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).

Name ✍️	Role ✍️	Email ✍️
Raquel Davis	Principal	rdavis3@cps.edu
Anjanette Lipsett	AP	allipsett@cps.edu
Chelita O'Neal	Instructional Coach	clharris@cps.edu
Kitty Ma	Personalized Learning Coach	kma5@cps.edu
Ann Reidy	Case Manager	akreidy@cps.edu
L'rae Tefera	Teacher Leader	ltefera@cps.edu
Yolanda Pender-Bey	Interventionist	ypender-bey@cps.edu
Jennifer Bobo	Teacher Leader	jlbobo@cps.edu
	Select Role	
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍️	Planned Completion Date ✍️
Team & Schedule	5/17/23	5/17/23
Reflection: Curriculum & Instruction (Instructional Core)	6/28/23	6/28/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/28/23	6/28/23
Reflection: Connectedness & Wellbeing	6/29/23	6/29/23
Reflection: Postsecondary Success	6/29/23	6/29/23
Reflection: Partnerships & Engagement	6/29/23	6/29/23
Priorities	7/17/23	7/18/23
Root Cause	7/17/23	7/18/23
Theory of Acton	7/17/23	7/18/23
Implementation Plans	7/17/23	7/18/23
Goals	7/17/23	7/18/23
Fund Compliance	8/31/23	8/31/23
Parent & Family Plan	9/14/23	9/14/23
Approval	9/29/23	9/21/23

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	11/2/23
Quarter 2	1/11/24
Quarter 3	2/22/24
Quarter 4	5/23/24

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	✏️ [takeaways reflecting most students; takeaways reflecting specific student groups] Our Primary department utilized the Reading Street curriculum that was outdated and not rigorous. The ELA curriculum in other departments may have been inconsistent in rigor and cultural responsiveness. A stronger curriculum was used in the areas of Math. Science and Social Science curriculum materials were purchased but not implemented with fidelity. Students experience grade-level standards-aligned instruction across grade levels, with the use of pacing guides and scope and sequence. The Inner Core of increasing the level of knowledge and skill that the teacher brings to the instructional process we addressed through Personalized learning signature practices. We increased the level and complexity of the content that students are asked to learn by analyzing student work and identifying the depth of knowledge associated with student tasks. And thirdly, through personalized learning and Kagan structures, we increased the role of student engagement and ownership of their learning processes. We noticed that there was inconsistency when looking at student work protocols. The schedule of analyzing student work during GCT meetings was often overridden by either district, network, or local compliance demands. The cycle of implementing interim balanced assessments lacked coherence and consistency schoolwide. The intent to expose students to Test-taking skills(timed-management) was not a focus schoolwide. Evidence-based assessments were not enacted daily in all content areas as we know Science and Social Science is an area of growth. Work with Branching Minds and creating game plans for small group instruction provided actionable evidence but it was not with fidelity across all grade levels.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		

Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	[Powerful Practices Rubric](#) [Learning Conditions](#)
Partially	The ILT leads instructional improvement through distributed leadership.	[Continuum of ILT Effectiveness](#) [Distributed Leadership](#)
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	[Customized Balanced Assessment Plan](#) [ES Assessment Plan Development Guide](#) [HS Assessment Plan Development Guide](#)
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	[Assessment for Learning Reference Document](#)

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] ✍️
TTeachers feel that New initiatives/curriculum can be overwhelming initially. However, with safe practice and support teachers are open to improving practices. Autonomy blended with key focus areas lightens the teachers workload and anxiety.

Parents report that there has been limited communication with the curriculum and standards across grade-levels. Beyond that, we cannot speak to their feedback at the moment.
Students-Students desire more project-based learning opportunities; students believe their learning prepares them for the future. 5 Essentials show that students' rating for Academic instruction is very strong.

Feedback from other stakeholders express that there is a Lack of student discourse, use of academic vocabulary and limited depth of knowledge on rigorous task was evidenced during Network Rigor Walk.

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] ✍️
Improvement efforts include the school-wide adoption of ELA Skyline. There will be PLC's dedicated to Deep-dive into the standards across all grade bands in ELA and Math. Implementing the Savvas Learning curriculum for Science and My World for Social Science, with fidelity will provide a rigorous curriculum and will provide access to grade-level content for all students. Leveraging coaches (Lead/PL) to assist with improvement efforts. The coaching cycle will include teach backs, collaboration and cohesion across contents and grade-bands. Frequent monitoring, colabs, and reflection. More focus on distributed leadership opportunities for new teacher leaders (Social Science).

