CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the CPS Spectrum of Inclusive Partnerships (from the CPS Equity Framework).

CIWP Team Guidance

Name ✍	Role ✍	Email ✍
Benetrice Whitfield	Principal	blwhitfield@cps.edu
Ronald Berdell	AP	roberdell@cps.edu
Samiena Singleton	Curriculum & Instruction Lead	sjsingleton@cps.edu
Courtnie Nides	Inclusive & Supportive Learning Lead	clscharf1cps.edu
Courtney Newman	Curriculum & Instruction Lead	cnewman8@cps.edu
Ashley Mitchell	Connectedness & Wellbeing Lead	anmitchell3@cps.edu
Bridget McGill	Teacher Leader	bmcgill2@cps.edu
Stephanie Kelly	Partnerships & Engagement Lead	skelly15@cps.edu
Nicole Singleton	LSC Member	nnsingleton01@gmail.com
Kiara Brown	Parent	
Jean Wilkinson	Inclusive & Supportive Learning Lead	jmwilinson2@cps.edu
Vanessa Villafuerte	Connectedness & Wellbeing Lead	vvillafuerte@liberty.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	8/1/23	9/1/23
Reflection: Curriculum & Instruction (Instructional Core)	8/1/23	9/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/1/23	9/1/23
Reflection: Connectedness & Wellbeing	8/1/23	9/1/23
Reflection: Postsecondary Success	8/1/23	9/1/23
Reflection: Partnerships & Engagement	5/30/23	9/1/23
Priorities	6/26/23	9/1/23
Root Cause	6/26/23	9/1/23
Theory of Acton	6/27/23	9/1/23
Implementation Plans	6/27/23	9/1/23
Goals	7/17/23	9/1/23
Fund Compliance	7/31/23	9/1/23
Parent & Family Plan	7/10/23	10/27/23
Approval	5/22/23	8/7/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/2023
Quarter 2	12/2023
Quarter 3	03/2024
Quarter 4	05/2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	*[takeaways reflecting most students; takeaways reflecting specific student groups]* In 3rd grade IAR - 69% Did Not Yet Meet Expectations. From iReady data, Primary Reading and Math Attainment were not achieved. 4th and 6th grade math showed STAR 360 - 4% 6th Grade At/Above and 19% 4th Grade At/Above - 43% Urgent Intervention. ✏️	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** *[feedback trends across stakeholders; feedback trends across specific stakeholder groups]* From 5 Essentials the data shows that areas of growth Teacher Influence Collective Responsibility, Student Responsibility, Teacher Safety, Safety, Quality of Student Discussion ✏️	STAR (Math) iReady (Reading) iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		ACCESS TS Gold Interim Assessment Data
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** *[impact on most students; impact on specific student groups]* Lead coach and interventions are creating assessments for every grade band using checkpoint. Teachers would use data to drive instruction. The assessments would allow for students to be assessed such Spanish EL and ELPT will support these efforts. ✏️	

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] With the increase in EL students our resources were very limited ✏️

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	*[takeaways reflecting most students; takeaways reflecting specific student groups]* Based on the ACCESS scores, 25 students did not reach proficiency which is 96 % of the student population. 1 student reached proficiency, is 4 % of the student popluation. The growth was minimal. ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
		MTSS Integrity Memo		ACCESS

Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.				MTSS Academic Tier Movement
					Annual Evaluation of Compliance (ODLSS)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?**		Quality Indicators of Specially Designed Curriculum
			[feedback trends across stakeholders; feedback trends across specific stakeholder groups] Teachers have shown interest in be trained in a translation devive support EL students. The school has IPads ready to be used and will roll out in upcoming year. ✏️		EL Program Review Tool
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual			
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**		
			[impact on most students; impact on specific student groups] With the use of the technology and the bilingual teacher will push into classrooms to work with students. The school will also support teachers in support EL popluations. ✏️		
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.				

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

[problems experienced by most students; problems experienced by specific student groups] Our subcatergory students such as DL and EL growth is minimal . Make more of a foucs that all students improve academically. ✏️

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	Dashboard reveals that a small percentage of students are receiving Tier 2 SEL interventions. This indicates school can support teachers with implementing interventions and progress monitoring to decrease student behavior incidents. School will also support middle school teachers in implementing SEL curriculum. ✏️	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC)
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** *[feedback trends across stakeholders; feedback trends across specific stakeholder groups]* Parents have shown interest in kickbaord and the kickbaord parties. The teachers will also progress monitor student who get point and who does not get points and progress interventions in Branching Minds. ✏️	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance

| Yes | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. | | Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY |

