest achievement for DL students. Most of our students receive a hybrid delivery of service combining pull-out and push end to the greatest extent possible.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
Yes	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p>	<p>What is the feedback from your stakeholders?</p> <p>Teachers are not clear on the role of SECA's, IEP vs 504 services, and would like more information on the roles of the ancillary staff and how to request services. Teachers do not fully understand Branching Minds and the MTSS integration. Students at McDowell who receive IEP services are totally included in the gen ed population and most don't realize they are IEP students. We receive no complaints and much praise from our parents concerning delivery of service to our IEP students.</p>	<p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>
Yes	<p>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.</p> <p>LRE Dashboard Page</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>DL updates are a standard agenda item on our weekly meetings. This year DR, Walker is going to provide more professional inservice sessions on all things DL, IEP and 504 implementation, the referral process, and MTSS/Branching Minds.</p>	<p>EL Program Review Tool</p>
Yes	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p> <p>IDEA Procedural Manual</p>		
Yes	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier 1 instructional services.</p> <p>EL Placement Recommendation Tool ES</p> <p>EL Placement Recommendation Tool HS</p>		
Yes	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>		
<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>Request for students for DL services are made and expected without documentation of MTSS. Staff members are not always knowledgeable about a student's IEP content and that DL students are very much a part of the Gen Ed class. SECA roles and assignments need to be clear and all staff needs to know the difference between an IEP and a 504.</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	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>Based on the 2023 Cultivate Student Survey it is noted that McDowell's lowest Mindsets & Strategies for All Students in 2023s are Agency, Growth Mindset, and Belonging. Data indicates that there was one student who needed tier 2 behavior intervention. McDowell has adopted the TREP philosophy to provide a Trauma Responsive Educational Program where each day starts with mindfulness, every student is assigned a responsibility partner, and every class has a calm corner. All students have TIER 1 TREP support with an SEL curriculum. McDowell has a McDowell Discipline protocol with a flow chart defining who on the BHT teams handles behavior issues and who handles emotional supports. Apparently more work needs to be done to create a culture of "not yet" and a sense of community in our classrooms. However, data should be carefully generalized because the results are from the perspective of the 5th grade class only and may or may not represent the culture of McDowell. Although it should be noted that the most issues that had to be referred to the school counselor for group counseling and peace circles were 5th grade students with emotional outburst and self-control issues and 4th and 5th grade girls with social and mean girl issues. Thus the lowest strategies were in sense of belonging may be accurate and should be addressed. McDowell needs to create a sense of community and caring and respect for classmates in all grades. The SEL and BHT team should explore activities to move students from a fixed mindset to growth mindset, and lastly the Student Council Sponsor can work with the student representatives to increase student agency. Our attendance for 2023 is 91% 5 point shy of our goal. Involving students in the process of improving attendance could potentially help us reach our attendance goal for 2024.</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p>
Yes	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>	<p>What is the feedback from your stakeholders?</p>	<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p>

Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<p>All students have access to OST programs that provide math and reading supports as well as enrichment for students who are above grade level and re assigned based on need. The OST fine arts program offers classes in art, drama, music, and stepping. Students can choose classes based on interests. McDowell has an aggressive attendance team that monitors student attendance. Counseling is available for parents whose children are chronically absent and incentives to encourage students to have perfect attendance are offered. Students are recognized through ceremony for each quarter for perfect attendance, citizenship, most books read, and honor roll (student and principal). For these categories students receive trophies and medals at the end of the year.</p>	<p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
Partially	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 have silent conflicts occurring in the classroom and by the time it explodes the teacher is just becoming aware. Social media and conflicts outside of school spill over into the school setting and affects the school culture. Mean girls in grades 4 and 5 has created great concern especially when peace circles and restorative practices seem to have little to no affect. Despite TREP efforts and SEL classes, peer conflict continuously surfaces. Students report that they don't have a voice in school-wide decision making and some lack a sense of belonging (per Cultivate Survey).

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

The school counselor holds group sessions for girls exhibiting mean girl behavior, our mentoring program addresses the SEL needs of students, and we have weekly SEL 60 min. classes for all grades. Suspensions are down but classroom peer conflicts are common in some classes.

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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)	[takeaways reflecting most students; takeaways reflecting specific student groups]	Graduation Rate
N/A	Individualized Learning Plans		Program Inquiry: Programs/participation/attainment rates of % of ECCC
N/A	Work Based Learning Toolkit	[feedback trends across stakeholders; feedback trends across specific stakeholder groups]	3 - 8 On Track
N/A	ECCE Certification List		Learn, Plan, Succeed
N/A	PLT Assessment Rubric		% of KPIs Completed (12th Grade)
N/A	Alumni Support Initiative One Pager	What is the feedback from your stakeholders?	College Enrollment and Persistence Rate
N/A		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?	9th and 10th Grade On Track
N/A		[impact on most students; impact on specific student groups]	Cultivate (Relevance to the Future)
N/A			Freshmen Connection Programs Offered (School Level Data)

What student-centered problems have surfaced during this reflection?

