

## 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
Manuel Adrianzen	Principal	moadrianzen@cps.edu
Daysi Mojica	AP	dxnautmendoza@cps.edu
Joseph Oberts	Lead Coach	jsoberts@cps.edu
Nora Sund	Case Manager	nisund@cps.edu
Alicia Barajas	Dual Language Coordinator	abarajas45@cps.edu
Arelis Ramirez	ELPT	aramirez3@cps.edu
Nikki Romano	Interventionist	nsromano@cps.edu
Griselda De Luna	LSC Member	deluna0923@sbcglobal.net
Maria Arriaga	LSC Member	marisa291005@gmail.com
	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	6/23/23	6/23/23
Reflection: Curriculum & Instruction (Instructional Core)	6/30/23	7/31/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/30/23	7/31/23
Reflection: Connectedness & Wellbeing	6/30/23	7/31/23
Reflection: Postsecondary Success	6/30/23	7/31/23
Reflection: Partnerships & Engagement	6/30/23	7/31/23
Priorities	6/30/23	7/31/23
Root Cause	7/6/23	7/31/23
Theory of Acton	7/6/23	7/31/23
Implementation Plans	7/6/23	7/31/23
Goals	7/28/23	7/31/23
Fund Compliance	7/28/23	7/31/23
Parent & Family Plan	7/28/23	7/31/23
Approval	8/30/23	8/30/23

## 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	10/18/2023
Quarter 2	12/21/2023
Quarter 3	3/20/24
Quarter 4	5/22/24

**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](#)

[Return to Top](#)

