

## 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	👉
Katina Stovall Brown		Principal		kbrown3@cps.edu	
Diane Daniel		AP		dmdaniel@cps.edu	
Vanessa Howard		Teacher Leader		vhoward@cps.edu	
Lolita Davis		Teacher Leader		lddavis1@cps.edu	
Davina Allen		Teacher Leader		dtallen@cps.edu	
Tan Admas-Westmoreland		LSC Member		tadamswestmoreland@cps.edu	
Tradonna Brown		Curriculum & Instruction Lead		tmbrown2@cps.edu	
Mellisa Kazlauskas		STEM Specialist		makazlauskas@cps.edu	
Chantel O'Neil		Parent		poeticallymzbhaven@sbcglobal.net	
		Select Role			
		Select Role			
		Select Role			

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 👉	Planned Completion Date 👉
Team & Schedule	5/29/23	8/21/23
Reflection: Curriculum & Instruction (Instructional Core)	6/1/23	6/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/1/23	6/1/23
Reflection: Connectedness & Wellbeing	6/1/23	6/1/23
Reflection: Postsecondary Success	6/1/23	6/1/23
Reflection: Partnerships & Engagement	6/1/23	8/2/23
Priorities	8/2/23	8/2/23
Root Cause	8/2/23	8/11/23
Theory of Acton	8/10/23	8/9/23
Implementation Plans	8/10/23	8/21/23
Goals	8/10/23	8/21/23
Fund Compliance	8/10/23	8/23/23
Parent & Family Plan	8/10/23	8/24/23
Approval	9/1/23	9/5/23

## 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	10/5/2023
Quarter 2	11/30/2023
Quarter 3	3/7/2024
Quarter 4	5/30/2024

### 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.	<a href="#">CPS High Quality Curriculum Rubrics</a>	<p>Increase teacher capacity around standards aligned lesson planning. Adhere to math and ELA blocks. Small group instruction is essential. Gradual release. Spiraling of skills. Student goal setting. Math tutor corps. Increase coaching, observation and guidance. Data conversations with parents and students. Start Think it through Math Thursdays. Push in support for larger classes.</p> <p></p> <p><b>What is the feedback from your stakeholders?</b></p> <p>Cultivate: Students have low growth mindsets, academic risk taking, and belonging. Survey recommends we prioritize <a href="#">Feedback for Growth</a> and <a href="#">Classroom Community</a> (Winter 22 &amp; Spring 23)</p> <p>5Es: students, teachers, parents</p> <p></p>	<p><a href="#">IAR (Math)</a></p> <p><a href="#">IAR (English)</a></p> <p>Rigor Walk Data (School Level Data)</p> <p><a href="#">PSAT (EBRW)</a></p> <p><a href="#">PSAT (Math)</a></p> <p><a href="#">STAR (Reading)</a></p> <p><a href="#">STAR (Math)</a></p> <p><a href="#">iReady (Reading)</a></p> <p><a href="#">iReady (Math)</a></p> <p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p>
Yes	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a>  <a href="#">Teacher Team Learning Cycle Protocols</a>  <a href="#">Quality Indicators Of Specially Designed Instruction</a>		
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.	<a href="#">Powerful Practices Rubric</a>  <a href="#">Learning Conditions</a>		
Partially	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a>  <a href="#">Distributed Leadership</a>		

			<a href="#">ACCESS</a>
Yes	<p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p>		<a href="#">TS Gold</a>
Partially	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p>MTSS hour block each day for grades 6th-8th. Tutor corps pullout for K-3. Teachers in grades K-6 do interventions and utilize Branching Minds to progress monitor. Yes interventions decrease distractions and allow students to access and engage in instruction at an independent level. Focusing on student engagement and relevant material allows students to</p>	<a href="#">Interim Assessment Data</a>
<p><b>What student-centered problems have surfaced during this reflection?</b>                  If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p><i>High percentage of students off-tracks with D's and F's. 1% attainment in Math IAR and 15% attainment for Reading IAR</i></p>			

[Return to Top](#) **Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and</p>	<p><a href="#">MTSS Integrity Memo</a></p>	<p>Set cadence to monitor teachers branching mind input. Dashboard access for instructional leaders. Intervention start and end timeline to ensure proper progress monitoring utilizing data points such as Exit tickets, - Quizzes, -</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p>

Partially	implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Integrity Memo</a>
Partially	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.	<a href="#">LRE Dashboard Page</a>
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

Observing students as they work, – Asking students questions, and – Looking at student work. Increasing parent communication through conversations and sharing data such as interim assesemtns and STAR360 . Individualized supports and professional development for teachers to increase thier capacity around the various tests.