[STAR (Math)](#)

[iReady (Reading)](#)

[iReady (Math)](#)

[Cultivate](#)

[Grades](#)

[ACCESS](#)

[TS Gold](#)

[Interim Assessment Data](#)

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

One identified student-centered problem is a lack of culturally responsive, rigorous ELA curriculum to foster interest and student engagement. There is little to no data to analyze if the Science and Social Science curriculum is culturally responsive and rigorous. ✍️
Another student-centered problem based on the Cultivate data is a lack of feedback for growth. Students are given opportunities to show improvement on tasks, however time to process the feedback and make corrections with clear directives are not provided. There is also a lack of recognition of small improvements with limited praise and reassurance of effort.

effort.
Lack of best instructional and assessment practices in EVERY classroom, school-wide. ie. Kagan, Exit Slips Lack of Student engagement with curriculum to fully understand and speak to standards mastery and path to achievement.

Inclusive & Supportive Learning Environment

[Return to Top](#)

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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](#)	The CIWP team reconciled that the MTSS process may have been unclear to all stakeholders. Branching Minds platform was new and implementation was challenging. There were issues within the system that may have generated out of compliance reports that were not always accurate. While students enjoyed individual attention from tutors and interventionists, communication between teachers, tutors, the interventionists and families caused confusion and inconsistency. We noticed that Parents appreciated the extra support and wanted updated data of their students' progress but a formal process to communicate to parents in a timely manner was not in place.	Unit/Lesson Inventory for Language Objectives (School Level Data) [MTSS Continuum](#) [Roots Survey](#) [ACCESS](#) [MTSS Academic Tier Movement](#) [Annual Evaluation of Compliance (ODLSS)](#) [Quality Indicators of Specially Designed Curriculum](#) [EL Program Review Tool](#)
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	[MTSS Integrity Memo](#)		
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	[LRE Dashboard Page](#)	**What is the feedback from your stakeholders?**	
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	[IDEA Procedural Manual](#)	Teachers-Lack of communication between teachers, tutors, interventionist and families. Student-Students enjoyed individual attention from tutors and interventionist. They displayed confidence in their growth over time. Parents- Want updated data of students progress. Appreciated their child having access to support.	
		[EL Placement Recommendation Tool ES](#)		

			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?	
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool HS	Currently, a team has been developed to collectively provide MTSS services to students through in-depth collaborations using the problem-solving process. Through Grade Cycle Team meetings, members of the team have plans to explain the MTSS referral/ implementation process to ensure clarity for all staff. On an ongoing basis, the process will be reiterated during GCT meetings, with the understanding that the teacher is responsible for teaching ALL students at ALL levels in small, structured groups; the intervention program is NOT a replacement for the teacher's instruction - it is designed to fill gaps and support using a research-based intervention program.	
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.		During the end of the year reflection, teachers shared a need for structured and scheduled tutor/interventionist and teacher check-ins to discuss and collaborate over interventions and support that can help move students' progress through the program towards attainment. Collaboration logs have been created to monitor and facilitate collaborations between teachers and interventionist/tutors using the problem-solving process to ensure all parties are engaged in best-practices and using effective intervention tools to ensure positive academic growth for all students.	

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 were identified to receive MTSS interventions using the previous years data. There was a lack of implementation of the problem solving process that identifies the root cause of why students are not progressing toward meeting their academic goals. Best practices require the utilization of the PSP to identify the most effective interventions to support closing student learning gaps. Teachers lacked understanding of the MTSS process including their roles versus the roles and responsibilities of the tutors and interventionists which led to a lack of continuous systematic utilization of interventions and progress monitoring. Additionally, there was no structured collaboration between teachers, tutors, and the interventionist. More importantly, the absence of parental notification deprived parents of the opportunity to be educated on the MTSS process, engage in advancing their child's learning, and

Parents requested more ongoing communications regarding their child's progression through the MTSS program. The process for communicating with families needs to be streamlined - notification of MTSS support entry AND exit protocols to be established to ensure parental awareness and engagement with student learning. Parent to school and school to home communications will ensure students feel safe and supported along their learning continuum which will lead to a decrease in students requiring MTSS services as will be documented in Branching Minds. Teachers will receive ongoing training to ensure teachers are effectively trained to manage data with fidelity in the branching minds platform including progress monitoring and parent communications.

Connectedness & Wellbeing

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Using the associated references, is this practice consistently implemented?		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Partially	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	*[takeaways reflecting most students; takeaways reflecting specific student groups]* *SEL and Culture & Teams are in place, but low functioning. Some actions have been taken such as listening walks and the school's refocus on expectations at MOY. Due to competing priorities it became difficult to sustain the schoolwide SEL assemblies. While structures were in place for schoolwide behavior infractions, the behaviors became more frequent which led to an increase in student suspensions. Chronic absenteeism and truancy resulted in an all time EOY low*	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100

absenteeism and truancy resulted in an all time EOY low attendance rate. There is no attendance re-entry plan in place. The OST, extended day, program was revised to extend student learning based on student interest gathered from student and teacher surveys.

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

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] ✍️
SEL and Culture & Teams are in place, but low functioning. Some actions have been taken such as listening walks and the school's refocus on expectations at MOY. Due to competing priorities it became difficult to sustain the schoolwide SEL assemblies. While structures were in place for schoolwide behavior infractions, the behaviors became more frequent which led to an increase in student suspensions. Chronic absenteeism and truancy resulted in an all time EOY low attendance rate. There is no attendance re-entry plan in place. The OST, extended day, program was revised to extend student learning based on student interest gathered from student and teacher surveys.

