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 👍
Marianne Patten	Principal	mlpatten@cps.edu
Sarah DeJulio	AP	srlohman@cps.edu
Maryann Tamrazi	Resident Principal	mtamrazi@cps.edu
Jessica Nixon	Teacher Leader	jlstachulski@cps.edu
Michelle Witczak	Teacher Leader	mmwitczak@cps.edu
Lauren Thorn	Teacher Leader	lmfassler@cps.edu
Jill Nielsen	Teacher Leader	jenielsen1@cps.edu
Matt Hyland	Teacher Leader	mjhyland@cps.edu
Tara Shannon	Teacher Leader	trshannon@cps.edu
Kathy Gallagly	Teacher Leader	kmgallagly@cps.edu
Mariam Hafezi	LSC Member	
Ed Howard	LSC Member	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	5/16/23	6/1/23
Reflection: Curriculum & Instruction (Instructional Core)	6/13/23	6/13/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/13/23	6/13/23
Reflection: Connectedness & Wellbeing	6/14/23	6/13/23
Reflection: Postsecondary Success	6/14/23	6/14/23
Reflection: Partnerships & Engagement	6/15/23	6/15/23
Priorities	7/19/23	7/19/23
Root Cause	7/19/23	7/19/23
Theory of Acton	7/20/23	7/20/23
Implementation Plans	7/20/23	7/20/23
Goals	7/21/23	7/21/23
Fund Compliance	8/4/23	8/4/23
Parent & Family Plan	8/4/23	8/4/23
Approval	8/31/23	8/31/23

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	10/27/23
Quarter 2	12/21/23
Quarter 3	3/21/23
Quarter 4	6/3/23

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Curriculum in primary - Fundations in primary, we do need more decodable text. Math uses Illustrative Math. In science we use Amplify. Novel based in upper in middle grades. Our scores indicate high quality. Social studies is an area of concern. What is guiding our writing? 6-8 has a grammar book that includes a writing component. 3-5 has pure grammar books. For writing, a to do would be to look at Skyline scope and sequence. ✏️	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction	We need to make sure that we are progressing through the standards.\n\nMany assessments are embedded in the curriculum. Assessments then drive the instruction. Summative assessments are embedded in the curriculum. Also use the data to enter into branching minds.\n\nWhen students are moving to grade level to grade level instruction might not be continuous based on the resources that are within the classroom.	IAR (English) / Rigor Walk Data (School Level Data) / PSAT (EBRW) / PSAT (Math) / STAR (Reading)
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric / Learning Conditions	**What is the feedback from your stakeholders?**\n\nTeachers will look at aligning curriculum based on Common Core Standards and using Skyline scope and sequence. ✏️\n\nLook at making necessary purchases of materials and prgrams, and related PD	STAR (Math) / iReady (Reading) / iReady (Math) / Cultivate
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		Grades / ACCESS
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan / ES Assessment Plan Development Guide / HS Assessment Plan Development		TS Gold / Interim Assessment Data
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**\n\nTeachers have written curriculum maps and unit plans; ILT is looking at aligning cross curricular unit plans and scope and sequence. ✏️	

What student-centered problems have surfaced during this reflection?

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

There are student gaps in the writing process. There are gaps in the writing continuum. Students grammar skills have holes. ✏️

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo / MTSS Continuum / Roots Survey	We have begun to implement branching minds and have used the use of interventionist. ✏️\n\nWIDA can do standards that need to be looked at more. These need to be posted. EL/PT joining the staff.	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum / Roots Survey

Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		ACCESS
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?**	MTSS Academic Tier Movement
				Annual Evaluation of Compliance (ODLSS)
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	Through the use of Branching Minds it has made it easier to track students and review data on students that are struggling. It was able to support students and provide documentation for students. It also provided teachers and staff with resoucres and materials for interventions.	Quality Indicators of Specially Designed Curriculum
				EL Program Review Tool
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES / EL Placement Recommendation Tool HS	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
			When looking at EL's it is finding someone who can assess EL students in the native language. We also need more appropiate resources and materials to support EL students with language.	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.			

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

It would be great to have all teachers EL endorsed. We are also lacking resources in order to support these students.

