

CIWP Team & Schedules

[Resources](#)

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Rebeca Shick	Principal	lrleverenz@cps.edu
Jonathan Burton	AP	jjburton5@cps.edu
Frank DeJohs	Curriculum & Instruction Lead	fmdejohs@cps.edu
Adriana Jaurigue	Connectedness & Wellbeing Lead	amolina@cps.edu
Penny Shultz	Teacher Leader	plshultz@cps.edu
Liz Drew	Parent	
Maureen Murphy	LSC Member	mfmurphy@cps.edu
James Calabrese	Teacher Leader	jjcalabrese@cps.edu
Anna Huisenga	Inclusive & Supportive Learning Lead	ahuisenga@cps.edu
Julissa Gonzalez Kotvasz	Teacher Leader	jgonzalez-k@cps.edu
	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	4/1/23	7/17/23
Reflection: Curriculum & Instruction (Instructional Core)	5/1/23	8/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/1/23	8/1/23
Reflection: Connectedness & Wellbeing	5/1/23	8/1/23
Reflection: Postsecondary Success	5/1/23	8/1/23
Reflection: Partnerships & Engagement	5/1/23	8/1/23
Priorities	7/25/23	8/11
Root Cause	7/30/23	8/15/23
Theory of Acton	8/1/23	8/15/23
Implementation Plans	8/1/23	8/15/23
Goals	8/15/23	9/1/23
Fund Compliance	9/1/23	9/1/23
Parent & Family Plan	9/1/23	9/1/23
Approval	9/1/23	9/12/23

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	10/26/23
Quarter 2	12/22/23
Quarter 3	3/19/24
Quarter 4	6/7/24

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	<p>CPS High Quality Curriculum Rubrics</p> <p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p>There are clear celebrations in the area of literacy in iReady and Star360 data in terms of student growth. Noted are the following: </p> <p>36% grade 1 gain overall 33% grade 2 gain overall 18% grade 3 gain overall DL shows growth but tapers off in 2nd</p>	<p>iAR (Math)</p> <p>iAR (English)</p> <p>Rigor Walk Data (School Level Data)</p>
Yes	<p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p> <p>Students experience grade-level, standards-aligned instruction.</p>	<p>There are also concentrations</p> <p>Entering 1st 5% at or above grade level Entering 2nd 16% at/above Entering 3rd 15% at/above DL low/made few/no gains throughout the year</p> <p>In the area of mathematics, based on iReady and Star360 data there are celebrations: The majority of grades 4-8 moved up since pre-Covid. The not met category has minimized overall since pre-Covid. The partially met and approached categories expanded.</p> <p>Concentrations Only 14.6% of EL students (48 total; so 7 students) were at or above grade level at the end of the year compared to 55.6% of nonEL students (99 total; so 55) who ended the year at or above grade level. Hispanic (72) went from 4% to 24% at or above grade level White non hispanic (61) went from 13% to 55% at or above grade level Grade 4- Bring the approached level up higher to the meet/exceed category. Grade 6-Focus on the students in the approached category to move to the met expectations category. Grade 5-The did not meet category was 13% pre-covid. It has tripled to 30% this past year. Grade 6 students in the did not meet category dropped from 51% to 23%--from SY22 to SY23. Grade 7-Pre-covid there were only 7% in the did not meet, this past year it tripled to 20%. Grade 8- A little less than half of the students (42%) are not meeting expectations.</p>	<p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Yes	<p>Powerful Practices Rubric</p> <p>Learning Conditions</p> <p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p>	<p>What is the feedback from your stakeholders?</p> <p>In general, in the area of literacy stakeholders want to ensure there is sufficient attention paid towards fundamentals of reading. As well, that students have strong critical thinking, writing, and reading skills to advance life long learning. </p> <p>In the area of mathematics, stakeholders are most concerned with students have enrichment or advanced mathematics across the grades.</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p>
Partially	<p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p> <p>The ILT leads instructional improvement through distributed leadership.</p>		<p>Cultivate</p> <p>Grades</p> <p>ACCESS</p>
Partially	<p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p> <p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p>		<p>TS Gold</p> <p>Interim Assessment Data</p>
Partially	<p>Assessment for Learning Reference Document</p> <p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>School year 2022-2023 we adopted Eureka Math 2. This curriculum provides us a high quality, standards aligned math program, which builds deep conceptual knowledge of math concepts. </p> <p>During School Year 2022-2023 we were able to train six more teachers in Orton Gillingham. This supports our need to attend to foundational skills in a systemic way.</p>	

What student-centered problems have surfaced during this reflection?


