## CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team
The CIWP team includes staff reflecting the diversity of student demographics and school programs.
The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.
The CIWP team includes parents, community members, and LSC members.
All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the CPS Spectrum of Inclusive Partnerships (from the CPS Equity Framework).

| Name | Role | Email |
| --- | --- | --- |
| Frank Morris | AP | fdmorris@cps.edu |
| Kiniece Stroud-Johnson | Curriculum & Instruction Lead | klstroud@cps.edu |
| Selena Threlkeld | Teacher Leader | smthrelkeld@cps.edu |
| Alyssa Rohlfs | Teacher Leader | akjones9@cps.edu |
| King Hall | Principal | knhall@cps.edu |
| Alexis Douglas | Connectedness & Wellbeing Lead | aedouglas@cps.edu |
| Charlissa Twitty | Partnerships & Engagement Lead | ctwitty@cps.edu |
| Cynthia Hill-Holmon | Curriculum & Instruction Lead | cmhill1@cps.edu |
| Rysun Sutton | LSC Member | rysunsutton6317@gmail.com |
| Eunice Smith | Postsecondary Lead | emarce@cps.edu |
| | Select Role | |
| | Select Role | |

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

| CIWP Components | Planned Start Date | Planned Completion Date |
| --- | --- | --- |
| Team & Schedule | 6/22/23 | 7/14/23 |
| Reflection: Curriculum & Instruction (Instructional Core) | 7/10/23 | 7/28/23 |
| Reflection: Inclusive & Supportive Learning (Instructional Core) | 7/17/23 | 8/8/23 |
| Reflection: Connectedness & Wellbeing | 7/10/23 | 7/28/23 |
| Reflection: Postsecondary Success | 7/13/23 | 7/28/23 |
| Reflection: Partnerships & Engagement | 7/14/23 | 8/2/23 |
| Priorities | 7/6/23 | 7/28/23 |
| Root Cause | 7/6/23 | 7/28/23 |
| Theory of Acton | 7/13/23 | 7/28/23 |
| Implementation Plans | 7/31/23 | 8/23/23 |
| Goals | 7/13/23 | 7/28/23 |
| Fund Compliance | 8/14/23 | 8/22/23 |
| Parent & Family Plan | 7/10/23 | 7/28/23 |
| Approval | 9/5/23 | 9/7/23 |

## SY24 Progress Monitoring Schedule

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

| CIWP Progress Monitoring Meeting Dates | |
| --- | --- |
| Quarter 1 | 8/31/2023 |
| Quarter 2 | 10/25/2023 |
| Quarter 3 | 2/8/2024 |
| Quarter 4 | 5/16/2024 |

## Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

### Resources 🚀

Reflection on Foundations Protocol

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# Curriculum & Instruction

| Using the associated references, is this practice consistently implemented? | | References | What are the takeaways after the review of metrics? | Metrics |
|---|---|---|---|---|
| Yes | All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive. | CPS High Quality Curriculum Rubrics | Our school requires a high-quality curriculum (SkyLine) in MATH, Soc.Stud. & Science. ELA will use a HQ via SAVVAS. High-quality curriculum is defined as:<br><br>* Standards-Aligned<br>* Horizontally-aligned across instructional and assessment materials<br>* Vertically-aligned across grade bands (PK-2, 3-5, 6-8, HS)<br>* Accessible for all learners as aligned to Universal Design for Learning, and supportive of differentiation for students, including English learners and diverse learners<br>* Supportive of students' social-emotional learning<br>* Culturally responsive | IAR (Math) |
| Yes | Students experience grade-level, standards-aligned instruction. | Rigor Walk Rubric<br><br>Teacher Team Learning Cycle Protocols<br><br>Quality Indicators Of Specially Designed Instruction | | IAR (English)<br><br>Rigor Walk Data (School Level Data)<br><br>PSAT (EBRW)<br><br>PSAT (Math)<br><br>STAR (Reading) |
| Partially | Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn. | Powerful Practices Rubric<br><br>Learning Conditions | **What is the feedback from your stakeholders?** | STAR (Math)<br><br>iReady (Reading)<br><br>iReady (Math) |
| Partially | The ILT leads instructional improvement through distributed leadership. | Continuum of ILT Effectiveness<br><br>Distributed Leadership | Initially, teachers' opinions about the shift to Skyline were rooted in their unfamiliarity with engaging students in the practices of high quality, accelerated curricula. Hesitancy existed because teachers were afraid that students would not quickly master concepts if presented with accelerated curricula, despite the fact that students were not making expected gains with the previous curricula. Teachers admitted that multiple levels of training would be needed (which Skyline provides at the district level, N11 training at the Network level and Lead Coach provides at the building level). All teachers were encouraged to attend Bridging to Skyline PD offered by the Department of STEM starting at the end of SY23 to prepare for the shift. Local PD on skyline planning and implementation has taken place with whole groups and 1:1 with each teacher since week 0 of SY 24. Coaching has been tailored to fit teachers' individual needs, as it is based on data as well as teacher feedback.<br>Teachers in some cases failed to see the "big picture" regarding the benefits of a balanced assessment plan and how it contributes to student learning and student success. Productive conversations took place in May and June regarding O'Toole assessment plan for SY 24 in an effort to present the importance of assessment at each level (classroom, screeners, district, state) prior to teachers voting on the plan. | Cultivate<br><br>Grades<br><br>ACCESS<br><br>TS Gold<br><br>Interim Assessment Data |
| No | 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<br><br>ES Assessment Plan Development Guide<br><br>HS Assessment Plan Development | | |
| Partially | 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?**<br><br>Building community is a focus SY 24 and beyond, both in individual classrooms and the school as a whole. Efforts include including more student voice and expanding on school-wide teams. We want to honor student perspective and encourage students to take ownership of their learning experience. That comes with students having the ability to be apart of some decision-making. Administrators, teachers, and staff members have all voiced the need for more incentives and initiatives to enhance the student experience at O'Toole. School-wide teams co-chaired by teachers have the ability to look at data, create and execute purposeful action plans to promote change. | |