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure	We have a BHT team. We do not have a climate and culture team. We would like to have a climate and culture team again. The climate and culture team created monthly themes. They discussed equity based things. Worked on creating talking circles. Looked into SEL for students and staff. Climate and Culture team will come back this year. We utilize a calm classroom and second step. In the upper grades, we have built in positive behavior rewards. Also going to work on talking circles and goal setting. Intermediate used growth mindset. Social worker and counselor worked in classrooms. New program being added through the community, Community and Schools. Some situations while the plan is always created both parties are not always following through. Chronic student attendance is still a concern.	% of Students receiving Tier 2/3 interventions meeting targets
				Reduction in OSS per 100
				Reduction in repeated disruptive behaviors (4-6 SCC)
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Access to OST
				Increase Average Daily Attendance
				Increased Attendance for Chronically Absent Students
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** We are re-establishing the Culture and Climate team and we have a new partnership with Community in Schools organization.	Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
				Cultivate (Belonging & Identity)
				Staff trained on alternatives to exclusionary discipline (School Level Data)
				Enrichment Program Participation: Enrollment & Attendance

Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Student Voice Infrastructure Reduction in number of students with dropout codes at EOY

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

Students could benefit from staff having more of a culture and climate. Students need better plans relating to those who have attendance concerns. ✏️	

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?

Community partnership has already been made and will start in the fall. Throughout the year we will assess student groups through dashboard. ✏️

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	Counselor completes the CPS Sucess Bound and partner curricula ✏️ Junior achievement and career fair help to attain this.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** Career Day and Junior Achievement visit was able to spike interest in upper grade students. Parents have noted that going to trade shows has been successful and would like to see it happen again. ✏️	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	We have begun to look into and begin the National Junior Honor Society. We have made partnership with Communty in School. Within the staff we have been working on teaming structures. ✏️	

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 need to improve grit, ownership and motivation. Through doing this we hope to see a decrease in behavioral problems. ✏️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Many events during the year are centered towards family engagement. Teachers maintain weekly newsletters Student has joined to LSC. Lion leaders also helps throughout the building. Newspaper is all student driven. Students' voices continue to improve yearly. ✍️	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Yes	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** We have seen a growing involvement with parents in events and happenings throughout the school. This has also helped to grow more events within the building. We have also seen an increase in EL parent support. Lion Leaders has also helped create student community through reaching out to build relationships with all grade levels throughtout the building. ✍️	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.

Community and Schools can help us grow more in this area. ✍️

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?

We have added the National Junior Honor Society. Lion Leader members will now be able to expand to lower grade levels. ✍️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	What are the takeaways after the review of metrics?	Metrics
	Many events during the year are centered towards family engagement. Teachers maintain weekly newsletters Student has joined to LSC. Lion leaders also helps throughout the building. Newspaper is all student driven. Students' voices continue to improve yearly.	

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

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

Curriculum & Instruction

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.
Yes	The ILT leads instructional improvement through distributed leadership.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Curriculum in primary - Fundations in primary, we do need more decodable text. Math uses Illustrative Math. In science we use Amplify. Novel based in upper in middle grades. Our scores indicate high quality. Social studies is an area of concern. What is guiding our writing? 6-8 has a grammar book that includes a writing component. 3-5 has pure grammar books. For writing, a to do would be to look at Skyline scope and sequence.

We need to make sure that we are progressing through the standards.

Many assessments are embedded in the curriculum. Assessments then drive the instruction. Summative assessments are embedded in the curriculum. Also use the data to enter into branching minds.

When students are moving to grade level to grade level instruction might not be continuous based on the resources that are within the classroom.

What is the feedback from your stakeholders?

Teachers will look at aligning curriculum based on Common Core Standards and using Skyline scope and sequence.

Look at making necessary purchases of materials and prgrams, and related PD

What student-centered problems have surfaced during this reflection?

There are student gaps in the writing process. There are gaps in the writing continuum. Students grammar skills have holes.

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?

Teachers have written curriculum maps and unit plans; ILT is looking at aligning cross curricular unit plans and scope and sequence.

Determine Priorities

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

Students...

engage in curriculum that is inconsistently aligned based on the use of the common core standards.