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

Consistent and common curriculum/instructional practices in the area foundation skills in literacy need attention

Instructional practices for DL and EL students are not producing growth at the rate of non DL and EL students or there is stagnation of growth.

In Math, students are not consistently engaging in the Five Dimensions of Powerful Classrooms, specifically Agency, Authority, and Identity and Assessment Practices

[Return to Top](#) **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	<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p>	<p>Students are properly identified for MTSS support and Branching Minds is used to set goals and progress monitor. The work of the interventionist allows for the maximum number of students to be seen during the day with fidelity. Students with IEPs are placed in LRE and are supported as outlined by their IEP. EL students receive instruction by EL certified teachers.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
Yes	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p>		<p>Quality Indicators of Specially Designed Curriculum</p>
Yes	<p>Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.</p> <p>LRE Dashboard Page</p>	<p>What is the feedback from your stakeholders?</p> <p>Stakeholders are engaged in the BAC, referral process, and have access to resources within the school</p>	<p>EL Program Review Tool</p>
Yes	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p> <p>IDEA Procedural Manual</p>		
Yes	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p> <p>EL Placement Recommendation Tool ES</p> <p>EL Placement Recommendation Tool HS</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Improvement efforts are focused on EL learners and DL learners. Specifically in providing the interventions and supports needed to allow students to access grade level curriculum to demonstrate adequate growth.</p>	
Partially	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>		
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>There is a lack of explicit language objectives for EL students across content areas. </p>			

[Return to Top](#) **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>Our BHT and CCT are in place and functioning teams. The process by which students are referred for the BHT is in place and part of the MTSS process. The school follows Responsive Classroom and is implementing Fly Five as a Tier 1 explicit SEL curriculum. Students have access to a wide range of after school programming and other extra curricular activities. Our Cultivate data points to Feedback for Growth, Student Voice, and Classroom Community as our greatest points of leverage in shifting student experiences at school. A concern that emerges is for attendance (engagement) of Middle School Latinx students, in particular students identifying as male.</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p>
Yes	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		

			Increased Attendance for Chronically Absent Students
Yes	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	<p>What is the feedback from your stakeholders?</p> <p>Stakeholders express interest in learning more about Responsive Curriculum and our SEL curriculum and how this can translate to the home environment. As well families are looking for more outside resources and services within the school to address issues of anxiety, depression, loss/grief, etc. Families are also concerned with overall school safety and how the school handles crisis. 🍌</p>	<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p>
Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		<p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Not all students have explicit SEL curriculum Students do not have the sense of agency or voice to have input into what is learned in core subjects. 🍌 Student daily attendance rate (Middle School) and chronic absenteeism (school wide) are problematic</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>In School Year 2023-2024, students in grades K, 1, 3, 4, 5, and 6 are using Fly Five. In SY23-24, grades 1 and 6 are new to the program. In the next few school years the goal is to add the remaining grade levels. In School Year 2023-2024 we will reinvest in training students to hold circle for Peer Conference. In School Year 2022-2023, we became partners with LSSI and have been able to provide counseling for students within the school day. 🍌</p>	


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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
Yes	<p>College and Career Competency Curriculum (C4)</p> <p>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).</p>	<p>Our school counselor has 99% completion of required tasks for grades 6-8. 🍌 Students have opportunities to explore high school, post secondary options with counselor School supports exploration through career day and a weekly college shirt day</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCE</p> <p>3 - 8 On Track</p>
Yes	<p>Individualized Learning Plans</p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
Partially	<p>Work Based Learning Toolkit</p> <p>Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).</p>	<p>What is the feedback from your stakeholders?</p> <p>Families/caregivers are supported in high school selection through sessions with the counselor, local high school fair, and individual sessions. 🍌</p>	<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	<p>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).</p>		
N/A	<p>ECCE Certification List</p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		

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, 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?

NA 


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

Students have limited opportunities to explore post secondary options as elementary school students, e.g. college tours, employment opportunities 


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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Spectrum of Inclusive Partnerships	Strong and functional PTO, PAC, BAC, Friends of Murphy Parent/caregiver opportunities for volunteering, participation in classes, family nights, etc Consistent communication with stakeholders/students through weekly email Website/Remind/Google Classroom/Teacher presence at dismissal allow for frequent contact with caregivers Student representation on LSC 	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment
Yes	Reimagining With Community Toolkit		Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	Student Voice Infrastructure Rubric		Formal and informal family and community feedback received locally. (School Level Data)


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

Students have limited voice in developing school wide plans and decision making. 

What is the feedback from your stakeholders?

Families are invested in the community and feel connected to the school 
 Seeking more opportunities to be involved and yet some do not know how to access school groups
 Families would like more resources for the home such as materials both academic and non academic, parent courses, and connection to community resources.