### 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.

In some cases, an absence of coherence is clearly missing in ongoing discourse around viability of core curricula being used in SY23, especially in mathematics. The lack of a Design for Usability, Teacher and Student Learning, Assessment, and Technology. Our collective math practice must consider how the features of instructional materials support student learning and engagement, and support teacher learning and understanding of the standards. Indicators include design of materials, assessments, and how technology is incorporated into the instructional materials.

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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<br><br>MTSS Continuum<br><br>Roots Survey | MTSS team members routinely meet in scheduled intervals. MTSS Team makes a concerted effort to reach out to diverse populations, incorporating the unique needs for context, culture, and the needs of all staff members when making decisions that impact the whole team. MTSS Lead and Interventionist: O'Toole ES has an assigned MTSS lead and interventionist. The MTSS lead manages the school-wide implementation of MTSS and serves as the main liaison with school leaders and other school teams. The interventionist ensures that qualifying students are provided academic interventions, supports, and services aligned to their needs. Depending on the school, either the same person can fill both | Unit/Lesson Inventory for Language Objectives (School Level Data)<br><br>MTSS Continuum<br><br>Roots Survey<br><br>ACCESS |
| | | MTSS Integrity Memo | | |

| | | | | Metrics |
|---|---|---|---|---|
| Yes | School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. | | | MTSS Academic Tier Movement |
| | | | | Annual Evaluation of Compliance (ODLSS) |
| Yes | Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP. | LRE Dashboard Page | **What is the feedback from your stakeholders?** | Quality Indicators of Specially Designed Curriculum |
| | | | | EL Program Review Tool |
| Partially | Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. | IDEA Procedural Manual | At least 75% of our teachers responded every 5 weeks to intervention data. The intervention tools used proved to have inconsistent outcomes, but showed some favorable trends for those who used our chosen platforms with intentful fidelity. Directives were given around collecting evidence/data regarding progress toward goals and objectives/benchmarks, as indicated by the evaluation criteria and evaluation procedures of each goal; Staff members found success measuring the student's specific progress and documenting it on the IEP Report Card each quarter. Teachers communicated and collaborated with other service providers, including general education teachers on a regular basis; | |
| 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?** | |
| Partially | There are language objectives (that demonstrate HOW students will use language) across the content. | | Since SY23 school year, we've acquired some essntial personnel for EL readiness as our culture is shifting. Each grade band has an EL endorsed teacher. There is an full-time ELPT to service those key groups who require more intensive supports. Towards to close of last year, we also acquired a school counselor who is EL endorsed. | |

**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.

The interventions done by teachers are not being entered into Branching Minds with any fidelity. Even moreso concerning, our DL population is not directly entered into Branching Minds. Our MTSS Lead, must hold these constituents more accountable for the low alignment to standardized testing data.

## Connectedness & Wellbeing

| Using the associated references, is this practice consistently implemented? | References | What are the takeaways after the review of metrics? | Metrics |
|---|---|---|---|
| Yes — Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team. | BHT Key Component Assessment / SEL Teaming Structure | Our BHT Team meets bi-weekly to address a myriad of school concerns. Our school has structures in place for Tier 1 classroom supports (e.g. shared agreements, healing centered practices) that promote a positive classroom environment.