Reduction in repeated disruptive behaviors (4-6 SCC)

Access to OST

Increase Average Daily Attendance

Increased Attendance for Chronically Absent Students

Reconnected by 20th Day, Reconnected after 8 out of 10 days absent

Cultivate (Belonging & Identity)

Staff trained on alternatives to exclusionary discipline (School Level Data)

Enrichment Program Participation: Enrollment & Attendance

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

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] ✍️

Students who have a high absenteeism rate are often those students who are off track. Upon returning to school from extended missed learning, support is not in place to facilitate a re-entry process that will provide students with opportunities to re-engage with their learning environment and to make-up missed learning. More efforts must be structured that will connect staff to students to ensure each individual child's, visible and invisible, SEL needs are met. Additionally, students need to learn/be taught to become advocates for themselves and their academic journey. Students will benefit from teachers and school-wide staff sharing of a common language that will enable students to understand feedback that lets them know that they have support, are heard and learning in a safe environment.

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] ✍️
To streamline attendance improvement efforts, the attendance team and culture and climate team will merge. One of the main goals of this team will be to plan activities/ events/ meetings to promote parent buy-in and understanding of the impact students' chronic absenteeism has on academic/SEL progress. The combined teams will develop and implement protocols for teachers to engage in outreach practices for absent students which will open a line of communications between the parents and teachers. Specific Tiered interventions for Tier 2 and Tier 3 will be designed to get to the root cause of each individual student's chronic absenteeism. To further ensure a school-wide unified effort, all staff will be trained or retrained on trauma, restorative, and anti-bullying practices.

Postsecondary Success

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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
Partially — An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	All aspects of the post secondary program are being fully implemented by the Counselor solo. The counselor plans and oversees student engagement with all post-secondary initiatives that expose students to high school and college level programs. Work based learning lessons on career possibilities are provided to students by the Counselor. Educators should be involved in the efforts to engage students in post secondary activities as well as work based learning engagement initiatives. The transition plan in Naviance, that students must complete, might have not been completed last year due to technical challenges with the program's platform. ✍️	Graduation Rate / Program Inquiry: Programs/participation/attainment rates of % of ECCC / 3 - 8 On Track
Partially — Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Learn, Plan, Succeed / % of KPIs Completed (12th Grade)

No	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	[Work Based Learning Toolkit](#)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	[ECCE Certification List](#)
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	[PLT Assessment Rubric](#)
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	[Alumni Support Initiative One Pager](#)

What is the feedback from your stakeholders?

The counselor provided lessons on possible future career opportunities during weekly scheduled classroom push-ins. All students in grades k-8 identify specific goals and higher learning choices in their learning profiles which are modified as the student progresses through the grades. Students also share the future goals and aspirations in the learning profiles as well which provides educators insight on students' interest, personal preference and progressive outlook towards opportunities.

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 CIWP team will meet with the new Counselor to create a plan for the year that includes the components identified in the takeaways. A coordinated effort will be developed through organized collaborations with teachers to implement programs that have been coordinated based on identified student interest derived for surveys, discussions, and learning profiles. The Counselor will work collaboratively with teachers to implement the Success Bound Curriculum and ILP development using Schoolinks for post-secondary college and career readiness for grades sixth through eighth. An effective purposeful effort will be made to include teachers in identifying a timeline and best practices for engaging students in work-based learning projects that broaden middle school student's exposure to higher-learning and a variety of career opportunities.

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

Students are not exposed to the full scope of the success bound and college and career readiness programs. Limited exposure to career opportunities provides a minimal scope of future opportunities for students. The lack of work-based learning initiatives for students deprives students of the knowledge of progressive changes occurring in the field of careers, community engagement and higher learning. Teachers are not able to facilitate student's real-world experiences that enable students to delve deeper into practices around their aspirations. A

experiences that enable students to delve deeper into practices around their aspirations. A collaborative initiative between the counselor and teachers will empower students to experience a broader arrangement of resources that will support their identity, acknowledge they have been heard, and respected.

Partnership & Engagement

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	There are efforts being made to engage parents with the school community. There is room to deepen our planning around making sure that parents have a variety of options, and multiple ways to be welcomed into our school community. We currently have less than 5% of our parents participating in engagement events. This year it will be important for our Parent Engagement Team and PAC to address this, along with the establishment of ways to leverage our parents as resources. Some things to consider are focusing not just on big quarterly school wide parent engagement events, but also smaller, more intimate parent engagement events. In addition, focus on hosting these events with more consistency and in consideration of expressed parent interests. Incorporation of parent' interest surveys will be useful in this. We are excited about our partnership with the paid Southside Parent Mentor Program. We have received positive feedback from classrooms that have engaged with the pilot of this program, and we are looking forward to the impact of its growth this school year.	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) |
| Yes | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | Level of parent engagement in the ODLSS Family Advisory Board
(School Level Data) |
| Partially | School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels | Student Voice Infrastructure Rubric | **What is the feedback from your stakeholders?** | Formal and informal family and community feedback received locally.
 (School Level Data) |