**Curriculum & Instruction**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<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><a href="#">CPS High Quality Curriculum Rubrics</a></p>	<p>[tak]AR Celebrations: 1. ELA - increase of students meeting expectations from 2021/2022 - 2022/2023, 10% growth 2. Across ELA and Math domains, the number of students in "not meeting expectations" is decreasing, 3. From 2021/2022 to 2022/2023 ELA Math not meeting expectations category went from 56% to 46% (decrease of 10%), in ELA not meeting expectations went from 63% to 53% (decrease of 10%). From 2021/2022 to 2022/2023, EL students that met expectations went from 2% to 7%. 4. ELA Writing: Conventions grew from 5% - 22% meeting or exceeding; Written Expression increased from 6% to 24% meeting or exceeding. 5. From 2021/2022 to 2022/2023 the meeting expectations for students with IEP went from 0% to 12%                      IAR Growth: 1. increase number of students in "meet expectations" in both reading and math 2. Focus on increasing writing meeting expectations 3. not enough growth in math categories from 2021/2022 to 2022/2023                      Math Celebration K-2: meeting expectations went from 3% to 38% in english math. Meeting expectations went from 0% - 16% in spanish math. In English Reading the meeting expectations went from 5% to 23%.</p> <p>Math Growth K-2: 48% of students who took english math are still one or more grade levels behind. 74% of students are one or two years behind in Spanish Math.</p>	<p><a href="#">iAR (Math)</a></p> <p><a href="#">iAR (English)</a></p> <p>Rigor Walk Data (School Level Data)</p>
Partially	<p>Students experience grade-level, standards-aligned instruction.</p> <p><a href="#">Rigor Walk Rubric</a></p> <p><a href="#">Teacher Team Learning Cycle Protocols</a></p> <p><a href="#">Quality Indicators Of Specially Designed Instruction</a></p>	<p>Overall English Reading: 5% to 23% increase for meeting expectations                      Growth: decreasing the percent of students that are one grade level below in math and reading.                      Celebrations: (BOY to EOY) 9% increase in at or above benchmark for 3-8th for English Math, 12% increase (BOY to EOY) in at or above benchmark for 3rd-8th Spanish Math, 61% of students that took Spanish Reading are at or above grade level. Growth: percentage of students in urgent intervention went from 22% to 27% in English Math, English Reading scores are overall stagnant, not seeing improvement                      Students with IEP who took Spanish Math: the urgent intervention percent went down from 60% to 9%. Math English for Students with IEP went from - 54% - 62% in urgent intervention category. Growth area - 77% of students who have an IEP who took English Reading are at urgent intervention (44 students). There is not enough growth between categories from BOY - EOY. Spanish Reading with students with IEP - 9% - 36% growth in at or above grade level. We also went from 64% - 27% in urgent intervention section.</p>	<p><a href="#">PSAT (EBRW)</a></p> <p><a href="#">PSAT (Math)</a></p> <p><a href="#">STAR (Reading)</a></p>
Partially	<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><a href="#">Powerful Practices Rubric</a></p> <p><a href="#">Learning Conditions</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Cultivate Survey SY23: 39% of 5th-8th grade students answered 'completely true' to this question: "in this class period my teacher makes sure we know what we're supposed to learn that day." 28% of 5th-8th grade students answered 'completely true' to this question: "when we are learning something new, this teacher helps me understand how it fits in with what we learned before." 21% of 5th-8th grade students answered 'completely true' to this question: "this teacher makes it clear how each lesson builds towards longer term learning goals." 26% of 5th-8th grade students answered 'completely true' to this question: "this teacher helps me see my progress as I learn more." 17% of 5th-8th grade students answered 'completely true' to this question: "this teacher gives us meaningful work to do, not busy work." 22% of 5th-8th grade students answered 'completely true' to this question: "this class helps me become a better thinker."</p>	<p><a href="#">STAR (Math)</a></p> <p><a href="#">iReady (Reading)</a></p> <p><a href="#">iReady (Math)</a></p>
No	<p>The ILT leads instructional improvement through distributed leadership.</p> <p><a href="#">Continuum of ILT Effectiveness</a></p> <p><a href="#">Distributed Leadership</a></p>		<p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p> <p><a href="#">ACCESS</a></p>
Partially	<p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p> <p><a href="#">Customized Balanced Assessment Plan</a></p> <p><a href="#">ES Assessment Plan Development Guide</a></p> <p><a href="#">HS Assessment Plan Development</a></p>		<p><a href="#">TS Gold</a></p> <p><a href="#">Interim Assessment Data</a></p>
Partially	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p><a href="#">Assessment for Learning Reference Document</a></p>	<p><b>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?</b></p> <p>Tutors for 3rd-5th reading                      8/20 made had a growth score that was equal to or higher than 50th percentile                      Tutors for 7th - 8th Math:                      4/21 students had a growth score that was equal to or higher than the 50th percentile                      Reading interventionist for K-2 monolingual reading                      6/8 Kindergarten students met or exceeded their growth goal for iReady.                      6/9 1st grade students met or exceeded their growth goal for iReady.                      3/8 2nd graders met or exceeded their growth goal for iReady.                      Reading interventionist for K-2 dual language students - to begin SY24</p>	
<p><b>What student-centered problems have surfaced during this reflection?</b>                      If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			
<p>Students did not receive consistent high-quality Tier 1 instruction in Reading and Math                      Students are often not engaging with tasks that are aligned with learning targets                      Students are not using precise academic vocabulary required by the standard                      Students do not know how to progress monitor their reading or math skills                      Students are not receiving specific academic feedback from teachers                      Students are not aware of the criteria for success in math and reading                      Many students are not receiving Tier 2 and Tier 3 support/interventions based on screener/diagnostic assessments                      Many students are not going through the process of academic progress monitoring</p>			