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?

Increasing responsiveness to community needs through building a community kiosk/pantry and a parent resource center in the building. Parent resource center to have computer/printer, materials, formula, diapers, and clothing. 

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.
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.
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?

There are clear celebrations in the area of literacy in iReady and Star360 data in terms of student growth. Noted are the following:
 36% grade 1 gain overall
 33% grade 2 gain overall
 18% grade 3 gain overall
 DL shows growth but tapers off in 2nd

There are also concentrations
 Entering 1st 5% at or above grade level
 Entering 2nd 16% at/above
 Entering 3rd 15% at/above
 DL low/made few/no gains throughout the year

In the area of mathematics, based on iReady and Star360 data there are celebrations:
 The majority of grades 4-8 moved up since pre-Covid.
 The not met category has minimized overall since pre-Covid.
 The partially met and approached categories expanded.
 Concentrations
 Only 14.6% of EL students (48 total; so 7 students) were at or above grade level at the end of the year compared to 55.6% of nonEL students (99 total; so 55) who ended the year at or above grade level.
 Hispanic (72) went from 4% to 24% at or above grade level
 White non hispanic (61) went from 13% to 55% at or above grade level
 Grade 4- Bring the approached level up higher to the meet/exceed category.
 Grade 6-Focus on the students in the approached category to move to the met expectations category.
 Grade 5-The did not meet category was 13% pre-covid. It has tripled to 30% this past year.
 Grade 6 students in the did not meet category dropped from 51% to 23%--from SY22 to SY23.
 Grade 7-Pre-covid there were only 7% in the did not meet, this past year it tripled to 20%.
 Grade 8- A little less than half of the students (42%) are not meeting expectations.

What is the feedback from your stakeholders?

In general, in the area of literacy stakeholders want to ensure there is sufficient attention paid towards fundamentals of reading. As well, that students have strong critical thinking, writing, and reading skills to advance life long learning.
 In the area of mathematics, stakeholders are most concerned with students have enrichment or advanced mathematics across the grades.

What student-centered problems have surfaced during this reflection?

Consistent and common curriculum/instructional practices in the area foundation skills in literacy need attention
 Instructional practices for DL and EL students are not producing growth at the rate of non DL and EL studnets or there is stagnation of growth.
 In Math, students are not consistently engaging in the Five Dimensions of Powerful Classrooms, specifically Agency, Authority, and Identity and Assessment Practices

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?

School year 2022-2023 we adopted Eureka Math 2. This curriculum provides us a high quality, standards aligned math program, which builds deep conceptual knowledge of math concepts. During School Year 2022-2023 we were able to train six more teachers in Orton Gillingham. This supports our need to attend to foundational skills in a systemic way.

Return to Top Determine Priorities

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

Students...
 *experience inconsistent literacy instructional practices/curriculum
 *do not have a consistent high quality foundational skills curriculum

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.

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

As adults in the building, we...
 have utilized a variety of instructional practices and curriculums to create our literacy block across grade levels

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.

[Return to Top](#) **Theory of Action**

What is your Theory of Action?

If we....
engage in cycles of adult learning (pedagogy, implementation of practice, feedback) on literacy and the science of reading



then we see....
well articulated, structured and cohesive literacy instruction blocks across early childhood, intermediate, and upper grades with common adult language and understanding



which leads to...
all students receiving high quality instruction resulting in strong student learning outcomes and student growth.



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.

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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

Literacy Committee/ILT/SLT

Dates for Progress Monitoring Check Ins

Q1	10/26/23	Q3	3/19/24
Q2	12/22/23	Q4	6/7/24

SY24 Implementation Milestones & Action Steps **Who** **By When** **Progress Monitoring**