Our school recognizes the importance of social, emotional and behavioral support in helping students to achieve academically. After reviewing attendance data for SY23, trends showed an overall slight increase across grade bands. In our efforts to recruit 100+ students for OST programming in SY23, we only found success in recruiting 78 students. Regarding OSS measures, there were very few suspensions allocated to students. | % of Students receiving Tier 2/3 interventions meeting targets |
| | | | Reduction in OSS per 100 |
| Partially — Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices. | | | Reduction in repeated disruptive behaviors (4-6 SCC) |
| | | | 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?**

PRIORITY POPULATIONS: Student recruitment and participation must prioritize Students in Transitional Living Situations (STLS) and students who are chronically absent (missing 10 percent or more of school in an academic year). Target student populations for participation also include Diverse Learners, English Learners, and African-American Males. In order to assist with recruitment of the priority populations in Community Schools with pre-qualified partner agencies (check with you CSI Program Coordinator), every 5 weeks during the school year the Community School principal will provide the Resource Coordinator with a report of students containing the following.. Teachers inquired about what opportunities existed outside of Tier 1 instruction, that could address their individualized needs and target areas of concern. Students shared a true interest in a school ambassador commiitee to focus on school branding, a school store, etc. | 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<br><br>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.

| Our targeted populations (EL, Diverse Learners, African-Americans) are not accessing 100% of our various partnerships for OST programming options due to these 3 main factors.....Student Safety, Sports Programs, and Transportation Issues. | |

**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?**

Those students who are Off-Track due to attendance, or those in danger of losing their On-Track Status will be extended a menu of options to possibly engage in before/after school programming.

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## 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) | Through our partnership with Success Bound (SB), participation in the Counseling and SB PLCs as well as through the training provided through CPS for Naviance and now School links, we have been able to develop and provide College and Career instruction with fidelity. Graduation Rate: 8th grade 100%; 3-8 on track: review every 5 weeks; ECCC: Algebra for 8th grade students; Learn, Plan, Succeed 100% completion; Freshman Connection: signed up 8th graders whose high school provided the program. | Graduation Rate<br><br>Program Inquiry: Programs/participation/attainment rates of % of ECCC<br><br>3 - 8 On Track<br><br>Learn, Plan, Succeed<br><br>% of KPIs Completed (12th Grade)<br><br>College Enrollment and Persistence Rate<br><br>9th and 10th Grade On Track<br><br>Cultivate (Relevance to the Future)<br><br>Freshmen Connection Programs Offered (School Level Data) |
| 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 | | |
| Partially | Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th). | Work Based Learning Toolkit | **What is the feedback from your stakeholders?**<br><br>Some of the feedback we have received from our stakeholders (parents and students):Graduation Rate: Parents and students were excited that 100% of our 8th graders graduated.3-8 on track: Although it was reviewed every 5 weeks, the information could have been provided to the stakeholders with more fidelity.ECCC: Criteria for participating in Algebra should be more intentional, in an effort to foster student success.Learn, Plan, Succeed: Stakeholders like that there continues to be 100% completion of the ILP tasks.Freshman Connection: Parents and students would like for more high schools to provide the program.<br>Other related feedback is the need for more information in regards to different high school options/opportunities. We began addressing this concern by providing information on the GoCPS process, as well as the programs available in an effort to meet student needs. We had one-on-one meetings with several 8th grade parents and students, as well as informational sessions for all 7th and 8th grade students. | |
| 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 | Some of the related improvement efforts that are in progress is having informational sessions for parents; e.g. 7th and 8th grade parent meetings during open house (in-person and virtually), in which parents will understand promotion policies, GoCPS process, High School Fair, On-Track.<br>We will also be providing parents and students more continuous information of On-Track<br>The impact will be that both parents and students will be informed of what resources and opportunities their students have for post-secondary success. They will also be aware of what area they are Off-Track, attendance, grades or both. Having this knowledge can motivate parents and students to want to improve to get On-Track. | |

**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.

| The biggest student centered-problem that we have identified is the lack of information on the different opportunities available to them in regards to high schools, which can be the key to post-secondary success. Another student centered-problem that we have identified is Attendance and we are working rigorously with the attendance team to make sure all our students stay above 95% attendance, as we know attendance aligns not only | These efforts will address some of the obstacles our 6th through 8th grade students have by helping them identify areas in which they can improve in and not wait til progress reports or report card pick up. It will also provide |

to On-Track but to academic success and onward growth

progress reports or report card pick up. It will also provide parents and students with information they might not have access to unless it is directly provided to them.