[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
Partially	<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><a href="#">MTSS Integrity Memo</a></p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p>	<p>Celebrations: All Diverse Learners are placed in least restrictive environment per their IEPs. MTSS Team began using Branching Minds during SY23. IEPs written by teachers are high quality and are effectively written. All emergent bilingual students are placed in classrooms with certified bilingual teachers in Pre-K through 5th grade. Growth Areas - implementation of those written IEPs with progress monitoring. School-wide use of branching minds and consistent progress monitoring of student plans and progress. Middle School Teachers continue to work on their ESL certification which will lead to all emergent bilingual middle school students to be placed with certified bilingual teachers. All lesson plans should include language objectives in all content areas. Language objectives should be evident in every classroom</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">MTSS Academic Tier Movement</a></p> <p><a href="#">Annual Evaluation of Compliance (ODLSS)</a></p>
Partially	<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><a href="#">MTSS Integrity Memo</a></p>		<p><a href="#">Quality Indicators of Specially Designed Curriculum</a></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><a href="#">LRE Dashboard Page</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Cultivate Survey: 34% of 5th-8th grade students answered 'completely true' to this question: "this class is set up so all types of learners can succeed." 20% of 5th-8th grade students answered 'completely true' to this question: "the teacher knows my strengths and weaknesses in this class." 59% of 5th-8th grade students answered 'completely true' to this question: "this teacher accepts me for who I am as a person." 53% of 5th-8th grade students answered 'completely true' to this question: "this teacher makes sure all students are valued and supported no matter what their background or identities are."</p>	<p><a href="#">EL Program Review Tool</a></p>
Partially	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p> <p><a href="#">IDEA Procedural Manual</a></p>		
Partially	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p> <p><a href="#">EL Placement Recommendation Tool ES</a></p> <p><a href="#">EL Placement Recommendation Tool HS</a></p>	<p><b>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?</b></p> <p>1. Most teachers are getting ESL certified which will help with placement. 2. Administration is meeting with SPED team and Case manager, coaching and conversations with specific teachers, teachers have opportunities with PDs around effective IEP writing and instruction, outside coaching for SPED team around co-teaching, IEP writing, scheduling and effective instruction. 3. MTSS Lead and Interventionist will lead ongoing PDs around usage on Branching minds. 4. MTSS Team meet and will continue to meet this school year and center conversations around student data and looking at branching minds. 5. Middle School teachers continue to get their ESL/bilingual certifications 6. Continue to provide PD to entire staff around language instruction</p>	
Partially	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>		
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</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
No	<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><a href="#">BHT Key Component Assessment</a></p> <p><a href="#">SEL Teaming Structure</a></p>	<p>Celebrations: 1. school wide we have access to Tier 1 programs for SEL such as Paths, Advisory, Morning Meeting .2. We have a Restorative Justice Coordinator that have been supporting classroom teachers and providing PD for whole staff. She also does peace circles with students outside classroom and co-teaches restorative practice lessons and skill building with teacher in classrooms. 3. we have successfully implemented out of school time programs that include but do not limited to chess, sports, ASPIRA, diversity club, choir, music, over 16 different summer programs and algebra. 4. We have an attendance team that addresses issues and creates ways to celebrate and promot high attendance across the school. 5. Our chronic absenteeism rate went from 43% to 29% in 2022 - 2023. Growth Areas - 1. we need to strengthen our climate and culture team (establish clear expectations) and BHT. 2. We need to provide ongoing PD around SEL programs and curriculum and provide ongoing support around implementation school wide 3. Increase or attendance rate by celebrating students and classrooms with high attendance starting in Quarter 1</p>	<p><a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a></p> <p><a href="#">Reduction in OSS per 100</a></p> <p><a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a></p> <p><a href="#">Access to OST</a></p> <p><a href="#">Increase Average Daily Attendance</a></p> <p><a href="#">Increased Attendance for Chronically Absent Students</a></p>
Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		<p><a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a></p>
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><b>What is the feedback from your stakeholders?</b></p> <p>Cultivate Survey: 19% of 5th-8th grade students answered 'completely true' to this question: "this teacher builds one-on-one relationships with each student in this class." 23% of 5th-8th grade students answered 'completely true' to this question: "this teacher makes sure we know how much they enjoy working with us." 56% of 5th-8th grade students answered 'completely true' to this question: "this teacher treats me with respect." 44% of 5th-8th grade students answered 'completely true' to this question: "this teacher makes sure this class is a welcoming place for everyone."</p>	<p><a href="#">Cultivate (Belonging &amp; Identity)</a></p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p>





<p>Yes</p>	<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><a href="#">Enrichment Program Participation; Enrollment &amp; Attendance</a></p> <p><a href="#">Student Voice Infrastructure</a></p> <p><a href="#">Reduction in number of students with dropout codes at EOY</a></p>
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p><b>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?</b></p>	
<p>Students are not exposed to consistent implementation of developmentally appropriate SEL instruction. Students are not exposed to classroom environment that promote inclusiveness and wellbeing Students are not consistently experiencing equitable restorative practices</p>		<p>1. Attendance Team meets regularly, admin does home visits, we communicate with families around attendance, we have conferences with families of students who have chronic absences, and implement quarterly celebrations for high attendance 2. We have attempted to have different committees and are moving forward to creating the climate and culture team. We have an established social committee 3. 7 teachers attended a summer responsive classroom training Summer 2023</p>	