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

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



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Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>The 2023 5Essentials Report indicates Involved Parents" as being "Strong". Although we are deemed strong, there is a decline in the metric by 2pts from the 2022 report. The disaggregated data indicates that the two areas where 30% to 50% of the teachers report practices are not at all, little or somewhat are: 1) involves parents in the development of programs aimed at improving students' academic outcomes (20% not at all, 10% a little, and 20% somewhat) and 2) Involves parents in commenting on school curricula (30% not at all or a little). It is clear that we need to partner with our parents in the areas of curriculum and program development aimed to increase student achievement. Post Covid-19 last year was the first year we reinstated some of our staple programs that fostered our relationship with our families, school committees, and community members. They included: Parent movie night, Fun Fair, Fine Arts Festival, Male and Female mentoring. Two way communication is important to the success of our students. To that end McDowell have several parent communication tools that includes: Remind Text service, Parent Portal, Website, Virtual Classrooms for each teacher, Newsletters (School and classroom), and messages on our electronic Marquee. Back to School nights, LSC meetings, teacher conferences, assemblies, and school carnivals, fun fair, and the fine arts festival are platforms where we foster and leverage relationships with our families and school community.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>Teachers believe more parent training, inclusion in decision making, and accountability for students learning is needed as noted in the 5Essentials report. Students enjoy the activities that involve families and communities. Students love the Student Council and this provides a platform to give student voice for McDowell School. Parents also enjoy the activities and opportunities to partner with the school.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<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>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>Involved families is rated as strong while other areas are "very strong". Post covid, it is taking time to get parent physically back in the building. Most of our parent centered activities in the school were discontinued due to covid. Parents have not participated in curriculum decisions nor have we offered home-school connection trainings to help students understand instructional strategies and/or understand the new District Wide Assessments and results.</p>		<p>WE want to increase opportunities for parent training to develop our parents as partners efforts. We need to increase parent teacher trust and communication in participation in curriculum and program decisions. One positive note is the ESP staff serves as the first line of communication with our parents because they are outside before and after school when parents are dropping off and picking up students. Dr. Walker leads the ESP meetings to ensure that all things McDowell are communicated with ESP so they are equipped with information to share with the parents.</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

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.

Current test scores for the SY'23 are as follows: Overall Star360 results indicate 59% of students in grades 3-5 are meeting or exceeding in ELA. In mathematics the overall achievement is far better with 79% of students grades 3-5 are meeting math standards. As measured by the IAR state test, McDowell student scores are the opposite. Students score higher in ELA than in mathematics. The percentage of students exceeding standards are lower than score on Star360 but McDowell Students 1) Out score the district and state and 2 score, post covid) are trending up. IAR scores follows: Math SY'21 only 11%of the student score at/above standards, SY'22 13% met or exceeding standards on the IAR, and SY'23 38% of McDowell Students met/exceeded state stanadards. ELA percentages are slightly larger SY'21 19% of students met state standards, SY'22 23% of our students scored at/above standards on IAR and in SY'23 50% of our students score at/above state standards. McDowell Primary Students were administer the iReady test in Reading and Mathematis. SY'23 scores are as follows: Overall % of students at/above grade level in ELA-68%. Overall % of students at/above grade level in Mathematics-66%. Per class: ELA K-1005, Gr. 1-53%, Gr. 2-50%; Per class Mathematics: K-91%, 1st 47%, Gr. 2 61% The key takeaway is student achievement is trending upwards post Covid. Teachers are closing the learning gaps. The goal for McDowell is to become a 90/90/90 school : reseach data where effective schools that are 90% low income, 90% minority, and 90% meet high academic standards. Current data indicates that we are well on our way. REACH results and Teacher Reflections indicates that we must continue to align Curriculum (High Quality), Instruction (Research-based strategies, and Assessment (A balanced assessment system-An area of opportunity). All teachers have access to high quality curricular materials, including foundational skills materials, that are standards-alignd and culturally responsive. Below are a list of our core resources that have all been identified by CPS as meeting the "high quality" standard. ELA: Savvas Foundational Skills: Savvas Phonics and Heggerty. Mathematics: McGraw Hill Reveal Math. Social Studies and Science: CPS Skyline. To ensure that students experience grade-level and standards alighned instruction teachers participate in backwards mapping and design instruction with the end in mind. Each year the teacher maps out the curriculum for each quarter using the McDowell scope templates. On that template the teachers list and align the Common Core Standards, the assessments, materials, field trips, and projects. Teachers participate in peer observations and peer binder reviews. School classroom are focus on identity, building a sense of community, and our instructional material is supplemented, when necessary, to be culturally responsive. Our ILT leads intructional improvement. We hold weekly meetings with agendas and clear objectives and intended outcomes. Collection and interpretation of data drives instruction. Date is reviewed, share, analyzed prior, during, and after meetings. Time is honored and additional time is dedicated and created when needed. Our school teams continue to work on implementation of balanced assessmnt system and creating systems that measure the depth and breadth of student learning.

What is the feedback from your stakeholders?

Upon EOY review of the Teacher Professional Growth Plans, one/one meetings, and results from the 5 essentials it is evident that the instructional praticices and curriculum alignment training, opportunities for PD, coaching, and REACH post conferences are having a positive impact on teaching and learning. The ILT leads imporvement through distributive leadership as evident by PD presentations, OST Leads, Dept Chairs, and weekly meetings. Teachers realize more practice and training in needed in Domain 3B and 3D questioning and assessments. Students share in self-assessment and goal setting for growth and attainment on DWA and take pride in setting and achieving goals. Parents support teachers and staff in decision making around curriculum and instruction,

What student-centered problems have surfaced during this reflection?