## Partnership & Engagement

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| Using the associated references, is this practice consistently implemented? | | References | What are the takeaways after the review of metrics? | Metrics |
|---|---|---|---|---|
| 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 | To truly think about the levels of engagement for parent participation on 5E's. trending data shows overall low rates. To obtain stakeholder feedback on analysis, alternatives, and/or decisions. To provide an opportunity for the stakeholders to contribute their perspectives. | Cultivate<br><br>5 Essentials Parent Participation Rate<br><br>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<br><br>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.)<br>(School Level Data)<br><br>Level of parent engagement in the ODLSS Family Advisory Board<br>(School Level Data) |
| Partially | School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). | Student Voice Infrastructure Rubric | **What is the feedback from your stakeholders?**<br>Supportive Over 20% of the students say they do not feel safe outside/around the safe. One other noticing is that the students do feel safe in the classes. In comparing 5E's data from SY22 - 23 we did see a decrease in students who feel "Very Safe", while those feedback points did lend towards. All students know how and where to give feedback or suggestions on school community improvement. ILT, Admin, & CIWP teams can show how/where student perspective data has informed/shaped improvement strategy. | Formal and informal family and community feedback received locally.<br>(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.

Teachers are not ensuring that parent communications around learning access have consistency and is varied.

**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?**

Parents would be given access entry to our adaptive learning platforms beyond school hours and internal proximity. More than 70% of Tier 3 students were in significant need of targeted instructional supports.

# Curriculum & Instruction

## Reflection on Foundation

### Using the associated documents, is this practice consistently implemented?

| | |
|---|---|
| Yes | All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive. |
| Yes | Students experience grade-level, standards-aligned instruction. |
| Partially | Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn. |
| Partially | The ILT leads instructional improvement through distributed leadership. |
| No | School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. |
| Partially | Evidence-based assessment for learning practices are enacted daily in every classroom. |

### What are the takeaways after the review of metrics?

Our school requires a high-quality curriculum (SkyLine) in MATH, Soc.Stud. & Science. ELA will use a HQ via SAVVAS. High-quality curriculum is defined as:

* Standards-Aligned
* Horizontally-aligned across instructional and assessment materials
* Vertically-aligned across grade bands (PK-2, 3-5, 6-8, HS)
* Accessible for all learners as aligned to Universal Design for Learning, and supportive of differentiation for students, including English learners and diverse learners
* Supportive of students' social-emotional learning
* Culturally responsive

### What is the feedback from your stakeholders?

Initially, teachers' opinions about the shift to Skyline were rooted in their unfamiliarity with engaging students in the practices of high quality, accelerated curricula. Hesitancy existed because teachers were afraid that students would not quickly master concepts if presented with accelerated curricula, despite the fact that students were not making expected gains with the previous curricula.

Teachers admitted that multiple levels of training would be needed (which Skyline provides at the district level, N11 training at the Network level and Lead Coach provides at the building level). All teachers were encouraged to attend Bridging to Skyline PD offered by the Department of STEM starting at the end of SY23 to prepare for the shift. Local PD on skyline planning and implementation has taken place with whole groups and 1:1 with each teacher since week 0 of SY 24. Coaching has been tailored to fit teachers' individual needs, as it is based on data as well as teacher feedback.

Teachers in some cases failed to see the "big picture" regarding the benefits of a balanced assessment plan and how it contributes to student learning and student success. Productive conversations took place in May and June regarding O'Toole assessment plan for SY 24 in an effort to present the importance of assessment at each level (classroom, screeners, district, state) prior to teachers voting on the plan.

### What student-centered problems have surfaced during this reflection?

In some cases, an absence of coherence is clearly missing in ongoing discourse around viability of core curricula being used in SY23, especially in mathematics. The lack of a Design for Usability, Teacher and Student Learning, Assessment, and Technology. Our collective math practice must consider how the features of instructional materials support student learning and engagement, and support teacher learning and understanding of the standards. Indicators include design of materials, assessments, and how technology is incorporated into the instructional materials.

### 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?

Building community is a focus SY 24 and beyond, both in individual classrooms and the school as a whole. Efforts include including more student voice and expanding on school -wide teams. We want to honor student perspective and encourage students to take ownership of their learning experience. That comes with students having the ability to be apart of some decision-making. Administrators, teachers, and staff members have all voiced the need for more incentives and initiatives to enhance the student experience at O'Toole. School-wide teams co-chaired by teachers have the ability to look at data, create and execute purposeful action plans to promote change.

## Determine Priorities

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**Resources:** 🚀

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

[Determine Priorities Protocol](#)

**Students...**

Students lack consistent access to engage in a high quality curriculum that encourage academic growth and student engagement. ✎

**Indicators of a Quality CIWP: Determine Priorities**

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

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

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

Priorities are determined by impact on students' daily experiences.