[Return to Top](#) **Postsecondary Success**

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p><a href="#">College and Career Competency Curriculum (C4)</a></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>Celebrations: 1. The success bound program is being implemented 6th-8th grade 2. All 6th-8th are utilizing the Naviance Program to create their ILPs. 3. We hosted a high school fair and participated in visits Growth Areas: 1. the effectiveness and implementation of these programs with our new counselor.</p>	<p><a href="#">Graduation Rate</a></p> <p><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a></p> <p><a href="#">3 - 8 On Track</a></p>
Yes	<p><a href="#">Individualized Learning Plans</a></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><a href="#">Learn, Plan, Succeed</a></p> <p><a href="#">% of KPIs Completed (12th Grade)</a></p>
Yes	<p><a href="#">Work Based Learning Toolkit</a></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><b>What is the feedback from your stakeholders?</b></p> <p>Cultivate Survey: 21% of 5th-8th grade students answered 'completely true' to this question: "this teacher makes it clear how each lesson builds towards longer term learning goals." 27% of 5th-8th grade students answered 'completely true' to this question: "in this class we get to learn by working on real world problems and issues." 24% of 5th-8th grade students answered 'completely true' to this question: "this teacher connects what we're learning in class to real life."</p>	<p><a href="#">College Enrollment and Persistence Rate</a></p> <p><a href="#">9th and 10th Grade On Track</a></p> <p><a href="#">Cultivate (Relevance to the Future)</a></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><a href="#">ECCE Certification List</a></p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		
N/A	<p><a href="#">PLT Assessment Rubric</a></p> <p>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).</p>		
N/A	<p><a href="#">Alumni Support Initiative One Pager</a></p> <p>Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).</p>	<p><b>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?</b></p> <p>1. we extended an offer to a new counselor and we are waiting for her to be released from her former position</p>	
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p><i>[problems experienced by most students; problems experienced by specific student groups]</i></p>			



Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p> Celebrations: 1. we have strong relationships with many neighborhood/community partners such as BAM, The Bloc, ASPIRA 24th Century, Nobel Neighbors, New Life Covenant Church, Chicago Public Library, St. Joseph Services, United Voices, Merit Strings, Wintrust Bank, Evergreen Park Bank, and Urban Initiative and Chicago Park District. We host these programs in our school, we have them at school events and we have donated items to the Bloc for a car drive 2. staff members contact parents/families on a regular basis, we invite community, staff and family members to BAC, PAC LSC meetings and take families on field trips and events. We share events and important information through our social media platforms. We have an established student council that is included in making school-wide decisions. Growth Areas: 1. More family involvement during events or field trips through the programs such as BAM and Choir. 2. create more creative opportunities for families and community members to participate in the classroom and interact with students more regularly. 3. continue to strengthen student council and provide more volunteer opportunities for middle school students 4. need to recruit students for mentoring program through St. Joseph services.</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p><a href="#">5E: Supportive Environment</a></p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Yes	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles &amp; CIWP).</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p> My Voice My School Survey. 72% of families report that "completely agree" with the following statement: The school invites me to meetings and special school events. 57% of families report that "completely agree" with the following statement: I know what the important issues are in the school. 49% of families report that "completely agree" with the following statement: I have opportunities to participate in making decisions that affect the whole school community. 93% of families report that "completely agree" with the following statement: My child's teacher(s) respects me. 82% of families report that "completely agree" with the following statement: I am comfortable with sharing my concerns with my child's teacher(s). 81% of families report that "completely agree" with the following statement: my child will be more successful as an adult because of this teacher. 70% of families report that "completely agree" with the following statement: the teacher contacts me personally to discuss my child (strengths, weaknesses, etc.)</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p><i>[problems experienced by most students; problems experienced by specific student groups]</i> </p>		<p><b>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?</b></p> <p> 1. AP met with St Joseph program and set date to come to school for recruitment 2. Admin has been working with BAM counselor and youth guidance to bring the WOW program to Nobel 3. Ongoing relationship with Evergreen Bank to implement financial literacy curriculum 4. ongoing relationship with the Science Leadership Initiative with the Museum of Science and Industry (3 years)</p>	

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.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
No	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.

[takiAR Celebrations: 1. ELA - increase of students meeting expectations from 2021/2022 - 2022/2023, 10% growth 2. Across ELA and Math domains, the number of students in "not meeting expectations" is decreasing, 3. From 2021/2022 to 2022/2023 ELA Math not meeting expectations category went from 56% to 46% (decrease of 10%), in EL ELA not meeting expectations went from 63% to 53% (decrease of 10%), From 2021/2022 to 2022/2023, EL students that met expectations went from 2% to 7%. 4. ELA Writing: Conventions grew from 5% - 22% meeting or exceeding; Written Expression increased from 6% to 24% meeting or exceeding. 5. From 2021/2022 to 2022/2023 the meeting expectations for students with IEP went from 0% to 12%

IAAR Growth: 1. increase number of students in "meet expectations" in both reading and math 2. Focus on increasing writing meeting expectations 3. not enough growth in math categories from 2021/2022 to 2022/2023

Math Celebration K-2: meeting expectations went from 3% to 38% in english math. Meeting expectations went from 0% - 16% in spanish math. In English Reading the meeting expectations went from 5% to 23%.