Implementation Milestone 1	Adult learning on the science of reading and literacy	All Staff	By EOY SY26	In Progress
Action Step 1	Professional development on literacy shifts	All Staff	June 2024	In Progress
Action Step 2	Professional development on student voice and discourse within literacy	All Staff	June 2024	In Progress
Action Step 3	PLC for literacy strategies for EL and DL	All Staff	June 2025	Not Started
Action Step 4	Support family understanding of literacy development	Literacy Committee	June 2026	Not Started
Action Step 5				Select Status
Implementation Milestone 2	Literacy Articulation across all grade levels	All Staff	By EOY SY26	In Progress
Action Step 1	Ensure that literacy articulation is consistent across all grade levels.	Grade level teams	January 2024	In Progress
Action Step 2	Keep academic language consistent in reference to what was learned in literacy training	Grade level teams	January 2025	In Progress
Action Step 3	Provide families/caregivers clear picture of literacy at the school	Literacy Committee	June 2025	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Professional development for teachers	All Staff	By EOY SY26	In Progress
Action Step 1	Ensure primary staff are Orton Gillingham trained	Admin	June 2024	In Progress
Action Step 2	Ensure Diverse Learner teachers are Orton Gillingham trained	Admin	June 2025	In Progress
Action Step 3	Ensure teachers are trained to implement Skyline and Skyline resources	Admin	June 2025	In Progress
Action Step 4	Ensure there is integration at each grade level of Skyline/OG/F&P unit	Admin	June 2026	Not Started
Action Step 5				Select Status
Implementation Milestone 4	Development and implementation of cohesive literacy practices PK-8	All Staff	By EOY SY26	In Progress
Action Step 1	Create coherent literacy block based on Professional Learning	Grade Level Teams	June 2024	In Progress
Action Step 2	Create/revise unit plans based on new learning	Grade Level Teams	June 2025	Not Started
Action Step 3	Develop assessment plans that assess literacy skills that reflect the curriculum.	Grade Level Teams	June 2026	Not Started
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

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

SY25 Anticipated Milestones
 By EOY SY25 we will have 90% of teachers in KG-2 and DL teachers trained in OG.
 Literacy block time is allocated to address all areas across all grades
 Adult learning to refine assessment practices
 Three or more unit plans will be revised at each grade level to reflect student voice, interest, lived experience
 Two or more opportunities for families/caregivers to learn about literacy, obtain resources to support students, engage in family nights

SY26 Anticipated Milestones
 By EOY SY26 we will have 100% of teachers in KG-2 and DL teachers trained in OG.
 All unit plans will be revised at each grade level to reflect opportunities for student voice, interest, and lived experience
 Adult learning to further develop pedagogical approaches aligned to instructional core (relationships, community, identity) and equity
 3 or more opportunities for families/caregivers to provide feedback/learn about literacy, obtain resources to support students, engage in family nights

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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

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
60% of students are at or above grade level in foundational skills in grades K-2 when compared to district metrics.	Yes	iReady (Reading)	English Learners	10	18	26	34
			Students with an IEP	7	10	13	16
75% of students are at or above grade level in literacy in grades 3-8 when compared to district metrics.	Yes	STAR (Reading)	English Learners	19	28	38	48
			Students with an IEP	37	43	48	54

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.	Developing familiarity and foundational literacy practices using Skyline, Orton Gillingham, Fountas and Pinnell Phonics, Vocabulary, and Word Study. All Pk-2 teachers will implement foundational skills instruction for 30 minutes a day. All Grades 3-8 teachers will implement Word Study into their literacy blocks.	Increase familiarity and foundational literacy practices by fine tuning a mixture of Skyline, Orton Gillingham, Vocabulary, phonics instruction, and Word Study, leaning more toward Orton Gillingham and away from Fountas and Pinnell in Grades PK-3. All Pk-2 teachers will continue to implement foundational skills instruction for 30 minutes a day. All Grades 3-8 teachers will continue to implement Word Study into their literacy blocks.	Evaluate/assess progress of effectiveness of literacy block instruction by comparing data from SY24 to current SY26 data. Continue focusing on foundational literacy practices by increasing the use of Skyline, Orton Gillingham, Vocabulary, and Word Study. All Pk-2 teachers will continue the implementation of foundational skills instruction for at least 30 minutes a day. All Grades 3-8 teachers will continue to implement Word Study into their literacy blocks.
C&I:2 Students experience grade-level, standards-aligned instruction.	Developing familiarity and foundational literacy practices using Fountas and Pinnell Phonics, Vocabulary, and Word Study, Wordly Wise, and Orton Gillingham. All grade 3-8 teachers will implement foundational skills/language instruction for 30 minutes a day.	Increase familiarity by establishing routines for instruction of foundational literacy practices using Vocabulary, Word Study, Wordly Wise, and Orton Gillingham, leaning away from Fountas and Pinnell for phonics and word study. All grade 3-8 teachers will continue to implement foundational skills/language instruction for 30 minutes a day, while developing routines around the instruction of Word Study. Evaluate and assess progress in literacy by comparing SY25 data to SY24.	Evaluate/assess the effectiveness of instruction of foundational literacy practices by comparing data from SY24 to current. Continue using Vocabulary, Word Study, Wordly Wise, and Orton Gillingham, leaning away from Fountas and Pinnell for phonics and word study. All grade 3-8 teachers will continue to implement foundational skills/language instruction for 30 minutes a day, while developing routines around the instruction of Word Study.