## Root Cause

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**Resources:** 🚀

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

[5 Why's Root Cause Protocol](#)

**As adults in the building, we...**

We are responsible for implementim with fidelity and integrity (according to the curriculum design). We are unable to do if we lack a clear understanding of the curricular design and differentiated Tier 1 instruction. As agents of cognitive cultivation, we need opportunities to internalize the curriculum, receive targeted professional development, and implement high quality grade level tasks with increased 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.

## Theory of Action

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

## What is your Theory of Action?

**If we....**

internalize high quality grade level curriculum across all subject areas through PD, coaching, and an intentional study of the curriculum design that will inform planning

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....**

rigorous grade level tasks from the high quality curriculum in every classroom, by unlocking the potential throughout planning and execution, and consequent improved student outcomes. a realized differentiated Tier 1 instruction that representative of intended design

**which leads to...**

Equitable access for all students to a high-quality differentiated Tier 1 instructional model and improved student academic outcomes. At least 30% of students meeting/exceeding college readiness benchmarks on the IAR (YR1), championing equity for students, Sustained growth (equal or greater than 50th percentile) year to year in reading and math on STAR 360, and more students earning On-Track Status, etc.

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## Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

### Team/Individual Responsible for Implementation Plan ✍

**Dates for Progress Monitoring Check Ins**

| | | | |
|---|---|---|---|
| Q1 | 8/31/2023 | Q3 | 2/8/2024 |
| Q2 | 10/25/2023 | Q4 | 5/16/2024 |

| SY24 Implementation Milestones & Action Steps ✍ | Who ✍ | By When ✍ | Progress Monitoring |
|---|---|---|---|
| **Implementation Milestone 1** — 100% of Teachers implementing a high-quality curriculum | ILT/Instructional Coach | October 1, 2023 | Select Status |
| **Action Step 1** — Attend all District, Network, & School PD around SAVVAS & SkyLine | All Staff | District Deadlines | Select Status |
| **Action Step 2** — All teachers will earn SkyLine Badges | All Teachers | September 1, 2023 | Select Status |
| **Action Step 3** — Targeted Coaching of those teachers needing guidance in implementing HQ curriculum | Instructional Coach/Interventionists | August 2023 - July 2024 | Select Status |
| **Action Step 4** | | | Select Status |
| **Action Step 5** | | | Select Status |
| **Implementation Milestone 2** — 100% of teachers will annotate TFG's & TE's according to district guidance | Instructional Coach /ILT | Weekly until June 10TH | Select Status |
| **Action Step 1** — All teachers engage in the year-long cycle of professional learning centered around planning | ALL STAFF | Based On District Calendar | Select Status |
| **Action Step 2** — Ongoing feedback from IST around evidence of annotating according to district guidelines | ALL TEACHERS | Starts August 21st, then Weekly / Bi-Weekly | Select Status |
| **Action Step 3** — Based on feedback, there will be co-planning guidance session(s) aimed to improve quality of annotations | Admin./ IST / Instructional Coach | August 2023 - June 2024 | Select Status |
| **Action Step 4** | | | Select Status |
| **Action Step 5** | | | Select Status |
| **Implementation Milestone 3** — 100% of teachers will implement assessment cycles according to the HQ curriculum | Administration, Instructional Coach, Interventionists | September 2023 through June 2024 | Select Status |
| **Action Step 1** — All teachers will follow the scope & sequence for planned assessments | TEACHERS & IST | Until June 10, 2024 | Select Status |
| **Action Step 2** — According to student's IEP, the proper testing accomodations & modifications will be implemented | TEACERS / COUNSELOR / CASE MANAGER / TEST COORDINATOR | September 2023 through June 2024 | Select Status |
| **Action Step 3** — 100% of teachers will analyze and track curriculum-embedded assessments based on annual assessment calendar | ADMIN. / IST / TEACHER TEAMS | September 2023 through June 2024 | Select Status |
| **Action Step 4** | | | Select Status |
| **Action Step 5** | | | Select Status |
| **Implementation Milestone 4** | | | Select Status |
| **Action Step 1** | | | Select Status |
| **Action Step 2** | | | Select Status |
| **Action Step 3** | | | Select Status |
| **Action Step 4** | | | Select Status |
| **Action Step 5** | | | Select Status |