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	**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?**
[problems experienced by most students; problems experienced by specific student groups] All SEL curriculua should be continued and montiored in middle schools classrooms. ✏️	[impact on most students; impact on specific student groups] To train all staff in Kickbaord and montior the reports of which staff members are putting in points. ✏️

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	[takeaways reflecting most students; takeaways reflecting specific student groups] After reviewing tghe On-track data from dashboard it revealed that 45 % of students are on-track, 21 % almost on-track, 7 % near on-track, from on track 8 %, off-track 19 % ✏️	Graduation Rate

Program Inquiry: Programs/participation/attainment rates of % of ECCC

3 - 8 On Track

Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate

9th and 10th Grade On Track

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data) |
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?**	
			[feedback trends across stakeholders; feedback trends across specific stakeholder groups]On-Track data has been the lowest since post-Covid. ✏️	
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**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?**	
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	[impact on most students; impact on specific student groups] AP and attednace. team will closely montior students attedance and chronic absentess, tradiness and put in place interventions in Branching Minds. Middle school assembly should include being on time and getting to school. Utilize kickboard to also promote attendance. ✏️	

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] AP will transfer the responsibility of Naviance to the counselor. ✏️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	[takeaways reflecting most students; takeaways reflecting specific student groups] From 5 Essentials leaders and involve family were identified as "light green" ✍️	Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families

5E: Supportive Environment

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

Formal and informal family and community feedback received locally. (School Level Data) |
| Partially | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | |
| Partially | School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). | Student Voice Infrastructure Rubric | **What is the feedback from your stakeholders?**

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] Student voice from cultivated revealed student need for student need for input, and in student community part of survey was one of the lowest rate ✍️ | |

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] That family parnterships and events are minially compelte. ✍️

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?

Efforts to increase community partnerships and leverage from the LSC. ✍️

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

| Yes | All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive. |

| Yes | Students experience grade-level, standards-aligned instruction. |

| Yes | Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn. |

| Yes | The ILT leads instructional improvement through distributed leadership. |

| Yes | School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. |

| Yes | Evidence-based assessment for learning practices are enacted daily in every classroom. |

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups] In 3rd grade IAR - 69% Did Not Yet Meet Expectations. From iReady data, Primary Reading and Math Attainment were not achieved. 4th and 6th grade math showed STAR 360 - 4% 6th Grade At/Above and 19% 4th Grade At/Above - 43% Urgent Intervention.

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] From 5 Essentials the data shows that areas of growth Teacher Influence Collective Responsibility, Student Responsibility, Teacher Safety, Safety, Quality of Student Discussion

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups] With the increase in EL students our resources were very limited

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

[impact on most students; impact on specific student groups] Lead coach and interventions are creating assessments for every grade band using checkpoint. Teachers would use data to drive instruction. The assessments would allow for students to be assessed such Spanish EL and ELPT will support these efforts.

Determine Priorities

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

Students...

all students DL, EL will access to the high quality curriculum and standards based assessments.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

will commit to implement high quality in all settings and contents

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

effectively deliver high quality tier one instruction, utilizing a high quality curriculum

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Jump to...   [Priority](#)   [TOA](#)   [Goal Setting](#)   [Progress Monitoring](#)
[Reflection](#)   [Root Cause](#)   [Implementation Plan](#)

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

Curriculum & Instruction

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

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

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

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

then we see....

individualized student learning and support, progress monitoring, and higher levels of student engagement. ✍️

which leads to...

a higher number of students growing and moving closer to attainment and or meeting or exceeding expectations on the STAR 360, iReady, and IAR. ✍️

[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	
Q1 10/2023	Q3 03/2024
Q2 12/2023	Q4 05/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100 % of teachers will use checkpoint for assessment and data cycles to progress montior student growth and attainment	Lead Coach, Interventionist	The end of every quarter	Not Started
Action Step 1	Provide professional learning in checkpoint in data cluster meeting	Admin, Lead Coach, Interventionist		Not Started
Action Step 2	Allow teachers space and time during grade leve cluster meetings to review results and plan for next steps using a data review protocol	Admin, Lead Coach		Not Started
Action Step 3	Provide feedback and teacher time for data analysis	Admin,Lead Coach, Interventionist		Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Teachers will engage in high quality professional learning that encompasses best practices for the delivery of high quality instruction in addition they will be supported in coaching to ensure fidelity of the curriculum.	Lead Coach, Interventionist		Not Started
Action Step 1	Provide professional learning in both the EL and Eureka currricula and in checkpoint during data cluster meetings	Admin, Lead Coach, Interventionist		Not Started
Action Step 2	Give teachers space and time to implement by allowing working time during every data session	Admin		Not Started
Action Step 3	Provide feedback and teacher time for data analysis. Include teaching and learning cycle for all teachers to follow.	Admin,Lead Coach, Interventionist		Not Started
Action Step 4	Implement coaching cycle with teachers to set instructional goal with teachers and learning goal with students	Admin, coach		Select Status
Action Step 5				Select Status
Implementation Milestone 3	With the use of the curriculum the teacher's makes the learning interesting and in turn 100 % percent of students are engaged.	Lead Coach, Interventionists		Select Status
Action Step 1	Students engage in discourse	Interventionist, teacher		Select Status
Action Step 2	School-wide data cycles utilizing rigor walks	Interventionist, teacher		Select Status
Action Step 3	Utilize MTSS structures to create tiered supports	Interventionist, teacher		Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	*[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]* **All teachers will administer district checkpoints assessment and complete a cycle of data analysis in cluster meetings.** ✍️