Math Growth K-2: 48% of students who took english math are still one or more grade levels behind. 74% of students are one or two years behind in Spanish Math.

Overall English Reading: 5% to 23% increase for meeting expectations  
Growth: decreasing the percent of students that are one grade level below in math and reading.

Celebrations: (BOY to EOY) 9% increase in at or above benchmark for 3-8th for English Math, 12% increase (BOY to EOY) in at or above benchmark for 3rd-8th Spanish Math, 61% of students that took Spanish Reading are at or above grade level. Growth: percentage of students in urgent intervention went from 22% to 27% in English Math, English Reading scores are overall stagnant, not seeing improvement

Students with IEP who took Spanish Math: the urgent intervention percent went down from 60% to 9%. Math English for Students with IEP went from - 54% - 62% in urgent intervention category. Growth area - 77% of students who have an IEP who took English Reading are at urgent intervention (44 students). There is not enough growth between categories from BOY - EOY. Spanish Reading with students with IEP - 9% - 36% growth in at or above grade level. We also went from 64% - 27% in urgent intervention section.

What is the feedback from your stakeholders?

Cultivate Survey SY23: 39% of 5th-8th grade students answered 'completely true' to this question: "in this class period my teacher makes sure we know what we're supposed to learn that day." 28% of 5th-8th grade students answered 'completely true' to this question: "when we are learning something new, this teacher helps me understand how it fits in with what we learned before." 21% of 5th-8th grade students answered 'completely true' to this question: this teacher makes it clear how each lesson builds towards longer term learning goals." 26% of 5th-8th grade students answered 'completely true' to this question: "this teacher helps me see my progress as I learn more." 17% of 5th-8th grade students answered 'completely true' to this question: "this teacher gives us meaningful work to do, not busy work." 22% of 5th-8th grade students answered 'completely true' to this question: "this class helps me become a better thinker."

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?

Students did not receive consistent high-quality Tier 1 instruction in Reading and Math  
Students are often not engaging with tasks that are aligned with learning targets  
Students are not using precise academic vocabulary required by the standard  
Students do not know how to progress monitor their reading or math skills  
Students are not receiving specific academic feedback from teachers  
Students are not aware of the criteria for success in math and reading  
Many students are not receiving Tier 2 and Tier 3 support/interventions based on screener/diagnostic assessments  
Many students are not going through the process of academic progress monitoring

Tutors for 3rd-5th reading  
8/20 made had a growth score that was equal to or higher than 50th percentile  
Tutors for 7th - 8th Math:  
4/21 students had a growth score that was equal to or higher than the 50th percentile  
Reading interventionist for K-2 monolingual reading  
6/8 Kindergarten students met or exceeded their growth goal for iReady.  
6/9 1st grade students met or exceeded their growth goal for iReady.  
3/8 2nd graders met or exceeded their growth goal for iReady.  
Reading interventionist for K-2 dual language students - to begin SY24

Return to Top Determine Priorities

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

Resources:

Students...  
Students did not receive consistent high-quality Tier 1 instruction in Reading and Math.

[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...  
As adults in the building, we do not consistently plan for rigorous tier 1 research-based instruction

[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.... Resources:

implement professional learning cycles focused on planning rigorous tier 1 instruction in reading...  
 then we see...  
 students engaged in high-quality grade level tasks  
 which leads to...  
 all students demonstrating growth towards grade level standards in math and reading.