**SY25-SY26 Implementation Milestones**

| 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

| **SY25 Anticipated Milestones** | In SY 25, 100% of teachers will implement MTSS supports so our Tier 2 & Tier 3 populations are prescribed the most appropriate interventions to show an upward shift in performance trends. | ✎ |
| **SY26 Anticipated Milestones** | In SY26, we will increase our Tier 1 student population while improving the attainment trends of our highest performing students and those shifting from any Tier 2 support needs | ✎ |

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# Goal Setting

**Indicators of a Quality CIWP: Goal Setting**

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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: <br> -The CIWP includes a reading Performance goal <br> -The CIWP includes a math Performance goal <br> -The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets <br> -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 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| % of students earning B's or better | Yes | Grades | Overall | | | | |
| | | | African American | | | | |
| Increase the % of EL students receiving appropriate supports | Yes | 5E: Supportive Environment | Overall | | | | |
| | | | English Learners | | | | |

## Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals. ✎ | Specify your practice goal and identify how you will measure progress towards this goal. ✎ | | |
| --- | --- | --- | --- |
| | SY24 | SY25 | SY26 |
| C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive. | All teaching staff members are observed implementing a high quality core curriculum through RigorWalk Rubric | Most teachers are utilizing instructioal materials to implement and adjust instruction, including differentiating based on student needs | All teachers are utilizing instructioal materials to implement and adjust instruction, including differentiating based on student needs |
| C&I:4 The ILT leads instructional improvement through distributed leadership. | ILT shall implement cycles of job-embedded coaching | Most ILT members will implement cycles of continous job-embedded coaching | All members of the ILT shall implement cycles of continuous job-embedded curriculum |
| 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. | Every teacher will embrace the curricular assessment policies | Most teachers will interpret the assessment data and adjust instruction, including differentiation basedon student needs to meet year end goals | All teachers will interpret the assessment data and adjust instruction, including differentiation basedon student needs to meet year end goals |

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### SY24 Progress Monitoring

**Resources:** 🚀

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

## Performance Goals

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

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

# Curriculum & Instruction

| % of students earning B's or better | Grades | Overall | | | Select Status | Select Status | Select Status | Select Status |
|---|---|---|---|---|---|---|---|---|
| | | African American | | | Select Status | Select Status | Select Status | Select Status |
| Increase the % of EL students receiving appropriate supports | 5E: Supportive Environment | Overall | | | Select Status | Select Status | Select Status | Select Status |
| | | English Learners | | | Select Status | Select Status | Select Status | Select Status |

## Practice Goals

## Progress Monitoring

| Identified Practices | SY24 | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|---|---|---|---|---|
| C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive. | All teaching staff members are observed implementing a high quality core curriculum through RigorWalk Rubric | Select Status | Select Status | Select Status | Select Status |
| C&I:4 The ILT leads instructional improvement through distributed leadership. | ILT shall implement cycles of job-embedded coaching | 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. | Every teacher will embrace the curricular assessment policies | Select Status | Select Status | Select Status | Select Status |

# Connectedness & Wellbeing

## Reflection on Foundation

**Using the associated documents, is this practice consistently implemented?**

| | |
|---|---|
| Yes | Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team. |
| 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. |
| Partially | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. |

**What are the takeaways after the review of metrics?**

Our BHT Team meets bi-weekly to address a myriad of school concerns. Our school has structures in place for Tier 1 classroom supports (e.g. shared agreements, healing centered practices) that promote a positive classroom environment.

Our school recognizes the importance of social, emotional and behavioral support in helping students to achieve academically. After reviewing attendance data for SY23, trends showed an overall slight increase across grade bands. In our efforts to recruit 100+ students for OST programming in SY23, we only found success in recruiting 78 students. Regarding OSS measures, there were very few suspensions allocated to students.

**What is the feedback from your stakeholders?**

PRIORITY POPULATIONS: Student recruitment and participation must prioritize Students in Transitional Living Situations (STLS) and students who are chronically absent (missing 10 percent or more of school in an academic year). Target student populations for participation also include Diverse Learners, English Learners, and African-American Males. In order to assist with recruitment of the priority populations in Community Schools with pre-qualified partner agencies (check with you CSI Program Coordinator), every 5 weeks during the school year the Community School principal will provide the Resource Coordinator with a report of students containing the following.. Teachers inquired about what opporties existed outside of Tier 1 instruction, that could address their individualized needs and target areas of concern. Students shared a true interest in a school ambassador commitee to focus on school branding, a school store, etc.

**What student-centered problems have surfaced during this reflection?**

Our targeted populations (EL, Diverse Learners, African-Americans) are not accessing 100% of our various partnerships for OST programming options due to these 3 main factors.....Student Safety, Sports Programs, and Transportation Issues.