Curriculum & Instruction

SY26 Anticipated Milestones	[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] All teachers will administer teacher created checkpoints assessment and complete a cycle of data analysis in cluster meetings.	✍️

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	Numerical Targets [Optional] ✍️		
					SY24	SY25	SY26
There will be increase in student performance on Star 360 Reading	Yes	STAR (Reading)	Students with an IEP	95 of student scored urgent interventions	Students will increase growth by 2 by EOY	Students will increase growth by 2 by EOY	
			English Learners	83 of student scored urgent interventions	Students will increase growth by 2 by EOY	Students will increase growth by 2 by EOY	
There will be increase in student performance on Star 360 Math	Yes	STAR (Math)	Students with an IEP	65 of students scored in the urgent interventions	Students will increase growth by 2 by EOY	Students will increase growth by 2 by EOY	
			English Learners	78 of students scored in urgent interventions	Students will increase growth by 2 by EOY	Students will increase growth by 2 by EOY	

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:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	By the end of SY24 all teachers will be administering daily assessments 75 % of time	By the end of SY25 all teachers will be administering daily assessments 85 % of time	By the end of SY26 all teachers will be administering daily assessments 95 % of time
C&I:2 Students experience grade-level, standards-aligned instruction.	BY the end of SY24 all teachers will be implementing grade-level, standards-aligned instruction 75 % of the time.	BY the end of SY25 all teachers will be implementing grade-level, standards-aligned instruction 85 % of the time.	BY the end of SY26 all teachers will be implementing grade-level, standards-aligned instruction 100% of the time.
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

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

Curriculum & Instruction

					Select Status	Select Status	Select Status	Select Status
There will be increase in student performance on Star 360 Reading	STAR (Reading)	Students with an IEP	95 of student scored urgent interventions	Students will increase growth by 2 by EOY	Select Status	Select Status	Select Status	Select Status
		English Learners	83 of student scored urgent interventions	Students will increase growth by 2 by EOY	Select Status	Select Status	Select Status	Select Status
There will be increase in student performance on Star 360 Math	STAR (Math)	Students with an IEP	65 of students scored in the urgent interventions	Students will increase growth by 2 by EOY	Select Status	Select Status	Select Status	Select Status
		English Learners	78 of students scored in urgent interventions	Students will increase growth by 2 by EOY	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:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	By the end of SY24 all teachers will be administering daily assessments 75 % of time	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	BY the end of SY24 all teachers will be implementing grade-level, standards-aligned instruction 75 % of the time.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

Partnership & Engagement

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.
Partially	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?

[takeaways reflecting most students; takeaways reflecting specific student groups] From 5 Essentials leaders and involve family were identified as "light green"

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] Student voice from cultivated revealed student need for student need for input, and in student community part of survey was one of the lowest rate

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups] That family parnterships and events are minially compelte.

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?

Efforts to increase community partnerships and leverage from the LSC.

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Determine Priorities

Resources: 🚀

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

Students...

Students do not have trusting relationships with their teachers. ✍️

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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Root Cause

Resources: 🚀

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

As adults in the building, we...

do not follow through and remain consistent with student expectations and allow for student voice. ✍️

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

effectively implement school wide student expectations (Core Values), promote student voice via LSC platform, implementing Second Step curriculum to give students social and emotional strategies to maximize their potential. ✍️

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Partnership & Engagement

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

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

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

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

then we see....

students engaged in school community, high level of mutual trust and respect with teachers, ✍ and student advocacy in their learning

which leads to...

greater student academic achievement and encourages them to expand their horizons and ✍ become leaders in their community.