Resources:

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

use a variety of curricular resources that compromise the alignment of lessons delivered based on common core standards

Resources:

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

evaluate student data and curriculum in order to identify gaps within content and continuity and update the school-wide scope and sequence for social studies and writing with aligned teacher materials.

then we see....

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.

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

the fidelity of implementation of a vertically and horizontally CCSS aligned curriculum. ✏️

Theory of Action is written as "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...

increase in student outcomes in content areas and an increase in growth on benchmark assessments i-Ready, Star 360, and IAR. ✏️

Return to Top | **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✏️

ILT

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	3/21/23
Q2	12/21/23	Q4	6/3/23

	SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1	Compare existing curriculum for Social Studies and Writing to Skyline scope and sequence to look for vertical and horizontal alignment	ILT and Staff	6/30/2024	Not Started
Action Step 1	Teacher teams will examine their current scope and sequence and reflect	Teachers	10/30	In Progress
Action Step 2	Identify gaps based on informational text scores from iReady, IAR, and Star 360	Grade level	quarterly	In Progress
Action Step 3	Compare current scope and sequence to Skyline scope and sequence and Skyline Curriculum Map. Revise the order of current teacher scope and sequence using CCSS, Skyline and filling in located gaps.	Teachers	10/30	Not Started
Action Step 4	Consider purchasing and/or locate curricular resources to support gaps	ILT, Administration, teachers	As necessary	Not Started
Action Step 5	Tracking progress with the use of formative and summative assessments	ILT, Administration, teachers	quarterly	In Progress
Implementation Milestone 2	Plan scaffolding and differentiation for diverse learners, English learners, and high/low performing student groups	Teachers,	weekly	In Progress
Action Step 1	Collaboration in lesson planning with general education teacher, DL and ELPT to discuss differential plans	Grade level teams	weekly	In Progress
Action Step 2	Document gaols in Branching Minds when necessary and discuss progress in grade level meetings; adjust goal and progress monitoring when necessary	Teachers	monthly	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	On-going review of all curricular materials and programs by teachers and ILT	ILT, teachers and admin	monthly	In Progress
Action Step 1	Teacher teams, through grade level meetings, will look at student strengths and weakness and possible gaps from previous years	Grade level meetings	monthly	In Progress
Action Step 2	Discuss specific action plan to address the needs of the students	Grade level meetings	monthly	In Progress
Action Step 3	Look at groups from Branching Minds formed at EOY	Grade level meetings	monthly	In Progress
Action Step 4	Writing team will be created to review pre-existing strucutres and create and refine them.	Writing Team	quarterly	Not Started
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Have vertically and horizontally aligned curricula, and specifically Social Studies and Writing	✏️
SY26 Anticipated Milestones	Have vertical and horizontally aligned curricula and diminishing all gaps	✏️

Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

| Specify the Goal ✍️ | Can this metric be frequently monitored? | Metric | Student Groups (Select 1-2) | Baseline ✍️ | Numerical Targets [Optional] ✍️ | | |
					SY24	SY25	SY26
All grade levels align writing and social studies curriculum vertically and hortizonatlly.	Yes	STAR (Reading)	Overall	Skyline Scope & Sequence and Curriculum Map			
			NA	Common Core Standards & Previously formed writing scopes and sequence			
Grade level teams will review pre-existing curriculum and assessments and look at effectiveness and find areas of improvement to address.	Yes	IAR (English)	Overall	Skyline Scope & Sequence and Curriculum Map			
			NA	Common Core Standards & Previously formed writing scopes and sequence			

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.	Teachers will evaluate current curriculum through guidelines and checklists and will look at student perfomance in comparison from EOY data 23 and BOY data 24.	Teachers will evaluate current curriculum through guidelines and checklists and will look at student perfomance in comparison from EOY data 24 and BOY data 25.	Teachers will evaluate current curriculum through guidelines and checklists and will look at student perfomance in comparison from EOY data 25and BOY data 26.
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Teachers will have and if needed create a scope and sequence / pacing guide that is aligned vertically and horizontally including the aligned assessment calendar and will use data from these assessments to evaluate curriculum.	Teachers will have and if needed create a scope and sequence / pacing guide that is aligned vertically and horizontally including the aligned assessment calendar and will use data from these assessments to evaluate curriculum.	Teachers will have and if needed create a scope and sequence / ...
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will evaluate current curriculum through guidlines and checklists and will look at student perfomance in comparison from EOY data 23 and BOY data 24.	Teachers will evaluate current curriculum through guidlines and checklists and will look at student perfomance in comparison from EOY data 24 and BOY data 25.	Teachers will evaluate current curriculum through guidelines and checklists and will look at student perfomance in comparison from EOY data 25 and BOY data 26.