Creating, grading, filing, and assessments (Backwards mapping) and give students timely and valid feedback is an area for improvement. Additionally students are receiving high grades which would indicate mastery of standards, but the grades are not correlating to the scores on District Wide Test.

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?

An area for improvement is our assessment system. Backwards mapping entails teaching with the end in mind. Assessments are created in the planning process. The newer teachers are becoming more adept at creating assessment binders for each quarter and attaching the assessment to the lesson plans each week. However, keeping gradebook current, creating varied evidence-based assessments, and timely grading and filing assessments in the assessment file is an area of opportunity. We will continue to provide support and guidance in this area. There are no barriers or obstacles for none of our students. Contiuned professional develop on the following will address our needs: Assessments should be valid, reliable, fair, bias-free, and culturally relevant; they should be instructionally sensitive and educationally valuable. It is ideal for assessments to be in students' native languages so they can truly show what they know. Methods of assessment should extend beyond traditional methods to include: peer and self-assessments; varied discussion methods including deliberations and simulations; case studies; portfolios; public presentations; and community projects.

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Resources:

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

Students... are not presented with evidence -based classroom assessments using multiple formats allowing them to repsong using multiple means of expression regularly.

[Determine Priorities Protocol](#)



Indicators of a Quality CIWP: Determine Priorities

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

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Resources:

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

As adults in the building, we... follow the McDowell assessment practices as compliance without emphasis on the "why" practices are in place based on research and proven results.



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....
adopt the principles of "Assessment For Learning" and fully understand and embrace the "why"

then we see....
high quality, high yielding teacher assessment practices

which leads to...
parents and students as partners with teachers in actively participating in reviewing assessment data and reflection based on results which will lead to higher student achievement.

Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

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

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan	Dates for Progress Monitoring Check Ins				
ILT Team will be responsible for implementation of this plan.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Q1 <input type="text"/></td> <td style="width: 50%;">Q3 <input type="text"/></td> </tr> <tr> <td>Q2 <input type="text"/></td> <td>Q4 <input type="text"/></td> </tr> </table>	Q1 <input type="text"/>	Q3 <input type="text"/>	Q2 <input type="text"/>	Q4 <input type="text"/>
Q1 <input type="text"/>	Q3 <input type="text"/>				
Q2 <input type="text"/>	Q4 <input type="text"/>				

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	The principles of "Assessment for Learning" will be adopted and practiced by teachers	Principal and ILT Team	The end of the year June, 2024	<input type="text" value="Select Status"/>
Action Step 1	Assessments will have clear purposes: Teachers will use classroom assessments processes and results formatively (Assessment for learning)	Teachers	ongoing beginning August 16, 2023	<input type="text" value="Select Status"/>
Action Step 2	Teachers will develop clear assessment targets by creating a comprehensive plan over time for assessing learning targets	Teachers	ongoing beginning August 16, 2023	<input type="text" value="Select Status"/>
Action Step 3	Sound design of assessments: Teachers will understand the various assessment methods and apply those methods in the classroom.	Teachers	ongoing beginning August 16, 2023	<input type="text" value="Select Status"/>
Action Step 4	Assessments results will be managed and communicated effectively. Assessment information will be accurate, kept confidential, and appropriately combine and summarize assessment information for reporting (grade book and assessment binders). The assessment summaries will accurately reflect the current level of student learning.	Teacher teams/ILT	ongoing beginning August 16, 2023	<input type="text" value="Select Status"/>
Action Step 5	Teachers will involve students in assessing, tracking, and goal-setting for their own learning.	Teachers and students	ongoing beginning August 25, 2023	<input type="text" value="Select Status"/>
Implementation Milestone 2	Teachers will examine and discontinue assessment practices that are harmful to students and their learning	Teacher teams	ongoing beginning August 25, 2023	<input type="text" value="Select Status"/>
Action Step 1	Teachers will refrain from this harmful assessment practice: factoring practice work (such as homework) in the final grade,, and	Teachers	ongoing beginning August 25, 2023	<input type="text" value="Select Status"/>
Action Step 2	Teachers will not administer tests without first understanding what specific	Teachers	ongoing beginning August 25, 2023	<input type="text" value="Select Status"/>
Action Step 3	An alternative to giving zeros for cheating will be determined by teacher teams.	Teacher teams	ongoing beginning August 25, 2023	<input type="text" value="Select Status"/>
Action Step 4	Allowances will be made for make-ups when a student is absent	Teacher teams	ongoing beginning August 25, 2023	<input type="text" value="Select Status"/>
Action Step 5	Students will not be kept in the dark about the learning for which the	Teachers/Students	ongoing beginning August 25, 2023	<input type="text" value="Select Status"/>
Implementation Milestone 3	100% of the teaching staff will earn Distinguished in Danielson's Domain 3D: Using Assessment in Instruction 1) Assessment criteria 2) Monitoring of student learning 3)Feedback to students and 4)Student self-assessment and Monitoring of progress.	Teachers/Admin.	June, 2026	<input type="text" value="Select Status"/>
Action Step 1	Teachers will see the connection between the principles of "Assessment for Learning" and Danielson's Framework for Teaching Domain 3D	Teachers, Admin, ILT	ongoing beginning August 16, 2023	<input type="text" value="Select Status"/>
Action Step 2	Teachers and Admin will create prof. growth goals to attain high rating	Teachers/Admin.	June, 2024	<input type="text" value="Select Status"/>
Action Step 3	Teachers will participate in peer evaluation and collaboration around Domain 3D	Teachers teams/ILT	Starting September, 2023	<input type="text" value="Select Status"/>
Action Step 4	Teachers will be observed informally and participate in coaching conversations regarding HQ assessment practices	Admin.	May, 2024	<input type="text" value="Select Status"/>
Action Step 5	Teacher will have 2 formal observations followed discussion and evidence using the Danielson Rubric	Admin.	May, 2024	<input type="text" value="Select Status"/>
Implementation Milestone 4	Careful selection and development of High Quality Assessments will be made that will promote struggle and student agency.	Teacher teams, ILT	ongoing beginning August 16, 2023	<input type="text" value="Select Status"/>