**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?**

Those students who are Off-Track due to attendance, or those in danger of losing their On-Track Status will be extended a menu of options to possibly engage in before/after school programming.

## Determine Priorities

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

Students...

Students (especially priority groups) are not assigned Tier 1 supports that address the full learning experience including SEL/Behavior, Attendance, and Academics. As a result, students feel a lack of school connectedness.

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

Return to Top

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

As adults in the building, we...

are not collaborating with OST personnel as partners to establish OST programming as a comprehensive Tier 1 support for students SEL/attendance/behavior struggles

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

## Theory of Action

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**What is your Theory of Action?**

If we....

If we adequately develop our CCT/BHT structures and practices within a comprehensive MTSS framework

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

# Connectedness & Wellbeing

**then we see....**

then we see teachers and other school-based staff partnering with OST personnel to refer students to programming as Tier 1 supports for those struggling with school connectedness ✎

**which leads to...**

which leads to increased student attendance, relational trust, improved academic outcomes, and more effective Tier 2 and Tier 3 SEL/behavior interventions ✎

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Return to Top | **Implementation Plan**

Resources: 🚀

**Indicators of a Quality CIWP: Implementation Planning**

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

**Team/Individual Responsible for Implementation Plan** ✎

**Dates for Progress Monitoring Check Ins**

| | | | |
|---|---|---|---|
| Q1 | 8/31/2023 | Q3 | 2/8/2024 |
| Q2 | 10/25/2023 | Q4 | 5/16/2024 |

| | SY24 Implementation Milestones & Action Steps ✎ | Who ✎ | By When ✎ | Progress Monitoring |
|---|---|---|---|---|
| **Implementation Milestone 1** | 100% of teachers will implement TIER 1 SEL Curriculum [SECOND STEP - K-8TH] | ALL STAFF | August through June 2024 | *Select Status* |
| **Action Step 1** | Teachers will receive a cycle of professional learning around SEL curriculum | ALL TEACHERS | Based on Calendar Dates Of Availability | *Select Status* |
| **Action Step 2** | All curricular resources will be made available so that teachers can access SEL curriculum | District, MTSS Team, BHT Team, Counselor | September 2023 | *Select Status* |
| **Action Step 3** | Teacher planning will showcase evidence of implementation | Administration, CCT, BHT | August through June 2024 | *Select Status* |
| **Action Step 4** | | | | *Select Status* |
| **Action Step 5** | | | | *Select Status* |
| **Implementation Milestone 2** | School will design a referral process that will maximize OST programming as a TIER 1 support for SEL, Behavior, & Attendance | ADMIN., MTSS Team, BHT, IST | September 2023 | *Select Status* |
| **Action Step 1** | A YMCA programming outreach sessions will occur every 5th week of each quarter or as needed basis | MTSS Team, IST, Admin. | September 2023 through Spring 2024 | *Select Status* |
| **Action Step 2** | An improvement in the students' overall connectedness struggle | ALL STAFF | Year Long | *Select Status* |
| **Action Step 3** | To ensure that OST programming offers TIER 1 academic and enrichment activities | MTSS Team, IST, Admin. | September 2023 through Spring 2024 | *Select Status* |
| **Action Step 4** | | | | *Select Status* |
| **Action Step 5** | | | | *Select Status* |
| **Implementation Milestone 3** | CCT (Climate & Culture Team) will develop and implement effective Tier 1 supports for Behavior, SEL, & Attendance. | Culture & Climate Team | September 2023 through Spring 2024 | *Select Status* |
| **Action Step 1** | Creating a comprehensive calendar that is shared and socialized around climate & culture initiatives | Admin, CCT, BHT | September 2023 | *Select Status* |
| **Action Step 2** | CCT will communicate the results of the feedback given from survey(s) | CCT & Administration | December 2023 | *Select Status* |
| **Action Step 3** | 100% of teachers are archiving progress monitoring data in response to student support plans in Branching Minds | MTSS Lead, Interventionists, Instructional Coach | September 2023 through Spring 2024 | *Select Status* |
| **Action Step 4** | | | | *Select Status* |
| **Action Step 5** | | | | *Select Status* |
| **Implementation Milestone 4** | | | | *Select Status* |
| **Action Step 1** | | | | *Select Status* |
| **Action Step 2** | | | | *Select Status* |
| **Action Step 3** | | | | *Select Status* |
| **Action Step 4** | | | | *Select Status* |
| **Action Step 5** | | | | *Select Status* |

**SY25-SY26 Implementation Milestones**

| | | |
|---|---|---|
| **SY25 Anticipated Milestones** | In SY25, there will be a consistent improvement around parent comminication and stakeholder involvement in selection of OST supports | ✎ |