**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**   
 Principal, ILT

**Dates for Progress Monitoring Check Ins**  
 Q1 10/18/2023 Q3 3/20/24  
 Q2 12/21/2023 Q4 5/22/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	By October 20th, 2023 (end of Quarter 1), teachers will maximize learning by utilizing at least 90% of class time for instructional purposes.	ILT	10/20/2023	<span style="background-color: #f8d7da;">Delayed</span>
<b>Action Step 1</b>	Develop the professional learning cycle focusing on interactive modeling	ILT	8/24/2023	<span style="background-color: #d4edda;">Completed</span>
<b>Action Step 2</b>	Collectively define the differences between instructional vs non-instructional time.	ILT	8/29/2023	<span style="background-color: #d4edda;">Completed</span>
<b>Action Step 3</b>	Implement Peer Observations with all teachers	ILT	9/27/2023	<span style="background-color: #d4edda;">Completed</span>
<b>Action Step 4</b>	Implement Learning Walk with all teachers	ILT	10/20/2023	<span style="background-color: #d4edda;">Completed</span>
<b>Action Step 5</b>	Share data collected on learning walk with all teachers	ILT	10/27/2023	<span style="background-color: #d4edda;">Not Started</span>
<b>Implementation Milestone 2</b>	By December 21st, 2023 (End of Quarter 2), 100% of classrooms are implementing high quality grade level tasks that are aligned to the grade level standards	ILT	1/26/2024	<span style="background-color: #d4edda;">Not Started</span>
<b>Action Step 1</b>	Create a professional learning cycle focused on developing and implementing rigorous, high-quality learning tasks that are aligned to grade level content priority standards.	Ms. Barajas: Ms. Ramirez: Mr. Oberts: Mrs. Mojica: Dr. Adrianzen	11/10/2023	<span style="background-color: #d4edda;">Not Started</span>
<b>Action Step 2</b>	Implement Peer Observations with all teachers	ILT	12/8/2023	<span style="background-color: #d4edda;">Not Started</span>
<b>Action Step 3</b>	Implement Learning Walk with all teachers	ILT	1/12/2024	<span style="background-color: #d4edda;">Not Started</span>
<b>Action Step 4</b>	Share data collected on learning walk with all teachers	ILT	1/19/2024	<span style="background-color: #d4edda;">Not Started</span>
<b>Action Step 5</b>				<span style="background-color: #d4edda;">Not Started</span>
<b>Implementation Milestone 3</b>	By March 23, 2024 (End of Quarter 3), 100% of classrooms are differentiating instruction so that all students can access rigorous, high-quality learning tasks that are aligned to grade level content priority standards.	ILT	04/23/2024	<span style="background-color: #d4edda;">Not Started</span>
<b>Action Step 1</b>	Create a professional learning cycle focused on differentiated and targeted support so that students can access rigorous, high-quality learning tasks that are aligned to grade level content priority standards.	Ms. Barajas: Ms. Ramirez: Mr. Oberts: Mrs. Mojica: Dr. Adrianzen	1/26/2024	<span style="background-color: #d4edda;">Not Started</span>
<b>Action Step 2</b>	Implement Peer Observations with all teachers	ILT	3/1/2024	<span style="background-color: #d4edda;">Not Started</span>
<b>Action Step 3</b>	Implement Learning Walk with all teachers	ILT	3/15/2024	<span style="background-color: #d4edda;">Not Started</span>
<b>Action Step 4</b>	Share data collected on learning walk with all teachers	ILT	3/22/2024	<span style="background-color: #d4edda;">Not Started</span>
<b>Action Step 5</b>				<span style="background-color: #d4edda;">Not Started</span>
<b>Implementation Milestone 4</b>	By June 6th, 2024 (End of Quarter 4), 100% of classrooms are differentiating instruction so that all students can access rigorous, high-quality learning tasks that are aligned to grade level content priority standards.	ILT	6/6/2024	<span style="background-color: #d4edda;">Not Started</span>
<b>Action Step 1</b>	Create a professional learning cycle focused on differentiated and targeted support so that students can access rigorous, high-quality learning tasks that are aligned to grade level content priority standards.	Ms. Barajas: Ms. Ramirez: Mr. Oberts: Mrs. Mojica: Dr. Adrianzen	3/22/2024	<span style="background-color: #d4edda;">Not Started</span>
<b>Action Step 2</b>	Implement Peer Observations with all teachers	ILT	5/10/2024	<span style="background-color: #d4edda;">Select Status</span>
<b>Action Step 3</b>	Implement Learning Walk with all teachers	ILT	5/24/2024	<span style="background-color: #d4edda;">Not Started</span>
<b>Action Step 4</b>	Share data collected on learning walk with all teachers	ILT	5/31/2024	<span style="background-color: #d4edda;">Not Started</span>
<b>Action Step 5</b>				<span style="background-color: #d4edda;">Not Started</span>

<b>SY25 Anticipated Milestones</b>	100% of classrooms are differentiating instruction so that all students can access rigorous, high-quality learning tasks that are aligned to grade level content priority standards.	
<b>SY26 Anticipated Milestones</b>	100% of classrooms are differentiating instruction so that all students can access rigorous, high-quality learning tasks that are aligned to grade level content priority standards.	