Action Step 1	Assessments will be connected/aligned to curriculum and instruction	Teachers	ongoing beginning August 16, 2023	Select Status
Action Step 2	Assessments will inform good decision making	Teachers	ongoing beginning August 16, 2023	Select Status
Action Step 3	Assessments will be responsive to student interest and cultural identity	Teachers	ongoing beginning August 16, 2023	Select Status
Action Step 4	Assessmet will offer student choice	Teachers	ongoing beginning August 16, 2023	Select Status
Action Step 5	Student will be given opportunities to choose how they will demonstrate the product of their learning	Students	ongoing beginning August 16, 2023	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	All teachers will be trained in implementation of "Assessments for Learning" principles for the end of the '24-25 School year. 80% of the staff will be rated as "Distinguished" using Danielson's Teacher Framework For Teaching.	
SY26 Anticipated Milestones	By SY '25-26 100% of the teachers will earn the rating as "Distinguesed" using Dainielson's Framework for Teaching.	

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

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Primary students will achieve at or above grade level in ELA and Mathematics.	Yes <input type="checkbox"/>	iReady (Reading)	Overall <input type="checkbox"/>	68% at/above in ELA	70%	75%	80%
			Overall <input type="checkbox"/>	66% at/above in mathematics	70%	75%	80%
Intermediate students will achieve at or above grade level in ELA and Mathematics.	Yes <input type="checkbox"/>	STAR (Reading)	Overall <input type="checkbox"/>	59% at/above in ELA.	60%	65%	70%
			Overall <input type="checkbox"/>	70% at/above in Mathematics	70%	75%	80%

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.	Teacher assessment binders will be created and monitored by teacher teams, ILT, and admin. The raw numbers of various types of assessments will be counted and charted to determine balance of assessments.	Teacher assessment binders will be created and monitored by teacher teams, ILT, and admin. The raw numbers of various types of assessments will be counted and charted to determine balance of assessments.	Teacher assessment binders will be created and monitored by teacher teams, ILT, and admin. The raw numbers of various types of assessments will be counted and charted to determine balance of assessments.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Informal and Formal Observations and Danielson ratings.	Informal and Formal Observations and	Informal and Formal Observations and Danielson ratings.
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT Agendas, PD Presentations, Coaching, and observations will be used to measure and analyze progress of this goal. Teacher suverys and 5 essentails will be the metrics to mesure this goal.	ILT Agendas, PD Presentations, Coaching, and observations will be used to measure and analyze progress of this goal. Teacher suverys and 5 essentails will be the metrics to mesure this goal.	ILT Agendas, PD Presentations, Coaching, and observations will be used to measure and analyze progress of this goal. Teacher suverys and 5 essentails will be the metrics to mesure this goal.

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Primary students will achieve at or above grade level in ELA and Mathematics.	iReady (Reading)	Overall	68% at/above in ELA	70%	Select Status	Select Status	Select Status	Select Status
		Overall	66% at/above in mathematics	70%	Select Status	Select Status	Select Status	Select Status
Intermediate students will achieve at or above grade level in ELA and Mathematics.	STAR (Reading)	Overall	59% at/above in ELA.	60%	Select Status	Select Status	Select Status	Select Status
		Overall	70% at/above in Mathematics	70%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Teacher assessment binders will be created and monitored by teacher teams, ILT, and admin. The raw numbers of various types of assessments will be counted and charted to determine balance of assessments.	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Informal and Formal Observations and Danielson ratings.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT Agendas, PD Presentations, Coaching, and observations will be used to measure and analyze progress of this goal. Teacher surveys and 5 essentials will be the metrics to measure this goal.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Based on the 2023 Cultivate Student Survey it is noted that McDowell's lowest Mindsets & Strategies for All Students in 2023s are Agency, Growth Mindset, and Belonging. Data indicates that there was one student who needed tier 2 behavior intervention. McDowell has adopted the TREP philosophy to provide a Trauma Responsive Educational Program where each day starts with mindfulness, every student is assigned a responsibility partner, and every class has a calm corner. All students have TIER 1 TREP support with an SEL curriculum. McDowell has a McDowell Discipline protocol with a flow chart defining who on the BHT teams handles behavior issues and who handles emotional supports. Apparently more work needs to be done to create a culture of "not yet" and a sense of community in our classrooms. However, data should be carefully generalized because the results are from the perspective of the 5th grade class only and may or may not represent the culture of McDowell. Although it should be noted that the most issues that had to be referred to the school counselor for group counseling and peace circles were 5th grade students with emotional outburst and self-control issues and 4th and 5th grade girls with social and mean girl issues. Thus the lowest strategies were in sense of belonging may be accurate and should be addressed. McDowell needs to create a sense of community and caring and respect for classmates in all grades. The SEL and BHT team should explore activities to move students from a fixed mindset to growth mindset, and lastly the Student Council Sponsor can work with the student representatives to increase student agency. Our attendance for 2023 is 91% 5 point shy of our goal. Involving students in the process of improving attendance could potentially help us reach our attendance goal for 2024.