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

Connectedness & Wellbeing

**SY26 Anticipated Milestones**

IN SY26, we will expand our partnerships to broaden the opportunities readily available to students ✎

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## 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

| Specify the Goal ✎ | Can this metric be frequently monitored? | Metric | Student Groups (Select 1-2) | Baseline ✎ | SY24 | SY25 | SY26 |
|---|---|---|---|---|---|---|---|
| 100% Implementation of the iReady assessments during BOY, MOY, & EOY cycles. | Yes | iReady (Reading) | Overall | 91 | 95 | 100 | 100 |
| | | | English Learners | 90 | 95 | 100 | 100 |
| 100% Implementation of the STAR 360 assessments during BOY, MOY, & EOY cycles. | Yes | STAR (Math) | Overall | 92 | 95 | 100 | 100 |
| | | | Students with an IEP | 90 | 95 | 100 | 100 |

Numerical Targets [Optional] ✎

### 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:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team. | EOY outcomes will be compared to BOY trends from Cultivate surveys | EOY outcomes will be compared to BOY trends from Cultivate surveys | EOY outcomes will be compared to BOY trends from Cultivate surveys |
| P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Monthly participation rates from YMCA partnership over the course of the start of the year through close of SY24 | Monthly participation rates from YMCA partnership over the course of the start of the year through close of SY25 | Monthly participation rates from YMCA partnership over the course of the start of the year through close of SY26 |
| I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. | Interventionists do weekly reviews of Branching MInds and DashBoard Data, with targeted feedback on any students trending towards Tier 2 or Tier 3 supports. | Interventionists do weekly reviews of Branching MInds and DashBoard Data, with targeted feedback on any students trending towards Tier 2 or Tier 3 supports. | Interventionists do weekly reviews of Branching MInds and DashBoard Data, with targeted feedback on any students trending towards Tier 2 or Tier 3 supports. |

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## 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 |
|---|---|---|---|---|---|---|---|---|
| 100% Implementation of the iReady assessments during BOY, MOY, & EOY cycles. | iReady (Reading) | Overall | 91 | 95 | Select Status | Select Status | Select Status | Select Status |
| | | English Learners | 90 | 95 | Select Status | Select Status | Select Status | Select Status |
| 100% Implementation of the STAR 360 assessments during BOY, MOY, & EOY cycles. | STAR (Math) | Overall | 92 | 95 | Select Status | Select Status | Select Status | Select Status |

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

## Connectedness & Wellbeing

STAR (Math)

| | | | Select Status | Select Status | Select Status | Select Status |
|---|---|---|---|---|---|---|
| Students with an IEP | 90 | 95 | | | | |

### Practice Goals

### Progress Monitoring

| Identified Practices | SY24 | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|---|---|---|---|---|
| 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. | EOY outcomes will be compared to BOY trends from Cultivate surveys | 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. | Monthly participation rates from YMCA partnership over the course of the start of the year through close of SY24 | Select Status | Select Status | Select Status | Select Status |
| I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. | Interventionists do weekly reviews of Branching MInds and DashBoard Data, with targeted feedback on any students trending towards Tier 2 or Tier 3 supports. | Select Status | Select Status | Select Status | Select Status |

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

## IL-Empower

### IL-EMPOWER GRANT ASSURANCES

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

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

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

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

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

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

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

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

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

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

### IL-EMPOWER SMART GOALS

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

| IL-Empower Goals Must have a Numerical Target | Select a Goal Below | Student Groups | Baseline | SY24 | SY25 | SY26 |
|---|---|---|---|---|---|---|
| **Required Math Goal** | Grades: % of students earning B's or better | Overall | | | | |
| | | African American | | | | |
| **Required Reading Goal** | Grades: % of students earning B's or better | Overall | | | | |
| | | African American | | | | |
| **Optional Goal** | 5E: Supportive Environment: Increase the % of EL students receiving app... | Overall | | | | |
| | | English Learners | | | | |

If Checked:

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

☑ **Our school is a Title I school operating a Schoolwide Program**

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

If Checked:

No action needed

☐ **Our school is a non-Title I school that does not receive any Title I funds.**
**(Continue to Approval)**

## SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

## SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

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

☑ The parents will support their children's learning.

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

## PARENT & FAMILY ENGAGEMENT BUDGET

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

*Parents will have opportunities to attend family night events, LSC meetings, BAC, parent advisory meetings, and parent training classes throughout the school year which will focus on literacy, social studies, science, math, or visual arts. Parents will receive resources to use at home from the various meetings and events. Quarterly trainings will be held for parents to gain a better understanding of the IAR assessments. Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.*

*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