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

Based on MTSS Tier movement there focus n middle school grades.The MTSS continuum showed that we need to conduct team reviews of student data with a specified cadence. 📌

**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?**

Create an intervention menu/toolkit, protected intervention time in daily schedules. creating a progress monitorin g calendar removes barriers. General education and DL teacher develop goals and complete the general considerations colloboartively. Progress monitoring data complied in folders along with having a collaboration log. Goal setting one on one with students, data walls in every class and student work posted along with student work protocol in TTM's. 📌

- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)
- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

**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.

Increase in IAR scores and an increasing the number of students on-track 

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## Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

<p>Partially <input type="radio"/></p>	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p>	<p><a href="#">BHT Key Component Assessment</a></p> <p><a href="#">SEL Teaming Structure</a></p>	<p>Assign peer buddies proactively to check in and out with selcted students for attendance and behavior based on previous data. Call parents of students with poor attendnace at the onset of school to identify parent needs and provide supports. </p>	<p><a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a></p> <p><a href="#">Reduction in OSS per 100</a></p> <p><a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a></p>
<p>Partially <input type="radio"/></p>	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>			<p><a href="#">Access to OST</a></p> <p><a href="#">Increase Average Daily Attendance</a></p> <p><a href="#">Increased Attendance for Chronically Absent Students</a></p>

Partially

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 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.

not receiving supports in a timely manner, reduce student infractions and ISS/OSS, loss of learning time, reduce SASS referrals, lack of student/school connectedness, lack of student efficacy

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

Give actionable feedback and set high standards for all students.

**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?**

Creating a form for parents to fill out for new students to identify needs and supports to help make the transition and school experience better. Have a universal student well being and connectedness survey to be completed by all students the first week of school. SEL is built into the schedule. Ongoing PD around restorative practices.

[Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)

[Cultivate \(Belonging & Identity\)](#)

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

[Enrichment Program Participation: Enrollment & Attendance](#)

[Student Voice Infrastructure](#)

[Reduction in number of students with dropout codes at EOY](#)

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**

<p>Yes</p>	<p>An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).</p>	<p><a href="#">College and Career Competency Curriculum (C4)</a></p>
<p>Yes</p>	<p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>	<p><a href="#">Individualized Learning Plans</a></p>
<p>No</p>	<p>Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).</p>	<p><a href="#">Work Based Learning Toolkit</a></p>
<p>N/A</p>	<p>Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).</p>	
	<p>Industry Recognized Certification Attainment is</p>	<p><a href="#">ECCE Certification List</a></p>

Take aways from the review of metrics tells us that we have to improve attenance and our implentation of MTSS so that we can increase our on track data and out graduation rate. 🖋️

**What is the feedback from your stakeholders?**  
 Students were not provided enough opportunitis to redo assignments, recieve re-teaching or differentiated real time supports. 🖋️

- [Graduation Rate](#)
- [Program Inquiry: Programs/participation/attainment rates of % of ECCC](#)
- [3 - 8 On Track](#)
- [Learn, Plan, Succeed](#)
- [% of KPIs Completed \(12th Grade\)](#)
- [College Enrollment and Persistence Rate](#)
- [9th and 10th Grade On Track](#)
- [Cultivate \(Relevance to the Future\)](#)
- Freshmen Connection Programs Offered (School Level Data)

N/A	Industry recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	
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).	<a href="#">PLT Assessment Rubric</a>
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).	<a href="#">Alumni Support Initiative One Pager</a>

**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?**

Related efforts that are in place is improving attendance and parent engagement. Improving attendance will strengthen student academic and achievement goals. Improved Parent engagement will promote positive education and healthy behaviors among students. 📝

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

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

high off-track numbers, struggling to access Tier 1 instruction 📝

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## Partnership & Engagement

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

**References**

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

**Metrics**

Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	<a href="#">Spectrum of Inclusive Partnerships</a>
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The 5E's survey showed a need for parent engagement. It was very weak. We have to intentionally create opportunities for parents such as curriculum and instructional night, assemblies, STEM Night, etc. Survey parents for needs and work with Metropolitan to have a six session class. 📝

<a href="#">Cultivate</a>
<a href="#">5 Essentials Parent Participation Rate</a>

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Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	<a href="#">Reimagining With Community Toolkit</a>
No	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).	<a href="#">Student Voice Infrastructure Rubric</a>

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

5Es: students, teachers, parents[back trends across stakeholders; feedback trends across specific stakeholder groups]

[5E: Involved Families](#)

[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)

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.

low parent engagement, 

**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?**

Each class creates an opportunity for parent leader that will help to increase parental involvement. Utilize website, facebook and remind app to increase communication with 

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familites. Review 5 Essentials survey with students.