What is the feedback from your stakeholders?

All students have access to OST programs that provide math and reading supports as well as enrichment for students who are above grade level and re-assigned based on need. The OST fine arts program offers classes in art, drama, music, and stepping. Students can choose classes based on interests. McDowell has an aggressive attendance team that monitors student attendance. Counseling is available for parents whose children are chronically absent and incentives to encourage students to have perfect attendance are offered. Students are recognized through ceremony for each quarter for perfect attendance, citizenship, most books read, and honor roll (student and principal). For these categories students receive trophies and medals at the end of the year.

What student-centered problems have surfaced during this reflection?

Students have silent conflicts occurring in the classroom and by the time it explodes the teacher is just becoming aware. Social media and conflicts outside of school spill over into the school setting and affects the school culture. Mean girls in grades 4 and 5 has created great concern especially when peace circles and restorative practices seem to have little to no affect. Despite TREP efforts and SEL classes, peer conflict continuously surfaces. Students report that they don't have a voice in school-wide decision making and some lack a sense of belonging (per Cultivate Survey).

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?

The school counselor holds group sessions for girls exhibiting mean girl behavior, our mentoring program addresses the SEL needs of students, and we have weekly SEL 60 min. classes for all grades. Suspensions are down but classroom peer conflicts are common in some classes.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Building a sense of belonging, student agency, and fostering a sense of community in the classroom.



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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Root Cause

Resources:

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

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

As adults in the building, we...

need to understand how social media is negatively impacting our school culture and usually begins outside of the school. Further we need to engage students in activities that will create a positive, caring, loving, and respectful sense of community in the classroom and in the school building. We need to build relationships with students so they are comfortable bringing issues to the teachers or staff to be resolved before they escalate.



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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Theory of Action

What is your Theory of Action?

If we...

Continue meeting the social and emotional needs of our students and making creating a sense of community and belonging a priority



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)"

then we see...

A community of learners who will demonstrate mutual support, and students treating classmates with care and respect. Thereby creating a sense of belonging and boldness to let



Resources:

their voices be heard. Students will build self esteem and confidence which will contribute to a growth mindset.

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

which leads to...

A warm and positive school culture where all students are respected and supported by peers and adults where they are free to share ideas leading and contribute to school-wide decision making.

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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

BHT Team, ILT, and Teacher Grade Level Teams

Dates for Progress Monitoring Check Ins

Q1 Q3
Q2 Q4

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	A sense of community in the classroom will be cultivated as students will be provided frequent opportunities throughout the school day to interact with classroom peers in all environments with the appropriate level of support. Student IEPs indicate identified functional means of communication and supports to maximize success and independence across various environments.	BHT Team, ILT, and Teacher Grade Level Teams	June 2024	Select Status
Action Step 1	Each morning the day will start with a good morning song or positive message	Admin, Student Council, Counselor	June 2024	Select Status
Action Step 2	Teachers will give DoJo points for civility deeds	Teachers	September 2023	Select Status
Action Step 3	Students will be given positive interactive activities to engage in during recess	Recess Monitors/ESP	September 2023	Select Status
Action Step 4	Specials teachers will provide activities that promote student interaction	Prep Teachers	September 2023	Select Status
Action Step 5	Training will be provided to lunch monitors teaching interactive games for students to engage in during lunch periods	ESP Coordinator	September 2023	Select Status
Implementation Milestone 2	Meaningful interaction with classroom peers will be planned and observed in all settings and activities. Teachers will provide modeling of identified functional means of communication with peers. Students will be provided with the appropriate amount of support to maximize success. Evidence will be found through observations, in lesson plans, or classroom/individual schedules.	BHT Team, ILT, and Teacher Grade Level Teams	Ongoing	Select Status
Action Step 1	Positive peer interactions will be observed during teacher observations: Danielson	Admin	May 2023	Select Status
Action Step 2	Teacher teams will collaborate to find effective tools to promote functional communication with peers	Classroom Teachers	September 2023	Select Status
Action Step 3	The SEL provider will include in the curriculum a unit on positive communication with peers	Counselor	September 2023	Select Status
Action Step 4	The Health Curriculum will dedicate a bullying unit at the beginning of the year	Guidance Aide	September 2023	Select Status
Action Step 5	Support groups will be formed for students who struggle with	Counselor	September 2023	Select Status
Implementation Milestone 3	To give students agency student will have the opportunity to make choices on in the classr	Teachers	September 2023	Select Status
Action Step 1	Students will help to establish classroom rules and consequences.	Teachers/Students	September 2023	Select Status
Action Step 2	During backwards mapping teachers teams wil collaobrate to develop some student choice assessments	BHT Team, ILT, and Teacher Grade Level Teams	August 2023	Select Status
Action Step 3	The student Council Representatives will give monthly surveys to recieve students ideas and concers to presen to the adults in the building.	Student Council Sponsor/Student Council	September 2023	Select Status
Action Step 4	Cultivate results will be analyzed and activites for low rated areas will be explored from the Cultivate guide, and will be implemented as appropriate.	BHT Team, ILT, and Teacher Grade Level Teams	August 2023	Select Status
Action Step 5	Teachers develop choice boards for various assignments.	Teachers/Teacher Teams	September 2023	Select Status
Implementation Milestone 4	SEL and TREP Programs will continue to develop and nurture the students' sense of belonging.	BHT Team, ILT, and Teacher Grade Level Teams	Ongoing	Select Status
Action Step 1	SEL classes will be provided at least once a week for one period.	Counselor	August 2023	Select Status
Action Step 2	New teachers will be trained in TREP and other teachers will participate in a refresher course.	BHT Team, ILT, and Teacher Grade Level Teams	August 2023	Select Status
Action Step 3	The McDowell Behavior Protocol will be distributed to all staff members that deatails when students should be referred to the disciplinarian for counselor	Admin/Counselor/Acting AP	August 2023	Select Status
Action Step 4	All classroom will have a calm corner.	Teachers	September 2023	Select Status
Action Step 5	All students will be assigned an adult responsibility partner.	BHT Team, ILT, and Teacher Grade Level Teams	September 2023	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones By the June 2024 there will be a 50% reduction in the number of student groups being referred to the school counselor for classroom conflicts, peer conflict, and Tier II behaviors involving peers.