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 ✍

Admin/Teachers/ Staff

Dates for Progress Monitoring Check Ins

Q1	10/2023	Q3	03/2024
Q2	12/2023	Q4	05/2024

SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1 — Students will utilize the process and protocols of using the student council to communicate wants and needs in the school.			Select Status
Action Step 1 — Organize/ Elect the student council	Woolridge /Clayborn	9/2023	Not Started
Action Step 2 — Planning and managing workload	Woolridge /Clayborn	10/23	Not Started
Action Step 3 — Sub Committees	Woolridge /Clayborn	11/23	Not Started
Action Step 4 — Students Newsletter, Organize Events	Woolridge /Clayborn	1/2024	Not Started
Action Step 5 —			Select Status
Implementation Milestone 2 — Students take ownership of their learning and are more actively engaged in their schoolwork when they have choices, share their ideas, and feel heard	Teachers/Admin	9/2024	Not Started
Action Step 1 — Communication platforms (bulletin board, google classroom)	Kelly	10/2024	Not Started
Action Step 2 — Community projects (food drive, fundraisers. social events)	Woolridge	1/2024	Not Started
Action Step 3 — School events (assemblies, speakers)	AP	1/2024	Not Started
Action Step 4 — Teacher responds to student suggestions to make class better.	Teacher		Select Status
Action Step 5 — Teacher asks student asks for input about thier learning	Teacher		Select Status
Implementation Milestone 3 — Teachers are teaching the SEL curriculum with fidelity but are being flexible and responsive to the students they serve.			Select Status
Action Step 1 — Most are implementing daily excercises from Calm Classroom or Second Step			Select Status
Action Step 2 — Progress Monitor lessson implementation for Second Step Curriculum			Select Status
Action Step 3 — School wide implementation of quarterly activities			Select Status
Action Step 4 —			Select Status
Action Step 5 —			Select Status
Implementation Milestone 4 —			Select Status
Action Step 1 —			Select Status
Action Step 2 —			Select Status
Action Step 3 —			Select Status
Action Step 4 —			Select Status
Action Step 5 —			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones — [What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?] By the end of the Sy25 students have an established student council and continue to be a vital part of the school community . ✍

SY26 Anticipated Milestones — [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] By the end of the SY26 students will have an established student council that is involved and represented in the school community. ✍

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

Partnership & Engagement

Goal Setting

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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

| | | | | Numerical Targets [Optional] ✍️ | | | |
Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
On the 5 Essentials and Cultivate we expect to see a significant increase in student to teacher trust and classroom communities.	Yes	Cultivate	Overall	64	75	85	90
			Select Group or Overall				
Teachers will keep their promises and listen to student ideas systemically and with structure.	Yes	Cultivate	Overall	59	65	75	85
			Select Group or Overall				

Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals. ✍️ | Specify your practice goal and identify how you will measure progress towards this goal. ✍️ | | |
	SY24	SY25	SY26
Select a Practice			
Select a Practice			
Select a Practice			

SY24 Progress Monitoring

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Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
On the 5 Essentials and Cultivate we expect to see a significant increase in student to teacher trust and classroom communities.	Cultivate	Overall	64	75	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Teachers will keep their promises and listen to student ideas systemically and with structure.	Cultivate	Overall	59	65	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

| | | | | Progress Monitoring | | |
| Identified Practices | SY24 | | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |

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

Partnership & Engagement

Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked: Complete IL-Empower Section below	☑	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**
		This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.
If Checked: No action needed	☐	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).** **(Continue to Parent & Family Plan)**

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

☑ The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).

☑ The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.

☑ Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

☑ Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

☑ Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.

☑ School Improvement Reports (SIR) are due on a triannual basis.

☑ Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.

☑ As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

☑ As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	STAR (Math): There will be increase in student performance on Star 360 ...	**Students with an IEP**	65 of students scored in the urgent interventions	Students will increase growth by 2 by EOY	Students will increase growth by 2 by EOY	
		English Learners	78 of students scored in urgent interventions	Students will increase growth by 2 by EOY	Students will increase growth by 2 by EOY	
Required Reading Goal	STAR (Math): There will be increase in student performance on Star 360 ...	**Students with an IEP**	65 of students scored in the urgent interventions	Students will increase growth by 2 by EOY	Students will increase growth by 2 by EOY	
		English Learners	78 of students scored in urgent interventions	Students will increase growth by 2 by EOY	Students will increase growth by 2 by EOY	
		Overall	64	75	85	90
Optional Goal	Cultivate : On the 5 Essentials and Cultivate we expect to see a significant...	**Select Group or Overall**				

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

☐ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.

☐ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

☐ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

☐ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

☐ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.

☐ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

☐ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.

☐ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct
other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

☐ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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

☐ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.

☐ The school will hold parent-teacher conferences.

☐ The school will provide parents with frequent reports on their children's progress.

☐ The school will provide parents reasonable access to staff.

☐ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

☐ The parents will support their children's learning.

☐ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

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