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.
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.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Increase teacher capacity around standards aligned lesson planning. Adhere to math and ELA blocks. Small group instruction is essential. Gradual release. Spiraling of skills. Student goal setting. Math tutor corps. Increase coaching, observation and guidance. Data conversations with parents and students. Start Think it through Math Thursdays. Push in support for larger classes.

What is the feedback from your stakeholders?

Cultivate: Students have low growth mindsets, academic risk taking, and belonging. Survey recommends we prioritize Feedback for Growth and Classroom Community (Winter 22 & Spring 23)  
5Es: students, teachers, parents

What student-centered problems have surfaced during this reflection?

High percentage of students off-tracks with D's and F's. 1% attainment in Math IAR and 15% attainment for Reading IAR

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?

MTSS hour block each day for grades 6th-8th. Tutor corps pullout for K-3. Teachers in grades K-6 do interventions and utilize Branching Minds to progress monitor. Yes interventions decrease distractions and allow students to access and engage in instruction at an independent level. Focusing on student engagement and relevant material allows students to

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

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## Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

struggling to access Tier 1 instruction



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

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

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

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

Priorities are determined by impact on students' daily experiences.

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## Root Cause

Resources: 

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

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

As adults in the building, we...

were not providing consistent small group instruction, intentional academic vocabulary, opportunities for students to engage in reading complex text, longer passages or tackle multi step problems



**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....

Resources: 

Provide teachers with professional learning opportunities to strengthening Tier 1 instruction, small group practices and increase student engagement.

then we see....

consistent differentiated small group instruction, increase in student engagement/student to student discourse, standard aligned tasks and formative assessments, real time scaffolds,

which leads to...

increase in student mastery of standards, decreased number of students in Tier 2 and Tier 3

**Indicators of a Quality CIWP: Theory of Action**

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

Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

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**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**

Admin, Coaches & Teachers

**Dates for Progress Monitoring Check Ins**

Q1	10/5/2023	Q3	3/7/2024
Q2	11/30/2023	Q4	5/30/2024

**SY24 Implementation Milestones & Action Steps**

**Who**

**By When**

**Progress Monitoring**

**Implementation Milestone 1**

Effectively teach the components of the ELA and Math Instructional Blocks

Teachers

11/30/2023

Not Started

<b>Action Step 1</b>	Monthly PD to unpack standards and align assessments	Admin & Coaches	9/22/2023	Not Started
<b>Action Step 2</b>	Monthly Tiered Differentiated Coaching	Admin & Coaches	9/14/2023	Not Started
<b>Action Step 3</b>	Lesson Plan review - Standard aligned Tasks	Teachers, Admin, Coaches	8/28/2023	Not Started
<b>Action Step 4</b>	Weekly classroom observation	Admin, Coaches, Teachers	8/28/2023	Not Started
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Consistent Small Group Instruction	Teachers	11/30/2023	Not Started
<b>Action Step 1</b>	Monthly PD to build capacity	Coaches & Admin	10/10/2023	Not Started
<b>Action Step 2</b>	Tiered Coaching - Differentiated Teacher Support	Coaches & Admin	9/21/2023	Not Started
<b>Action Step 3</b>	Small Group Lesson Plans -daily schedules included	Teachers	9/25/2023	Not Started
<b>Action Step 4</b>	Develop a resource bank of materials	Coaches & Teachers	9/26/2023	Not Started
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Increase student engagement and collaboration	Teachers, Coaches and Admin		Not Started
<b>Action Step 1</b>	Monthly PD on Cooperative learning strategies and structures	Coaches & Admin		Not Started
<b>Action Step 2</b>	Create a universal schoolwide student engagement criteria	Admin, Coaches & Teachers		Not Started
<b>Action Step 3</b>	Give actionable critical feedback on assignments	Teachers		Not Started
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**
100% of teachers implementing small group instruction daily and effectively implementing Instructional Blocks with fidelity 75-80% of students engaged in classroom activities