SY26 Anticipated Milestones	By the June 2026 there will be a 100% reduction in the number of student groups being referred to the school counselor for classroom conflicts, peer conflict, and Tier II behaviors involving peers	
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Return to Top Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Reduction in the number of student groups being referred to the school counselor for classroom conflicts, peer conflict, and Tier II behaviors involving peers	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	2%	1%	0	0
			Female	2%	1%	0	0
100% reporting student agency and a sense of belonging based on the Cultivate Survey.	Yes	Cultivate	Overall	50%	70%	80%	100%
			Students with an IEP	50%	70%	80%	100%

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
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.	New teachers will receive TREP planning and coaching. Veteran staff members will have a refresher TREP course. TREP practices will be evident in all classrooms to include morning mindfulness and designated areas for calm corners.	The TREP program will be in full implementation.	Updates TREP learning and coaching for new teachers (if applicable) will be provided.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All classrooms will have at least one period of SEL instruction each week.	Continue the SEL weekly classes.	Continue SEL weekly classes.
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	All students will have equitable access to student-centered enrichment and out-of-school programs that supplement a SEL program that will be responsive to other student interest and needs.	OST programs will continue for all students with an emphasis on student interests and needs.	OST programs will continue with an emphasis on student interests and needs.

Return to Top SY24 Progress Monitoring

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
					Select Status	Select Status	Select Status	Select Status
Reduction in the number of student groups being referred to the school counselor for classroom conflicts, peer conflict, and Tier II behaviors involving peers	% of Students receiving Tier 2/3 interventions meeting targets	Overall	2%	1%	Select Status	Select Status	Select Status	Select Status
		Female	2%	1%	Select Status	Select Status	Select Status	Select Status
100% reporting student agency and a sense of belonging based on the Cultivate Survey.	Cultivate	Overall	50%	70%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	50%	70%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting Monitoring	Progress Monitoring	<div style="border: 1px solid black; padding: 2px;"> Select the Priority Foundation to pull over your Reflections here => </div>	Connectedness & Wellbeing			
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.	New teachers will receive TREP planning and coaching. Veteran staff members will have a refresher TREP course. TREP practices will be evident in all classes to include morning mindfulness and designated areas for calm corners.				Select Status	Select Status	Select Status	Select Status	
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All classrooms will have at least one period of SEL instruction each week.				Select Status	Select Status	Select Status	Select Status	
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	All students will have equitable access to student-centered enrichment and out-of-school programs that supplement a SEL program that will be responsive to other student interest and needs.				Select Status	Select Status	Select Status	Select Status	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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.
Yes	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).

What are the takeaways after the review of metrics?

The 2023 5Essentials Report indicates Involved Parents" as being "Strong". Although we are deemed strong, there is a decline in the metric by 2pts from the 2022 report. The disaggregated data indicates that the two areas where 30% to 50% of the teachers report practices are not at all, little or somewhat are: 1) involves parents in the development of programs aimed at improving students' academic outcomes (20% not at all, 10% a little, and 20% somewhat) and 2) Involves parents in commenting on school curricula (30% not at all or a little). It is clear that we need to partner with our parents in the areas of curriculum and program development aimed to increase student achievement. Post Covid-19 last year was the first year we reinstated some of our staple programs that fostered our relationship with our families, school committees, and community members. They included: Parent movie night, Fun Fair, Fine Arts Festival, Male and Female mentoring. Two way communication is important to the success of our students. To that end McDowell have served parent communication tools that includes: Remind Text service, Parent Portal, Website, Virtual Classrooms for each teacher, Newsletters (School and classroom), and messages on our electronic Marquee. Back to School nights, LSC meetings, teacher conferences, assemblies, and school carnivals, fun fair, and the fine arts festival are platforms where we foster and leverage relationships with our families and school community.

What is the feedback from your stakeholders?

Teachers believe more parent training, inclusion in decision making, and accountability for students learning is needed as noted in the 5Essentials report. Students enjoy the activities that involve families and communities. Students love the Student Council and this provides a platform to give student voice for McDowell School. Parents also enjoy the activities and opportunities to partner with the school.