C&I:3 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.	Structuring literacy blocks to attend to all literacy components; foundational skills, language, comprehension, fluency, writing and that reflect student interests, backgrounds, and voice. Teachers will rework at least 1 unit plan to reflect student voice, interest, or lived experience.	Continue structuring literacy blocks to attend to all literacy components; foundational skills, language, comprehension, fluency, writing and that incorporate and reflect student interests, backgrounds, and voice. Teachers will rework at least 2 to 3 unit plans to reflect student voice, interest, or lived experience.	Maintain structure of literacy blocks to attend to all literacy components; foundational skills, language, comprehension, fluency, writing and that incorporate and reflect student interests, backgrounds, and voice. Teachers will rework 4 unit plans to reflect student voice, interest, or lived experience.
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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
60% of students are at or above grade level in foundational skills in grades K-2 when compared to district metrics.	iReady (Reading)	English Learners	10	18	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	7	10	Select Status	Select Status	Select Status	Select Status
75% of students are at or above grade level in literacy in grades 3-8 when compared to district metrics.	STAR (Reading)	English Learners	19	28	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	37	43	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.	Developing familiarity and foundational literacy practices using Skyline, Orton Gillingham, Fountas and Pinnell Phonics, Vocabulary, and Word Study. All Pk-2 teachers will implement foundational skills instruction for 30 minutes a day. All Grades 3-8 teachers will implement Word Study into their literacy blocks.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Developing familiarity and foundational literacy practices using Fountas and Pinnell Phonics, Vocabulary, and Word Study, Wordly Wise, and Orton Gillingham. All grade 3-8 teachers will implement foundational skills/language instruction for 30 minutes a day.	Select Status	Select Status	Select Status	Select Status
C&I:3 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.	Structuring literacy blocks to attend to all literacy components; foundational skills, language, comprehension, fluency, writing and that reflect student interests, backgrounds, and voice. Teachers will rework at least 1 unit plan to reflect student voice, interest, or lived experience.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

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.
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.
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.

There are clear celebrations in the area of literacy in iReady and Star360 data in terms of student growth. Noted are the following:
 36% grade 1 gain overall
 33% grade 2 gain overall
 18% grade 3 gain overall
 DL shows growth but tapers off in 2nd

There are also concentrations
 Entering 1st 5% at or above grade level
 Entering 2nd 16% at/above
 Entering 3rd 15% at/above
 DL low/made few/no gains throughout the year

In the area of mathematics, based on iReady and Star360 data there are celebrations:
 The majority of grades 4-8 moved up since pre-Covid.
 The not met category has minimized overall since pre-Covid.
 The partially met and approached categories expanded.
 Concentrations
 Only 14.6% of EL students (48 total; so 7 students) were at or above grade level at the end of the year compared to 55.6% of nonEL students (99 total; so 55) who ended the year at or above grade level.
 Hispanic (72) went from 4% to 24% at or above grade level
 White non hispanic (61) went from 13% to 55% at or above grade level
 Grade 4- Bring the approached level up higher to the meet/exceed category. Grade 6-Focus on the students in the approached category to move to the met expectations category.
 Grade 5-The did not meet category was 13% pre-covid. It has tripled to 30% this past year.
 Grade 6 students in the did not meet category dropped from 51% to 23%--from SY22 to SY23.
 Grade 7-Pre-covid there were only 7% in the did not meet, this past year it tripled to 20%.
 Grade 8- A little less than half of the students (42%) are not meeting expectations.

What is the feedback from your stakeholders?

In general, in the area of literacy stakeholders want to ensure there is sufficient attention paid towards fundamentals of reading. As well, that students have strong critical thinking, writing, and reading skills to advance life long learning.
 In the area of mathematics, stakeholders are most concerned with students have enrichment or advanced mathematics across the grades.

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?

Consistent and common curriculum/instructional practices in the area foundation skills in literacy need attention
 Instructional practices for DL and EL students are not producing growth at the rate of non DL and EL studnets or there is stagnation of growth.
 In Math, students are not consistently engaging in the Five Dimensions of Powerful Classrooms, specifically Agency, Authority, and Identity and Assessment Practices

School year 2022-2023 we adopted Eureka Math 2. This curriculum provides us a high quality, standards aligned math program, which builds deep conceptual knowledge of math concepts. During School Year 2022-2023 we were able to train six more teachers in Orton Gillingham. This supports our need to attend to foundational skills in a systemic way.

Return to Top Determine Priorities


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

Resources: 

Students...

*students have limited voice and agency in their daily math experiences

[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.

Return to Top Root Cause


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

Resources: 

As adults in the building, we...

attended to the adopting the new math curriculum and are continuing to learn how to best implement the curriculum within the framework of the TruMath Framework

[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.