Partially

centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

According to teacher respondents in the area of Involved Families on the 2023 5 Essentials Survey, we rated Strong (74%) that parents have influence on decision-making in the school, Neutral (50%) that there is teacher-parent trust, and Weak (28%) on Parent Involvement in School. Further, 70% of teachers reported that SOME parents attend parent-teacher conferences when requested, 60% reported that SOME parents volunteered in the school/classroom, contacted teachers about their child's performance, and responded to suggestions for helping their child.

According to student respondents on the 2023 5 Essentials Survey, in the area of Human and Social Resources in the Community, the majority of students do NOT feel (60%) that people in the community can be trusted but the majority of students DO (60%) feel there are adults in the community that they can look up to. The majority of students (90%) agree or strongly agree that their parents support them emotionally and developmentally.
47 parents participated in the Personalized Learning Site Assessment Survey in SY23. 45 out of 47 parents responded that family and community engagement can be observed throughout the school. 42 out of 47 responded that families and community members have a voice in decisions about the specialty program (personalized learning) within our school.

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.

There are currently multiple ways for students to engage to include Beta Club, Student Council and OST Clubs. In general students highly enjoy these engagement opportunities. However, there is room for us to expand the capacity of engagement. We had a 25% percent increase in our OST programming from Fall to Spring last school year, indicating that OST programming is meeting student interests. We hope to expand on that interest again this year in OST and other student engagement opportunities by 25%. This expansion of student engagement can include more opportunities for student showcase, community service and project based experiences. It will be important for program sponsors to meet more consistently with students engaged in such programming and to collaboratively plan together with a goal of meeting with fidelity each month.

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?

Our parent engagement team has added a goal of hosting more intimate parent events each quarter such as "Parent Cafes", that give parents and teachers the opportunity to have structured, yet informal dialogue, around topics that matter to them. The goal is to increase teacher-parent trust, and participation. We recognize that a barrier to parent participation is child care during these adult centered events.
In planning for such events, it will be important that activities are made available for the students of parents that want to participate. We hope to increase participation by 25% for Parent Engagement events.

Our partnership with the Southside Parent Mentor Program has already shown significant impact in improving student academic success. Last year, our mentor worked consistently with students in the areas of math and reading fluency with shown gains in those areas for participating students. It is our goal to increase the number of mentors from 1 mentor to 8 mentors this year.

We have made a goal to return to our practice of hosting monthly student SEL assemblies. This will give students the opportunity to showcase their learning, growth, and contributions to the social emotional climate of our school. This will provide our students with more opportunity for agency and voice among their peers.
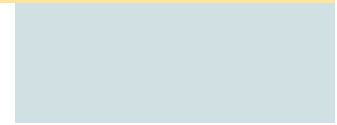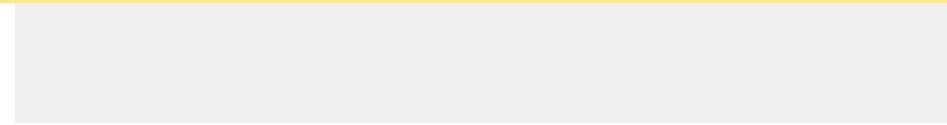
Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	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]
Our Primary department utilized the Reading Street curriculum that was outdated and not rigorous. The ELA curriculum in other departments may have been inconsistent in rigor and cultural responsiveness.

A stronger curriculum was used in the areas of Math. Science and Social Science curriculum materials were purchased but not implemented with fidelity.

Students experience grade-level standards-aligned instruction across grade levels, with the use of pacing guides and scope and sequence.

The Inner Core of increasing the level of knowledge and skill that the teacher brings to the instructional process we addressed through Personalized learning signature practices. We increased the level and complexity of the content that students are asked to learn by analyzing student work and identifying the depth of knowledge associated with student tasks. And thirdly, through personalized learning and Kagan structures, we increased the role of student engagement and ownership of their learning processes.

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]
TTeachers feel that New initiatives/curriculum can be overwhelming initially. However, with safe practice and support teachers are open to improving practices. Autonomy blended with key focus areas lightens the teachers workload and anxiety.

Parents report that there has been limited communication with the curriculum and standards across grade-levels. Beyond that, we cannot speak to their feedback at the moment. Students-Students desire more project-based learning opportunities; students believe their learning prepares them for the future. 5 Essentials show that students' rating for Academic instruction is very strong.

Feedback from other stakeholders express that there is a Lack of student discourse, use of academic vocabulary and limited depth of knowledge on rigorous task was evidenced during Network Rigor Walk.

What student-centered problems have surfaced during this reflection?