What student-centered problems have surfaced during this reflection?

Involved families is rated as strong while other areas are "very strong". Post covid, it is taking time to get parent physically back in the building. Most of our parent centered activities in the school were discontinued due to covid. Parents have not participated in curriculum decisions nor have we offered home-school connection trainings to help students understand instructional strategies and/or understand the new District Wide Assessments and results.

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

WE want to increase opportunities for parent training to develop our parents as partners efforts. We need to increase parent teacher trust and communication in participation in curriculum and program decisions. One positive note is the ESP staff serves as the first line of communication with our parents because they are outside before and after school when parents are dropping off and picking up students. Dr. Walker leads the ESP meetings to ensure that all things McDowell are communicated with ESP so they are equipped with information to share with the parents.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

parents are not included in developing programs aimed at improving academic outcomes nor are they involved in commenting on the school curricula.



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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Root Cause

Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

have not built parent-teacher trust nor have we as a school created opportunities for parents to be educated in curriculum and programs offered in order to effectively participate in the decision making process.



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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Theory of Action

What is your Theory of Action?

If we....

become transparent with curriculum and program selections/implementation and conduct activities to build trust with our parents



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:

then we see....

a strong home school partnership with parents where parents are empowered to extend and support learning activities beyond the school day.




which leads to...
 strong parent involment and teacher partnerships that will include parents in the progress and academic and social emotional success of their children. 




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

Resources: 


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


Team/Individual Responsible for Implementation Plan 
 PAC (Title I Paarent Advisory Council), LSC, ILT, McDowell Mentors

Dates for Progress Monitoring Check Ins
 Q1 Q3
 Q2 Q4

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	Parents will recieve balanced and objective information to assist them in being informed partners with the school	Parents will receive from admin and ILT	Starting 8/23 and ongoing	<input type="text" value="Select Status"/>
Action Step 1	BOY, MOY, AND EOY test Q and A's will be provided for parents	Counselor and interventionist	Starting 8/23 and ongoing	<input type="text" value="Select Status"/>
Action Step 2	Parents will view data walls in the classroom and corridors to understand test data	Parents	Starting 8/23 and ongoing	<input type="text" value="Select Status"/>
Action Step 3	The 5Essential Report will be shared with parents	Parents and Admin	Starting 8/23 and ongoing	<input type="text" value="Select Status"/>
Action Step 4	Parents will be invited to particpate in the development and or monitioring of the CIWP	Admin/ILT	Starting 8/23 and ongoing	<input type="text" value="Select Status"/>
Action Step 5	The ILT will host parent meetings to discuss the State of the School	ILT	Starting 8/23 and ongoing	<input type="text" value="Select Status"/>
Implementation Milestone 2	The school will use technology and social media to communicate with parents help build their capacity to make informed curriculum and program decisions	Technology Coordinator, Media Manager, And all staff member will contribute to content.	Starting 8/23 and ongoing	<input type="text" value="Select Status"/>
Action Step 1	McDowell will utilize all communication platforms i.e the McDowell Website, Newsletters, Marquee, Email, Remind App, JiJi, Tic Toc, Instagram, and Twitter to inform parents of events i.e.Back to School Night and other parent events.	Technology Coordinator, Media Manager, And all staff member will contribute to content.	Starting 8/23 and ongoing	<input type="text" value="Select Status"/>
Action Step 2	Parent Learning Night (Math and ELA Support Strategies)	Interventionist, Teachers, Counselor, Counselor Asst.	Starting 8/23 and ongoing	<input type="text" value="Select Status"/>
Action Step 3	Zoom or Google Meets will be a Report Card Pick up option to discuss student progress, review curriculum, and to review test data	Teachers	Starting 8/23 and ongoing	<input type="text" value="Select Status"/>
Action Step 4	The McDowell Parent Page on the website will have resources, videos and books to inform parents curriculum and activities to assist children in achievement.	All staff will contribute to content, Parents, Web manager	Starting 8/23 and ongoing	<input type="text" value="Select Status"/>
Action Step 5	PD sessions and publisher meetings will be arranged for parents.	Admin, ILT	Starting 8/23 and ongoing	<input type="text" value="Select Status"/>
Implementation Milestone 3	The school will use meeting oportunities and social events to build teacher/parent trust.	All Staff	Starting 8/23 and ongoing	<input type="text" value="Select Status"/>
Action Step 1	Quarterly recognition of parent volunteers	Teachers/Admin/Counselor	Starting 8/23 and ongoing	<input type="text" value="Select Status"/>
Action Step 2	Teacher will consider room parents as connections to other parents	Teachers/Admin/Counselor	Starting 8/23 and ongoing	<input type="text" value="Select Status"/>
Action Step 3	Teachers will sponsor daddies and donuts	Teachers/Admin/Counselor	Starting 8/23 and ongoing	<input type="text" value="Select Status"/>
Action Step 4	Teachers will sponsor mommies and muffins	Teachers/Admin/Counselor	Starting 8/23 and ongoing	<input type="text" value="Select Status"/>
Action Step 5	Teachers use website to post personal messages to the parents.	Teachers/Admin/Counselor/Web Manager	Starting 8/23 and ongoing	<input type="text" value="Select Status"/>
Implementation Milestone 4	McDowell will continue to host family programs and activities to build relationships with our parents and community.	Mentor Leaders/Teachers/Admin./ILT	Starting 8/23 and ongoing	<input type="text" value="Select Status"/>
Action Step 1	Back to School Night	Mentor Leaders/Teachers/Admin/ILT	Starting 8/23 and ongoing	<input type="text" value="Select Status"/>
Action Step 2	Assemblies, Programs, Ceremonies	Mentor Leaders/Teachers/Admin/ILT	Starting 8/23 and ongoing	<input type="text" value="Select Status"/>
Action Step 3	Mentoring and volunteering	Mentor Leaders/Teachers/Admin/ILT	Starting 8/23 and ongoing	<input type="text" value="Select Status"/>
Action Step 4	Fine Arts Festival	Mentor Leaders/Teachers/Admin/ILT	Starting 8/23 and ongoing	<input type="text" value="Select Status"/>
Action Step 5	Education and Family Fun Fair	Mentor Leaders/Teachers/Admin/ILT	Starting 8/23 and ongoing	<input type="text" value="Select Status"/>