[Return to Top](#) **Theory of Action**

What is your Theory of Action?

If we....
 use the Eureka Math2 and TruMath Framework and draw upon other previously learned pedagogical practices that engage students in complex and rigorous math tasks



Indicators of a Quality CIWP: Theory of Action

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

Resources:

then we see....
 robust math instruction across all grades that centers student discourse, productive struggles, deep conceptual knowledge, and engages students in meaningful tasks



which leads to...
 student readiness for Algebra in Middle School, higher level mathematics, high student growth and achievement.



[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

STEAM Committee/ILT/SLT

Dates for Progress Monitoring Check Ins

Q1	10/26/23	Q3	3/19/24
Q2	12/22/23	Q4	6/7/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Professional learning focused on the TruMath Framework	All Staff	June 2026	In Progress
Action Step 1	Staff will be able to articulate the 5 Dimensions of a mathematically powerful classroom	All Staff	June 2024	In Progress
Action Step 2	Grade Level PLCs on TRUMath Framework	Instructors of Math/ISL	June 2024	In Progress
Action Step 3	Integration of the TRUMath Framework with Eureka Math Curriculum	Instructors of Math	June 2024	Not Started
Action Step 4	Conduct PLC on Learning Targets	SLT/ILT/ISL	June 2025	Not Started
Action Step 5	Complete PD on TRU Math Learning Modules 1-5	STEAM Committee	June 2026	Not Started
Implementation Milestone 2	Create pathways to high level mathematics at the Early Elementary level	Steam Committee/ILT/SLT	June 2026	In Progress
Action Step 1	Track math achievement on iReady and use data for MTSS groupings	SLT/ILT	June 2024	In Progress
Action Step 2	Offer OST Math Tutoring courses to our target group of ELs and DLs	SLT/ILT	June 2024	In Progress
Action Step 3	Provide caregivers with resources and experiences for promoting mathematical discourse at home	STEAM Committee/ILT/SLT	June 2024	In Progress
Action Step 4	Offer Summer Enrichment Preview to PreK and KOTK with math focus Create and manage a ECE Google Classroom for families to access math content	SLT	June 2025	Not Started
Action Step 5	Use DreamBox with fidelity in conjunction with Eureka Math	Instructors of Math	June 2025	In Progress
Implementation Milestone 3	Create pathways to high level mathematics at the Middle School level	Steam Committee/iLT/SLT	June 2026	In Progress
Action Step 1	Track math achievement on Star360 and use data for MTSS groupings	SLT/ILT	June 2024	In Progress
Action Step 2	Offer Pre-Algebra OST courses to 6th and 7th grade students	SLT/ILT	June 2024	Not Started
Action Step 3	Provide caregivers with resources and experiences for promoting mathematical discourse at home	STEAM Committee/ILT/SLT	June 2024	In Progress
Action Step 4	Offer Summer Enrichment Pre-Algebra OST Courses	SLT/ILT	June 2025	Not Started
Action Step 5	Use Freckle Math with fidelity in conjunction with Eureka Math	Instructors of Math	June 2025	In Progress
Implementation Milestone 4	Create explicit opportunities for rigorous and complex tasks	ILT/Instructors of Math	June 2026	In Progress
Action Step 1	Use student interests, student generated topics to create unit plans	ILT/Instructors of Math	June 2024	In Progress
Action Step 2	Develop tasks aligned to Eureka Math Modules	ILT/Instructors of Math	June 2024	In Progress
Action Step 3	Implement at least 1 complex and meaningful task per Quarter (Project Based Learning/Problem of the Month/MARS Task)	Instructors of Math	June 2025	Not Started

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

Action Step 4	All classrooms are utilizing Learning Targets to lead the learning	ILT/Instructors of Math	June 2025	Not Started
Action Step 5	Engage the community in school-wide math focused competitions	SLT/ILT/Instructors of Math/Steam Committee	June 2026	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	By SY25 all teachers will know and understand the TRU Framework through adult learning. Grade level PLCs will have been conducted on the TRU Framework and Learning Targets. OST math offerings will be available to early elementary and middle school with a focus on intervention and acceleration.	
SY26 Anticipated Milestones	By SY26 all instructors of math will have created explicit pathways for rigorous and complex tasks in their unit planning (represented in all units). All classrooms will use learning targets which will allow for student ownership of their mastery. The STEAM committee will have created opportunities to engage care-givers and students.	