One identified student-centered problem is a lack of culturally responsive, rigorous ELA curriculum to foster interest and student engagement. There is little to no

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]
Improvement efforts include the school-wide adoption of ELA Skyline. There will be PLC's

Curriculum & Instruction

data to analyze if the Science and Social Science curriculum is culturally responsive and rigorous.
Another student-centered problem based on the Cultivate data is a lack of feedback for growth. Students are given opportunities to show improvement on tasks, however time to process the feedback and make corrections with clear directives are not provided. There is also a lack of recognition of small improvements with limited praise and reassurance of effort.
Lack of best instructional and assessment practices in EVERY classroom, school-wide. ie. Kagan, Exit Slips Lack of Student engagement with curriculum to fully understand and speak to standards mastery and path to achievement.

dedicated to Deep-dive into the standards across all grade bands in ELA and Math. Implementing the Savvas Learning curriculum for Science and My World for Social Science, with fidelity will provide a rigorous curriculum and will provide access to grade-level content for all students. Leveraging coaches (Lead/PL) to assist with improvement efforts. The coaching cycle will include teach backs, collaboration and cohesion across contents and grade-bands. Frequent monitoring, colabs, and reflection. More focus on distributed leadership opportunities for new teacher leaders (Social Science).

Determine Priorities

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Resources: 🚀

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

Determine Priorities Protocol

Students...

are performing below grade level expectations and are not receiving instruction in all subject areas using high quality and culturally responsive curriculum and balanced assessments. ✍️

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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Resources: 🚀

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

5 Why's Root Cause Protocol

As adults in the building, we...

did not invest in school-wide professional development, adoption, and instructional practices of a high-quality and culturally responsive ELA curriculum along with high-level assessments connected to curriculum. This hinders teachers and students abilities to create a path towards mastery of grade-level standards. ✍️

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

Return to Top

Curriculum & Instruction

What is your Theory of Action?

If we....

Use the balanced assessments included in our rigorous and culturally responsive curriculum (across all content areas) to analyze data to drive instructional practices and tailor authentic learning for students ✍️

then we see....

Teachers, grade-level teams, and students engaging in collaborative cycles of learning (teaching, assessment, data analysis, reflection) to develop and adjust instructional strategies, short term learning paths, and learning experiences towards mastery of grade-level standards ✍️

which leads to...

An annual increase of 7%-9% of 3rd - 8th grade students meeting grade-level expectations in ELA and Math on the yearly IAR performance assessment. ✍️

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 ✍️

ILT, Coach, PL Coordinator, Teachers and Admnistration

Dates for Progress Monitoring Check Ins

Q1	11/2/23	Q3	2/22/24
Q2	1/11/24	Q4	5/23/24

Curriculum & Instruction

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	Implementation of school-wide ELA curriculum	Teachers, coaches	End of Year	*Select Status*
Action Step 1	District Skyline professional development	All staff	Quarterly	*Select Status*
Action Step 2	Regular cadence of in-house coaching	Mrs. Oneal	Yearlong	*Select Status*
Action Step 3	In-school Skyline co-labs	Mrs. Oneal and Ms. Ma	Quarterly	*Select Status*
Action Step 4	In-house personalized professional learning paths to address teacher needs (workshops, seminars, etc)	Ms. Ma	Yearlong	*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 2	Instructional Practices	Mrs. Oneal and Administration	End of Year	*Select Status*
Action Step 1	Introduce/Revisit 1-3 Kagan Structures	Administration	1st Quarter	*Select Status*
Action Step 2	PL practices	Ms. Ma	Yearlong	*Select Status*
Action Step 3	Student discourse	Mrs. Oneal		*Select Status*
Action Step 4	small group instruction	Mrs. Oneal		*Select Status*
Action Step 5	academic vocabulary	Mrs. Oneal		*Select Status*
Implementation Milestone 3	School wide Assessment protocol	ILT	3rd Quarter	*Select Status*
Action Step 1	All teachers review formative and summative assessment to come to a common understanding of what each assessment entails, implementation, analysis process, and use	ILT		*Select Status*
Action Step 2	All teachers engage in quarterly meeting to discuss attitude/responses of students during assessment and create toolkit to address social emotional needs during assessment	SEL/CCT Teams	Quarterly	*Select Status*
Action Step 3	Analyzation of assessments to ensure that they are leading to mastery based acheivement with focus on the depth and breath of student	ILT		*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*

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

Curriculum & Instruction

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?]*

In SY25, teachers will engage in a deep-dive of the Common Core standards. This will deepen the understanding around standards-aligned instruction, allowing teachers to be more intentional in their instruction to push all students towards mastery of grade-level standards. | ✍️ |
| SY26 Anticipated Milestones | *[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]*

In SY25, teachers will continue the deep-dive into Common Core standards. | ✍️ |

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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

					Numerical Targets [Optional] ✍️		
Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
Implement high-quality and culturally responsive curricula focused on the	Yes	Interim Assessment	Overall				