[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
At least 35% of 3- 8th graders will score a level 4 or above on the SY24 IAR ELA Assessment	Yes <input type="checkbox"/>	IAR (English)	Overall <input type="text"/>	20% of 3-8 graders scored a level 4 or above on the SY23 IAR ELA Assessment.			
			Overall <input type="text"/>				
At least 35% of 3- 8th graders will score a level 4 or above on the SY24 IAR Math Assessment	Yes <input type="checkbox"/>	IAR (Math)	Overall <input type="text"/>	11% of 3-8 graders scored a level 4 or above on the SY23 IAR ELA Assessment.			
			Overall <input type="text"/>				

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
<i>C&amp;I:2 Students experience grade-level, standards-aligned instruction.</i>	100% of classrooms are differentiating instruction so that all students can access rigorous, high-quality learning tasks that are aligned to grade level content priority standards.	100% of classrooms are differentiating instruction so that all students can access rigorous, high-quality learning tasks that are aligned to grade level content priority standards.	100% of classrooms are differentiating instruction so that all students can access rigorous, high-quality learning tasks that are aligned to grade level content priority standards.
Select a Practice <input type="text"/>			
Select a Practice <input type="text"/>			

[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
--------------------	--------	-----------------------------	----------	------	-----------	-----------	-----------	-----------



Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction			
At least 35% of 3- 8th graders will score a level 4 or above on the SY24 IAR ELA Assessment	IAR (English)	Overall	20% of 3-8 graders scored a level 4 or above on the SY23 IAR ELA Assessment.			Select Status	Select Status	Select Status	Select Status
		Overall				Select Status	Select Status	Select Status	Select Status
At least 35% of 3- 8th graders will score a level 4 or above on the SY24 IAR Math Assessment	IAR (Math)	Overall	11% of 3-8 graders scored a level 4 or above on the SY23 IAR ELA Assessment.			Select Status	Select Status	Select Status	Select Status
		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:2 Students experience grade-level, standards-aligned instruction.	100% of classrooms are differentiating instruction so that all students can access rigorous, high-quality learning tasks that are aligned to grade level content priority standards.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	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.
Yes	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?

Celebrations: 1. school wide we have access to Tier 1 programs for SEL such as Paths, Advisory, Morning Meeting .2. We have a Restorative Justice Coordinator that have been supporting classroom teachers and providing PD for whole staff. She also does peace circles with students outside classroom and co-teaches restorative practice lessons and skill building with teacher in classrooms. 3. we have successfully implemented out of school time programs that include but do not limited to chess, sports, ASPIRA, diversity club, choir, music, over 16 different summer programs and algebra. 4. We have an attendance team that addresses issues and creates ways to celebrate and promot high attendance across the school. 5. Our chronic absenteeism rate went from 43% to 29% in 2022 - 2023. Growth Areas - 1. we need to strengthen our climate and culture team (establish clear expectations) and BHT. 2. We need to provide ongoing PD around SEL programs and curriculum and provide ongoing support around implementation school wide 3. Increase or attendance rate by celebrating students and classrooms with high attendance starting in Quarter 1

What is the feedback from your stakeholders?

Cultivate Survey: 19% of 5th-8th grade students answered 'completely true' to this question: "this teacher builds one-on-one relationships with each student in this class." 23% of 5th-8th grade students answered 'completely true' to this question: "this teacher makes sure we know how much they enjoy working with us." 56% of 5th-8th grade students answered 'completely true' to this question: "this teacher treats me with respect." 44% of 5th-8th grade students answered 'completely true' to this question: "this teacher makes sure this class is a welcoming place for everyone."

What student-centered problems have surfaced during this reflection?

Students are not exposed to consistent implementation of developmentally appropriate SEL instruction.  
Students are not exposed to classroom environment that promote inclusiveness and wellbeing  
Students are not consistently experiencing equitable restorative 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?

1. Attendance Team meets regularly, admin does home visits, we communicate with families around attendance, we have conferences with families of students who have chronic absences, and implement quarterly celebrations for high attendance 2. We have attempted to have different committees and are moving forward to creating the climate and culture team. We have an established social commiitee team 3. 7 teachers attended a summer responsive classroom training Summer 2023

[Return to Top](#)

Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students are not exposed to consistent implementation of developmentally appropriate SEL instruction



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...

As adults in the building, we are not consistently implementing tier 1 SEL curriculum with fidelity.