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
70% of students are at or above grade level in math in grades K-2 when compared to district metrics.	Yes	iReady (Math)	English Learners	15	20	25	30
			Students with an IEP	13	18	23	28
70% of students are at or above grade level in math in grades 3-8 when compared to district metrics.	Yes	STAR (Math)	English Learners	18	23	28	33
			Students with an IEP	11	16	21	26

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.	Encourage use of Dreambox, Freckle, etc to increase engagement at home as well as in school. Continue to implement Eureka Math with supplemental materials when needed.	Utilize outcomes data to develop individualized goal plans that target strengths and needs in order to connect students and families with appropriate interventions as early as possible.	Continue the use of successful programs for the incoming students.
C&I:2 Students experience grade-level, standards-aligned instruction.	Continue to implement Eureka 2 curriculum with fidelity each day.	Integrate and implement a more cohesive year to year curriculum-focusing on the agency, authority, identity and assessment pieces.	Utilize outcomes data to develop individualized goal plans that target strengths and needs in order to connect students and families with appropriate interventions as early as possible.
C&I:3 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.	Provide adult learning on developing student identities as mathematicians based on their lived experience, culture, and historical contributions of different cultures, groups, etc. to mathematics	Create explicit cross curricular learning experiences which integrate academic areas and student experience and interest. In other words, positioning young people to see themselves reflected in the learning	

[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
70% of students are at or above grade level in math in grades K-2 when compared to district metrics.	iReady (Math)	English Learners	15	20	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	13	18	Select Status	Select Status	Select Status	Select Status
70% of students are at or above grade level in math in grades 3-8 when compared to district metrics.	STAR (Math)	English Learners	18	23	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	11	16	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.	Encourage use of Dreambox, Freckle, etc to increase engagement at home as well as in school. Continue to implement Eureka Math with supplemental materials when needed.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Continue to implement Eureka 2 curriculum with fidelity each day.	Select Status	Select Status	Select Status	Select Status
C&I:3 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.	Provide adult learning on developing student identities as mathematicians based on their lived experience, culture, and historical contributions of different cultures, groups, etc. to mathematics	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Our BHT and CCT are in place and functioning teams. The process by which students are referred for the BHT is in place and part of the MTSS process. The school follows Responsive Classroom and is implementing Fly Five as a Tier 1 explicit SEL curriculum. Students have access to a wide range of after school programming and other extra curricular activities. Our Cultivate data points to Feedback for Growth, Student Voice, and Classroom Community as our greatest points of leverage in shifting student experiences at school. A concern that emerges is for attendance (engagement) of Middle School Latinx students, in particular students identifying as male.

What is the feedback from your stakeholders?

Stakeholders express interest in learning more about Responsive Curriculum and our SEL curriculum and how this can translate to the home environment. As well families are looking for more outside resources and services within the school to address issues of anxiety, depression, loss/grief, etc. Families are also concerned with overall school safety and how the school handles crisis.

What student-centered problems have surfaced during this reflection?

Not all students have explicit SEL curriculum
 Students do not have the sense of agency or voice to have input into what is learned in core subjects.
 Student daily attendance rate (Middle School) and chronic absenteeism (school wide) are problematic

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?

In School Year 2023-2024, students in grades K, 1, 3, 4, 5, and 6 are using Fly Five. In SY23-24, grades 1 and 6 are new to the program. In the next few school years the goal is to add the remaining grade levels. In School Year 2023-2024 we will reinvest in training students to hold circle for Peer Conference. In School Year 2022-2023, we became partners with LSSI and have been able to provide counseling for students within the school day.

Return to Top Determine Priorities

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

Students...
 daily attendance rate and chronic absenteeism is problematic.

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.

Return to Top Root Cause

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

As adults in the building, we...

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.

Return to Top Theory of Action

What is your Theory of Action?

If we....
 engage in further adult learning on topics such as student voice, equity/social justice, trauma informed practice, Social Emotional Learning, and other connected topics and implement this learning in our classroom communities and across academic classes

Resources:

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

then we see....
high relational trust, school wide explicit Social Emotional Learning, student voice embedded across the school/academic areas, strong sense of belonging and wellbeing

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.

which leads to...
high student engagement, increased daily attendance, and higher overall GPA.