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

Curriculum & Instruction

responsive curricula focused on the inner core.	Yes	Data	Select Group or Overall				
Teachers providing scaffolded, and personalized instruction that engages all students	Yes	Other	Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	**SY25**	**SY26**
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers receive training and guidance on engaging and implementing instruction using quality curricular materials that are standard aligned and culturally responsive. Teachers instruction lesson-plans and learning goals are formulated around standards-aligned instruction. Progress will be measured by completion of district and in-house professional developments and evidence found in lesson-planning	Teachers engage in deep dive around Common Core ELA and Math standards. Progress will be measured by the materials created from the standards-based work (vertical alignment across grade levels).	Teachers continue to engage in deep dive around ELA and Math Common Core standards. Teachers may begin work around Science and Social Studies standards. Progress will be measured by the materials created from the standards-based work (vertical alignment across grade levels).
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	All teachers used and analyzed evidence-based assessment connected to high-quality ELA and Math curriculum. Progress will be measured through student work analysis protocols and assessment data.	All teachers used and analyzed evidence-based assessment connected to high-quality ELA and Math curriculum to develop PL pathways. Progress will be measured through student work analysis protocols and assessment data.	All teachers used and analyzed evidence-based assessment connected to high-quality curriculum to develop PL pathways for all subjects. Progress will be measured through student work analysis protocols and assessment data.
Select a Practice			

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

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
Implement high-quality and culturally responsive curricula focused on the inner core.	Interim Assessment Data	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Teachers providing scaffolded, and personalized instruction that engages all students	Other	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

		Progress Monitoring			
Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers receive training and guidance on engaging and implementing instruction using quality curricular materials that are standard aligned and culturally responsive. Teachers instruction lesson-plans and learning goals are formulated around standards-aligned instruction. Progress will be measured by completion of district and in-house professional developments and evidence found in lesson-planning	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	All teachers used and analyzed evidence-based assessment connected to high-quality ELA and Math curriculum. Progress will be measured through student work analysis protocols and assessment data.	Select Status	Select Status	Select Status	Select Status

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

Curriculum & Instruction

Select a Practice

Select Status

Select Status

Select Status

Select Status

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
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.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups] SEL and Culture & Teams are in place, but low functioning. Some actions have been taken such as listening walks and the school's refocus on expectations at MOY. Due to competing priorities it became difficult to sustain the schoolwide SEL assemblies. While structures were in place for schoolwide behavior infractions, the behaviors became more frequent which led to an increase in student suspensions. Chronic absenteeism and truancy resulted in an all time EOY low attendance rate. There is no attendance re-entry plan in place. The OST, extended day, program was revised to extend student learning based on student interest gathered from student and teacher surveys.

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] SEL and Culture & Teams are in place, but low functioning. Some actions have been taken such as listening walks and the school's refocus on expectations at MOY. Due to competing priorities it became difficult to sustain the schoolwide SEL assemblies. While structures were in place for schoolwide behavior infractions, the behaviors became more frequent which led to an increase in student suspensions. Chronic absenteeism and truancy resulted in an all time EOY low attendance rate. There is no attendance re-entry plan in place. The OST, extended day, program was revised to extend student learning based on student interest gathered from student and teacher surveys.

What student-centered problems have surfaced during this reflection?

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

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

Students who have a high absenteeism rate are often those students who are off track. Upon returning to school from extended missed learning, support is not in place to facilitate a re-entry process that will provide students with opportunities to re-engage with their learning environment and to make-up missed learning. More efforts must be structured that will connect staff to students to ensure each individual child's, visible and invisible, SEL needs are met. Additionally, students need to learn/be taught to become advocates for themselves and their academic journey. Students will benefit from teachers and school-wide staff sharing of a common language that will enable students to understand feedback that lets them know that they have support, are heard and learning in a safe environment.

[impact on most students; impact on specific student groups]
To streamline attendance improvement efforts, the attendance team and culture and climate team will merge. One of the main goals of this team will be to plan activities/ events/ meetings to promote parent buy-in and understanding of the impact students' chronic absenteeism has on academic/SEL progress. The combined teams will develop and implement protocols for teachers to engage in outreach practices for absent students which will open a line of communications between the parents and teachers. Specific Tiered interventions for Tier 2 and Tier 3 will be designed to get to the root cause of each individual student's chronic absenteeism. To further ensure a school-wide unified effort, all staff will be trained or retrained on trauma, restorative, and anti-bullying practices.

The ILT will unpack the 5 Essentials & Cultivate student data surveys in order to create a plan to improve the overall school climate for students. Additionally, educating/socializing students around the surveys will be purposely implemented to gauge the progress of new implementations that support students. One of the practices will be to meticulously unpack the questions for discussions during SEL instruction. Students will be provided opportunities for discussion quarterly throughout the school year. Furthermore, students will independently complete surveys anonymously at the beginning of the year. Random samples of the surveys will be collected and unpacked to gauge students' experiences regarding the issues identified in the 5-essentials survey. SEL assemblies will be re-implemented to provide students with opportunities to verbally share their testimonies and new learnings. Parents will again be invited to the SEL assemblies as well. The combined efforts of school-wide teams, teachers, and parents with the implementation of new protocols will provide students with the knowledge that they are learning in a safe, respected and supportive environment.