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
All grade levels align writing and social studies curriculum vertically and hortizonatlly.	STAR (Reading)	Overall	Skyline Scope & Sequence and Curriculum Map		*Select Status*	*Select Status*	*Select Status*	*Select Status*
		NA	Common Core Standards & Previously formed writing scopes and sequence		*Select Status*	*Select Status*	*Select Status*	*Select Status*
Grade level teams will review pre-existing curriculum and assessments and look at effectiveness	IAR (English)	Overall	Skyline Scope & Sequence and Curriculum Map		*Select Status*	*Select Status*	*Select Status*	*Select Status*

Curriculum & Instruction

assessments and look at effectiveness and find areas of improvement to address. | IAR (English)

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

NA

Common Core Standards & Previously formed

| | 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.	Teachers will evaluate current curriculum through guidelines and checklists and will look at student perfomance in comparison from EOY data 23 and BOY data 24.	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Teachers will have and if needed create a scope and sequence / pacing guide that is aligned vertically and horizontally including the aligned assessment calendar and will use data from these assessments to evaluate curriculum.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will evaluate current curriculum through guidlines and checklists and will look at student perfomance in comparison from EOY data 23 and BOY data 24.	Select Status	Select Status	Select Status	Select Status

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
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?

We have a BHT team. We do not have a climate and culture team. We would like to have a climate and culture team again. The climate and culture team created monthly themes. They discussed equity based things. Worked on creating talking circles. Looked into SEL for students and staff. Climate and Culture team will come back this year.

We utilize a calm classroom and second step. In the upper grades, we have built in positive behavior rewards. Also going to work on talking circles and goal setting. Intermediate used growth mindset. Social worker and counselor worked in classrooms. New program being added through the community, Community and Schools.

Some situations while the plan is always created both parties are not always following through. Chronic student attendance is still a concern.

What is the feedback from your stakeholders?

We are re-establishing the Culture and Climate team and we have a new partnership with Community in Schools organization.

What student-centered problems have surfaced during this reflection?

Students could benefit from staff having more of a culture and climate. Students need better plans relating to those who have attendance concerns.

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?

Community partnership has already been made and will start in the fall. Throughout the year we will assess student groups through dashboard.

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Determine Priorities

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

Students...

are in need of criteria and guidance surrounding higher academic & behavioral success

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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Root Cause

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

As adults in the building, we...

see that behavioral and academic expectations are inconsistent and unclear to students and parents.

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.

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Theory of Action

What is your Theory of Action?

If we....

raise behavioral and academic expectations by establishing a culture and climate committee that supports student engagement activities and use the Cultivate Survey to track progress and drive decision making

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Connectedness & Wellbeing

then we see....

increased student daily participation as evidenced through quality task completion and an increase in student attendance

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...

improved student engagement as measured by increases and consistency in On-Track and Cultivate data.

Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

ILT and climate and culture

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	3/21/23
Q2	12/21/23	Q4	6/3/23