[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
Culture and Climate Team/SLT

Dates for Progress Monitoring Check Ins
Q1 10/26/23 Q3 3/19/24
Q2 12/22/23 Q4 6/7/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Cycles of Adult learning on areas identified by Cultivate Survey for growth	Admin	December 2023	Not Started
Action Step 1	Group adult learning based on cultivate survey	Admin	December 2023	In Progress
Action Step 2	Engage students in providing feedback on teacher practice	Staff	December 2023	Not Started
Action Step 3	Teacher to teacher observation, peer feedback on targeted learning	Admin	February 2023	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Develop attendance interventions and refine current systems	Culture and Climate Team	March 2024	In Progress
Action Step 1	Complete analysis of barriers for Middle School Students	Culture and Climate Team	November 2023	In Progress
Action Step 2	Engage in adult learning about attendance and future success	Staff	June 2024	Not Started
Action Step 3	Create school wide attendance recognition and incentives	Culture and Climate Team	June 2024	In Progress
Action Step 4	Develop individualized attendance plans and monitoring	Admin, CCT, MTSS	January 2024	In Progress
Action Step 5				Select Status
Implementation Milestone 3	School review of Grading Practices	Admin, GLT, ILT	June 2024	Not Started
Action Step 1	Initiate adult learning on grading for equity	Staff	June 2024	Not Started
Action Step 2	Create school wide expectations for grading	ILT	June 2024	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Adult learning on Trauma, Anti-bias education, equity	Admin	June 2024	In Progress
Action Step 1	Continue working with PACE strategies and receiving feedback	Admin	June 2024	In Progress
Action Step 2	Develop PLCs on relevant topics	CCT	June 2024	Not Started
Action Step 3	Professional development on anti-bias pedagogy	Admin	June 2024	In Progress
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
Grades K, 1, 2, 3, 4, 5, 6, 7 will implement Fly Five.
Engage families/stakeholders in grading practices
Implement survey for grades 2 and up on mindsets and perceptions
Further develop, implement, and monitor student attendance plans/academic progress
Provide adult learning and professional development on topics connected to outcomes of student surveys
Provide adult learning and professional development on equity

SY26 Anticipated Milestones
School wide implementation of Fly Five in grades KG--8
Revise and update Student Led Conferences to reflect student understanding of grading policy and grades
Student Voice committee or similar group to take on responsibility to promote and support good attendance
Provide adult learning and professional development on topics connected to outcome of student surveys led by teacher leaders
Provide adult learning and professional development on equity and trauma informed practice

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
By SY26 have a 95% daily attendance rate	Yes	Increase Average Daily Attendance	Latino Male	89	91	93	95
			English Learners	90	92	94	95
By SY26 students in grades 3-8 will have a GPA of 3.0 or higher	Yes	Grades	Latino Male	2.88	2.92	2.96	3
			English Learners	2.86	2.91	2.96	3

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.

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Implement Fly Five with fidelity at grades K, 1, 3, 5, 6 Train Peer Conference students to hold RJ circle Train two adults to lead Peer Conference	Implement Fly Five with fidelity at grades K, 1, 2, 3, 5, 6, 7 Train new Peer Conference students to hold RJ circle PD for teachers on RJ practices within the classroom Re-establish Student Voice Committee	Implement Fly Five with fidelity across K-8 Train new Peer Conference students to hold RJ circle
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.	Develop interventions and monitoring system for students with attendance concerns Establish school wide attendance goals Assign staff to individual students with attendance concerns	Revise and update student interventions based on SY24 Create new survey for stakeholders regarding attendance barriers Develop new professional learning based on findings from SY24 and survey	Create process for families and student self referrals for attendance support and to address perceived barriers to school Continue to create professional learning based on changing needs of students
Select a Practice			

[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
By SY26 have a 95% daily attendance rate	Increase Average Daily Attendance	Latino Male	89	91	Select Status	Select Status	Select Status	Select Status
		English Learners	90	92	Select Status	Select Status	Select Status	Select Status
By SY26 students in grades 3-8 will	Grades	Latino Male	2.88	2.92	Select Status	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	<i>Select the Priority Foundation to pull over your Reflections here =></i>				Connectedness & Wellbeing				
Reflection	Root Cause	Implementation Plan	Grades							<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
have a GPA of 3.0 or higher				English Learners	2.86	2.91							

Identified Practices		Practice Goals		Progress Monitoring			
		SY24		Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Implement Fly Five with fidelity at grades K, 1, 3, 5, 6 Train Peer Conference students to hold RJ circle Train two adults to lead Peer Conference			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="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.	Develop interventions and monitoring system for students with attendance concerns Establish school wide attendance goals Assign staff to individual students with attendance concerns			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
<i>Select a Practice</i>				<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="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)**



<p>Select a Goal</p>				
<p>Select a Goal</p>				
<p>Select a Goal</p>				

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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 primary focus of the Parent Advisory Council is to provide support to families and caregivers in providing meaningful, relevant, and accessible classes, resources, and opportunities to engage meaningfully in the school community. Over the next year and during the cycle of this CIWP, the priorities are to create and maintain the Family Resource Center, provide Sexual Health Session to families by community provider, provide an Annual Resource Fair to connect families and services, and other classes related to literacy, math, and social emotional learning.



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