Return to Top   **Determine Priorities**

Resources: 🚀

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

Determine Priorities Protocol

Students...

do not have systems of supports in place to address emotional, behavioral, and attendance needs. ✍️

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top   **Root Cause**

Resources: 🚀

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

5 Why's Root Cause Protocol

As adults in the building, we...

lack structured teams who have created and provided clear protocols and mandates that ✍️
support students with ongoing absenteeism and SEL challenges

Indicators of a Quality CIWP: Root Cause Analysis

Connectedness & Wellbeing

support students with ongoing absenteeism and SEL challenges.

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

What is your Theory of Action?

If we....

If we develop a structured team to create clear protocols regarding chronic absenteeism and a multi-tiered system of support that addresses emotional, behavioral, and academic concerns. ✍️

then we see....

Then we see teachers and staff implementing personalized, structured, multi-tiered systems of support that will effectively respond to the individual emotional, behavioral, academic, and attendance needs of each student. ✍️

which leads to...

Which leads to a decrease of students being chronically absent from 32% to 25% . Additionally, the number of students demonstrating autonomy and ownership will increase. Students will drive their learning experiences, advocate for themselves, and contribute to authentic, tailored social and emotional learning experiences. This will be measured via Cutivate and 5 essentials students' survey. ✍️

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.

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.

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

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

Connectedness & Wellbeing

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, Climate and Culture Teams, Attendance and Educators

Dates for Progress Monitoring Check Ins

Q1	11/2/23	Q3	2/22/24
Q2	1/11/24	Q4	5/23/24

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	Refine BHT team and the implementation of its practices.	Counselor	End of Quarter 2	Not Started
Action Step 1	Identify members and responsibilities including accountability of services and evaluative measures of interventions	Counselor and Team	Week 0	Not Started
Action Step 2	Create/write and share policies and procedures for handling students' mental health crises	Counselor, Team, and Case Manager	Week 0	Not Started
Action Step 3	BHT create list of external resources for students and families and form partnerships with community agencies to provide on and off-site support	Counselor	on-going	Not Started
Action Step 4	Develop a process for the monitoring and/or tracking of students referred to BHT	Counselor and Team	End of Quarter 1	Not Started
Action Step 5	Identify Tier 2 interventions that address high-risk students and Tier 3 individual counseling	Counselor and Team	End of Quarter 1	Not Started
Implementation Milestone 2	Create intentional re-entry plan for chronically absent students to facilitate increased attendance and feelings of school connectedness	Attendance Team	End of Quarter 2	Not Started
Action Step 1	Restructure attendance team	Attendance Team and Administration	Week 0	Not Started
Action Step 2	Revisit attendance policy and communicate to all staff	Attendance Team, SEL Team, and teachers	End of Quarter 1	Not Started
Action Step 3	Develop clear protocols and procedures to positively reintegrate students (warm and supportive environment, missed work, etc.)	Attendance Team, Social Worker, BHT, and SEL	End of Quarter 1	Not Started
Action Step 4	Develop system of monitoring progress	Attendance and BHT Team	End of Quarter 1	Not Started
Action Step 5	Develop clear protocols and procedures to personalize connection with chronically absent students and families.	Attendance Team	Week 0	Not Started
Action Step 6				Select Status
Action Step 7				Select Status

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

Connectedness & Wellbeing

Implementation Milestone 3	Implementation of SEL curriculum with fidelity.	SEL, CCT, and Educators	End of Quarter 1	In Progress
Action Step 1	Teachers receive training on Navigate 360 SEL curriculum	Administration and SEL Team	Week 0	Not Started
Action Step 2	Teachers receive retraining on PBIS system	Administration and SEL Team	Week 0	Not Started
Action Step 3	Identify time for SEL instruction school-wide	Administration and SEL Team	Week 0	Not Started
Action Step 4	Develop protocol and expectations for implementation	SEL and CCT	End of Quarter 1	Not Started
Action Step 5	Develop monitoring tool for accountablitiy and fidelity of implementation	SEL and CCT	End of Quarter 1	Not Started
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? We will use data collected from the BHT and Attendance teams to identify Tier 1-3 supports to continue to increase student attendance and minimize student suspensions and behavioral referrals	✍️
SY26 Anticipated Milestones	[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] We will use data collected from the BHT and Attendance teams to identify Tier 1-3 supports to continue to increase student attendance and minimize student suspensions and behavioral referrals	✍️

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).

Resources: 🚀

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

Connectedness & Wellbeing

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.