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....

Build the capacity of our teachers around Tier 1 SEL Practices



Resources:

Indicators of a Quality CIWP: Theory of Action

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

then we see....

students engaged and practicing developmentally appropriate SEL tools, strategies and skills



which leads to...

an increase in student attendance and a decrease in the number of office referrals. 

[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



Principal, ILT, Attendance Team

#### Dates for Progress Monitoring Check Ins

Q1	10/18/2023	Q3	3/20/24
Q2	12/21/2023	Q4	5/22/24

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
<b>Implementation Milestone 1</b>	100% of K-5 teachers will be Implementing the PATHS program by the end of Quarter 3.	K-5 teachers, Principal	03/22/24	Not Started
<b>Action Step 1</b>	100% of K-5 teachers will complete the PATHS program educator online training.	K-5 teachers, Principal	12/22/23	Not Started
<b>Action Step 2</b>	Administer PATHS pre-assessment survey to all K-5 students.	K-5 teachers, Principal	12/22/23	Not Started
<b>Action Step 3</b>	All K-5 Teachers will engage in peer observations and feedback around PATHS implementation.	K-5 teachers, Principal	2/23/24	Not Started
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	100% of 6-8 teachers will be Implementing Responsive Advisory Meetings by the end of Quarter 3.	6-8 teachers, Principal	03/22/24	Not Started
<b>Action Step 1</b>	100% of 6-8 teachers will complete the Addressing Middle School Challenges With Responsive Advisory Meeting training..	6-8 teachers, Principal	12/22/23	Not Started
<b>Action Step 2</b>	Administer SEL pre-assessment survey to all 6-8 students.	6-8 teachers, Principal	12/22/23	Not Started
<b>Action Step 3</b>	All 6-8 Teachers will engage in peer observations and feedback around Responsive Advisory Meeting implementation.	6-8 teachers, Principal	2/23/24	Not Started
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

#### SY25-SY26 Implementation Milestones

<b>SY25 Anticipated Milestones</b>	100 % of K-5 teachers are implementing the PATHS SEL program. 100% of 6-8 teachers are implementing Responsive Advirsory Meetings. 
<b>SY26 Anticipated Milestones</b>	100 % of K-5 teachers are implementing the PATHS SEL program. 100% of 6-8 teachers are implementing Responsive Advirsory Meetings. 

[Return to Top](#)

### Goal Setting

Resources: 

#### 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.

#### 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 the end of quarter 4, there will be a 25% reduction from last year in the number of repeated disruptive behaviors in groups 1-6 according to the Student Code of Conduct.	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	129 student office referrals (SCC 1 - 6) in SY23	<97 student office referrals (SCC 1 - 6) in SY24		
			Select Group or Overall				
	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
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	100% of K-5 teachers are implementing the PATHS SEL program. 100% of 6th -8th teachers are implementing Responsive Advisory Meetings.	100% of K-5 teachers are implementing the PATHS SEL program. 100% of 6th -8th teachers are implementing Responsive Advisory Meetings.	100% of K-5 teachers are implementing the PATHS SEL program. 100% of 6-8th grade teachers are implementing Responsive Advisory Meetings.
Select a Practice			
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 the end of quarter 4, there will be a 25% reduction from last year in the number of repeated disruptive behaviors in groups 1-6 according to the Student Code of Conduct.	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	129 student office referrals (SCC 1 - 6) in SY23	<97 student office referrals (SCC 1 - 6) in SY24	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			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

### Progress Monitoring

Identified Practices	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.	100% of K-5 teachers are implementing the PATHS SEL program. 100% of 6th -8th teachers are implementing Responsive Advisory Meetings.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status



If Checked:  
Complete  
IL-Empower  
Section below

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

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

If Checked:  
No action needed

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



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

## Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	<b>Our school is a Title I school operating a Schoolwide Program</b> This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		
If Checked:	<input type="checkbox"/>	<b>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</b>
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.

We received \$5,014 in Title I Parent & Family Engagement Funds. Those funds are being spent in the following way to promote our priority areas (Curriculum and Instruction and Connected and Well-Being): PAC: \$1962.00 on Supplies and \$810 Services. The funds for supplies are being spent on supplies for the BAC and PAC meetings. In addition, the services money is being spent on SEL workshops for parents. 

In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...

- Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)
- Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures
- Assure that funds impact the majority of parents or focus on parents with students most at academic risk
- Provide up to date monthly fund reports to PAC officers
- Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration
- Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support