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Establish school wide and classroom behavioral expectations in order to increase positive behavior and climate.	Teachers and Adminstration	Quarterly	In Progress
Action Step 1	School wide behavioral expectations are reviewed and adjusted.	Teachers and Adminstration	End of Week 0	In Progress
Action Step 2	Present and model behavioral expectations to students.	Teachers and Adminstration	End of Week 1 / 9/1, 11/27, 1/8, 4/2	Not Started
Action Step 3	Classroom incentives will be established	Teachers	First Month of School	In Progress
Action Step 4	Creating and mainting a CICO (empathy leaders) system school wide	Teachers	First Month of School	Not Started
Action Step 5				Select Status
Implementation Milestone 2	Creating a culture and climate team within the school.	Teacher and Administration	End of first week	Not Started
Action Step 1	Establish norms, meeting cadence, and schedule	Culture and Climate Team	11/27	Not Started
Action Step 2	Establish goals to increase connectiveness for staff and students.	Culture and Climate Team	Monthly	Not Started
Action Step 3	Establish a monitoring system for goals that can be reviewed quarterly.	Culture and Climate Team	Monthly	Not Started
Action Step 4	Revisiting and reviewing CPS Healthy Schools Alignment Report	Culture and Climate Team	Monthly	Not Started
Action Step 5				Select Status
Implementation Milestone 3	Create school wide academic expectations per grade bands in order to increase GRIT.	Teachers, ILT, Adminstration	Quarterly	In Progress
Action Step 1	Grade levels will look at how students are being evaluated in the classroom and look at how the information is relayed to students.	Teachers through grade levels	End of first quarter	In Progress
Action Step 2	Grade bands will create clear grading expectations and template will be created that can be shared with students and parents.	Teachers through grade levels	Quarterly	In Progress
Action Step 3	Begin exploring within the middle school of an honor society or program (and explore where community hours can be obtained).	Middle school teachers and administration	1/8	Not Started
Action Step 4	Year-end Honor Roll for 6th-8th			Not Started
Action Step 5				Select Status
Implementation Milestone 4	Ensure that all partnerships and teams are reaching out and building connections with families within the school community.	School Teams	Monthly	In Progress
Action Step 1	In regards to community events, PTO, LSC, BAC, Equity, Friends of, and Culture and Climate will actively and continously reach out to families focusing on newcomers, new famlies, and famlies with low engagement.	All school teams.	Monthly and as needed	In Progress
Action Step 2	Actively seek out translations of school information as needed.	Teachers and School teams	As needed	In Progress
Action Step 3	Creation of a school wide wellness team	Teachers, Parents, Students, etc.	End of 1st semester	Not Started
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	There will be an increase in academic students performance and grit and a decrease in behavioral referrals school wide.	✍️

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| SY26 Anticipated Milestones | There will be an increase in academic students performance and grit and a decrease in behavioral referrals per grade level band. ✍ |

Goal Setting

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Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✍

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
Increase student exposure to surveys about student motivation and performance.	Yes	Cultivate (Belonging & Identity)	Overall	Cutlivate and 5 Essentials			
			NA				
Students in K-8 will avtively engage in goal setting quarterly and reflect and monitor goals throughtout the year.	Yes	5E: Supportive Environment	Overall	Grade Band Goal Setting Rubrics			
			NA				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
P&E:3 School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Teachers will document conversations and results of surveys when applicable related to student voice and school decision making.	Teachers will document conversations and results of surveys when applicable related to student voice and school decision making	Teachers will document conversations and results of surveys when applicable related to student voice and school decision making
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Staff willl create a culture and climate team and will set clear focus and expecations. Team will use culutre and climate rubric to measure proficiency.	Staff willl create a culture and climate team and will set clear focus and expecations. Team will use culutre and climate rubric to measure proficiency.	Staff willl create a culture and climate team and will set clear focus and expecations. Team will use culutre and climate rubric to measure proficiency.
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	All teams will create a plan to communicate and involve families and members of the community to improve overall engagement.	All teams will create a plan to communicate and involve families and members of the community to improve overall engagement.	All teams will create a plan to communicate and involve families and members of the community to improve overall engagement.

SY24 Progress Monitoring

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Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase student exposure to surveys about student motivation and performance.	Cultivate (Belonging & Identity)	Overall	Cutlivate and 5 Essentials		Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
Students in K-8 will avtively engage in goal setting quarterly and reflect and	5E: Supportive	Overall	Grade Band Goal Setting Rubrics		Select Status	Select Status	Select Status	Select Status

goal setting quarterly and reflect and monitor goals throughtout the year.

Environment

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

NA

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| | Select Status | Select Status | Select Status | Select Status |

Practice Goals   Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:3 School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Teachers will document conversations and results of surveys when applicable related to student voice and school decision making.	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Staff willl create a culture and climate team and will set clear focus and expecations. Team will use culutre and climate rubric to measure proficiency.	Select Status	Select Status	Select Status	Select Status
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	All teams will create a plan to communicate and involve families and members of the community to improve overall engagement.	Select Status	Select Status	Select Status	Select Status

☐ **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.

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

Select a Goal

Select a Goal

Select a Goal

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