-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
Mount vernon will have established a functional BHT, CCT, and Attendance team in place to consistently address student(s) emotional behaviors and attendance needs.	Yes	Other - Learning Profiles, PBIS, BHT, SEL and other school-wide data and resources.	Overall	Cultivate			
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

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

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.	1.) BHT and C&C Teams are small, purposeful, diverse, and meet with regular frequency. Progress will be measured by thoughtful team creation, schedule of meetings, and team meeting notes. 2.) BHT and C&C Teams create a shared sense of purpose and direction. They are transparent, regularly communicate and seek feedback with stakeholders on their work, and progress to take actions and make informed adjustments. Progress will be measured through creating a clear vision to guide work. There will be protocols in place to communicate information, receive feedback, monitor progress, and make informed adjustments. 3.) Meetings are guided by a routine structure with an agenda aligned to the team's shared norms, purpose, priorities and goals. Progress will be measured through structured meeting agendas that align with the vision, priorities, and goals. Each section will be allocated a specific amount of time.	1.) BHT and C&C Teams set goals and identify strategies based on data analysis. They progress monitor implementation by engaging in data cycles and make adjustments as needed. Progress will be measured by engaging in clear data cycle protocols around analysis and improvements. Data from the previous year will inform appropriate goal-setting for SY25-26. 2.) BHT and C&C Teams are transparent, regularly communicate and seek feedback with stakeholders on their work, and progress to take actions and make informed adjustments. There will be protocols in place to communicate information, receive feedback, monitor progress, and make informed adjustments.	1.) BHT and C&C Teams set goals and identify strategies based on data analysis. They progress monitor implementation by engaging in data cycles and make adjustments as needed. Progress will be measured by engaging in clear data cycle protocols around analysis and improvements. Data from the previous year will inform appropriate goal-setting for SY26-27. 2.) 2.) BHT and C&C Teams are transparent, regularly communicate and seek feedback with stakeholders on their work, and progress to take actions and make informed adjustments. There will be protocols in place to communicate information, receive feedback, monitor progress, and make informed adjustments.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All teachers will be trained to Navigate 360 SEL curriculum and PBIS to develop a common language and process. The team set goals and identify strategies based on data analysis. Progress will be measured based on a decrease of student classroom disruption referrals on dashboard by 10%	BHT and C&C teams will continue to analyze data from SY24. Team members will make appropriate interpretation of data through tirangulation, use of protocols, and consensus building. The team will regularly reflect on our process for reviewing our data to ensure it remains effective. Progress will be measured by decrease of the number of students classroom referrals and data 30%.	The BHT and C&C will continue their ongoing analysis of data. Decrease of student referrals by 50%.

Connectedness & Wellbeing

C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

The attendance team will set goals and develop strategies based on data analysis to create a re-entry plan. All statff will be trained on the implementation of a re-entry plan. The implementation of the re-entry plan will faciliate the reduction of chronic absenteeism rate by 10% which will move the school toward the goal of 95%.

Ongoing effective implementation of the school-wide re-entry plan for students with any absenteeims will decrease the absenteeism rate by 20%. Kagan strategies will be implemented to support student connectedness leading to student led collaborations and support.

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
Mount vernon will have established a functional BHT, CCT, and Attendance team in place to consistently address student(s) emotional behaviors and attendance needs.	Other - Learning Profiles, PBIS, BHT, SEL and other school-wide data and resources.	Overall	Cultivate		Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

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

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

Connectedness & Wellbeing

		Select Status	Select Status	Select Status	Select Status
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.	1.) BHT and C&C Teams are small, purposeful, diverse, and meet with regular frequency. Progress will be measured by thoughtful team creation, schedule of meetings, and team meeting notes. 2.) BHT and C&C Teams create a shared sense of purpose and direction. They are transparent, regularly communicate and seek feedback with stakeholders on their work, and progress to take actions and make informed adjustments. Progress will be measured through creating a clear vision to guide work. There will be protocols in place to communicate information, receive feedback, monitor progress, and make informed adjustments. 3.) Meetings are guided by a routine structure with an agenda aligned to the team's shared norms, purpose, priorities and goals. Progress will be measured through structured meeting agendas that align with the vision, priorities, and goals. Each section will be allocated a specific amount of time.	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 teachers will be trained to Navigate 360 SEL curriculum and PBIS to develop a common language and process. The team set goals and identify strategies based on data analysis. Progress will be measured based on a decrease of student classroom disruption referrals on dashboard by 10%	Select Status	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	The attendance team will set goals and develop strategies based on data analysis to create a re-entry plan. All statff will be trained on the implementation of a re-entry plan. The implementation of the re-entry plan will faciliate the reduction of chronic absenteeism rate by 10% which will move the school toward the goal of 95%.	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)**

		Select a Goal					
		Select a Goal					
		Select a Goal					

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**

Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

If Checked:

☐ **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.

The PAC committee will help champion a high quality Literacy and math curriculum by hosting parent informational meetings with Administrators, teachers, and paraprofessionals.
PAC will host family literacy nights and STEAM nights.
PAC will Identify and recommend strategies to increase school-family partnerships at the school.
PAC will Assist and support school administrator's activities and efforts to engage parents and community.

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