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones BY SY25 we will be rated very stong in the area of "Involved Families." 

SY26 Anticipated Milestones By SY26 we will maintain our very strong rating in the area of "Involved families." 

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
"SY 24 Involved Families will be rated as "Very Strong"	Yes <input type="checkbox"/>	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Overall <input type="text"/>	SY23 Rating on 5 Essentials for "Involved families is	"Very Strong Rating on 5 Essentials in the are of Involved	"Very Strong Rating on 5 Essentials in the are of Involved	"Very Strong Rating on 5 Essentials in the are of Involved
			Overall <input type="text"/>				
The "Involved Families" Rating on the 5 Essentials will remain very strong for SY25 and SY26.	Yes <input type="checkbox"/>	Formal and informal family and community feedback received locally. (School Level Data)	Overall <input type="text"/>	SY23 Rating on 5 Essentials for "Involved families is	"Very Strong Rating on 5 Essentials in the are of Involved	"Very Strong Rating on 5 Essentials in the are of Involved	"Very Strong Rating on 5 Essentials in the are of Involved
			Overall <input type="text"/>				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.

Specify your practice goal and identify how you will measure progress towards this goal.

	SY24	SY25	SY26
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Parents will be invited to the LSC meetings and special emphasis and marketing will take place in order for parents to attend the two well publicized meetings where the State of the School is presented along with the CIWP.	Parents will be invited to the LSC meetings and special emphasis and marketing will take place in order for parents to attend the two well publicized meetings where the State of the School is presented along with the CIWP.	Parents will be invited to the LSC meetings and special emphasis and marketing will take place in order for parents to attend the two well publicized meetings where the State of the School is presented along with the CIWP.
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	This goal will be measured by the number of parents who are signed up up for parent portal, Remind, and Ji Ji portal. The number of parents who report visiting the website and who read the newsletter (determine by survey).	This goal will be measured by the number of parents who are signed up up for parent portal, Remind, and Ji Ji portal. The number of parents who report visiting the website and who read the newsletter (determine by survey).	This goal will be measured by the number of parents who are signed up up for parent portal, Remind, and Ji Ji portal. The number of parents who report visiting the website and who read the newsletter (determine by survey).
P&E:3 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).	The student body will hold an election to select student council members who will represent students and their voices in decision making.	The student body will hold an election to select student council members who will represent students and their voices in decision making.	The student body will hold an election to select student council members who will represent students and their voices in decision making.

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
"SY 24 Involved Families will be rated as "Very Strong"	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Overall	SY23 Rating on 5 Essentials for "Involved families is strong but is slightly trending downward. -2	"Very Strong Rating on 5 Essentials in the are of Involved Families	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		Overall			<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
The "Involved Families" Rating on the 5 Essentials will remain very strong for SY25 and SY26.	Formal and informal family and community feedback received locally. (School Level Data)	Overall	SY23 Rating on 5 Essentials for "Involved families is strong but is slightly trending downward. -2	"Very Strong Rating on 5 Essentials in the are of Involved Families	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		Overall			<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>

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

Partnership & Engagement

		Overall			Select Status	Select Status	Select Status	Select Status
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Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Parents will be invited to the LSC meetings and special emphasis and marketing will take place in order for parents to attend the two well publicized meetings where the State of the School is presented along with the CIWP.	Select Status	Select Status	Select Status	Select Status
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	This goal will be measured by the number of parents who are signed up up for parent portal, Remind, and Ji Ji portal. The number of parents who report visiting the website and who read the newsletter (determinie by survey).	Select Status	Select Status	Select Status	Select Status
P&E:3 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).	The student body will hold an election to select student council members who will represent students and their voices in decision making.	Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					

Parent and Family Plan

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

SCHOOL & FAMILY ENGAGEMENT POLICY

ESSA, Title I, Part A law requires schools to develop a parent and family policy that reflects their commitment to develop best engagement practices and maximizes meaningful consultation. Checking the boxes below indicates that your school understands and complies with each requirement listed.

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

Your school shall jointly develop, with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Checking off the statements below indicates your school will develop a compact that complies with each requirement. Compact statements will be housed at the school and shared with all parents.

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

The overarching goal for Title I Parent & Family Engagement funds is to increase student academic achievement through parental and family engagement and supporting skills development. In the box below, identify the academic priority areas around which your parent engagement & skills development will be aligned. As a reminder, use of your funds must occur in consultation with parents.



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