**SY26 Anticipated Milestones**

100% of teachers implementing small group instruction and effectively implementing ELA and Math Instructional Blocks 95-100% of students actively engaged



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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:

- 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
Decreased number of students in Tier 2 &3	Yes <input type="text"/>	MTSS Academic Tier Movement	Overall <input type="text"/>				
			Select Group or Overall <input type="text"/>				
Increase in attendance	Yes <input type="text"/>	Increase Average Daily Attendance	Overall <input type="text"/>				
			Select Group or Overall <input type="text"/>				

### Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🙌

Specify your practice goal and identify how you will measure progress towards this goal. 🙌

	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers are observed as effectively implementing Tier 1 instruction using Skyline and Eureka	All teachers implementing differentiated small group instruction based on student data.	All teachers are implementing all components of the instructional blocks utilizing Skyline and Eureka (high quality standards aligned and relevant curriculum)
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed teaching Common core standards that are aligned to student learning targets and tasks through LSI Tool	Most teachers align assessments, objectives and instructional strategies to increase student mastery of standards.	All teachers are implementing high quality Tier 1 instruction and differentiated small group instruction
Select a Practice			

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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
Decreased number of students in Tier	MTSS Academic Tier	Overall			Select Status	Select Status	Select Status	Select Status

Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction			
2 & 3			Movement	Select Group or Overall		Select Status	Select Status	Select Status	Select Status
Increase in attendance			Increase Average Daily Attendance	Overall		Select Status	Select Status	Select Status	Select Status
				Select Group or Overall		Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers are observed as effectively implementing Tier 1 instruction using Skyline and Eureka	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed teaching Common core standards that are aligned to student learning targets and tasks through LSI Tool	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	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?

Assign peer buddies proactively to check in and out with selected students for attendance and behavior based on previous data. Call parents of students with poor attendance at the onset of school to identify parent needs and provide supports.

What is the feedback from your stakeholders?

Give actionable feedback and set high standards for all students.

What student-centered problems have surfaced during this reflection?

not receiving supports in a timely manner, reduce student infractions and ISS/OSS, loss of learning time, reduce SASS referrals, lack of student/school connectedness, lack of student efficacy

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?

Creating a form for parents to fill out for new students to identify needs and supports to help make the transition and school experience better. Have a universal student well being and connectedness survey to be completed by all students the first week of school. SEL is built into the schedule. Ongoing PD around restorative practices.

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### Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

Students are not coming to school.



#### 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

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 have not built strong relationships with students and families. We have not created a sense of belonging for ALL students. community breakfast, greeting students, utilizee community partners, lunch bunch, call home, home visits, incentuve, studet input on activities,



#### 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....

Resources: 

create a multi tiered attendance support plan that focuses on improving classroom community, implementing student led incentives, developing re-engagement strategies

then we see....  
teachers engaging students,

which leads to...  
an increase in Student Belonging and Classroom Community on Cultivate and an increase in attendance.

**Indicators of a Quality CIWP: Theory of Action**

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

Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

[Return to Top](#) **Implementation Plan**

Resources:

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

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

**Team/Individual Responsible for Implementation Plan**

Teachers and Administration

**Dates for Progress Monitoring Check Ins**

Q1 10/5/2023      Q3 3/7/2024  
Q2 11/30/2023      Q4 5/30/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Improve Classroom Community			Select Status

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

## Connectedness & Wellbeing

<b>Action Step 1</b>	PBIS with fidelity. Implement curriculum and rewards schoolwide			Select Status
<b>Action Step 2</b>	Praise the Process Schoolwide practice			Select Status
<b>Action Step 3</b>	Weekly wrap ups and schoolwide community breakfast practices(pledge&announcements)			Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Student-Led Incentive (Academic, Behavior, and Attendance)			Select Status
<b>Action Step 1</b>	Student Voice Committee Surveys students for menu of incentives and activities			Select Status
<b>Action Step 2</b>	Create opportunities for student-centered discussion.			Select Status
<b>Action Step 3</b>	Use collaborative learning structures that allow students to spend more time sharing and listening to each other and foster an environment of trust and comfort with vulnerability.			Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Develop Re-Engagement Strategies and Plans			Select Status
<b>Action Step 1</b>	Individualized attendance plans developed with student and parents			Select Status
<b>Action Step 2</b>	Identify and respond to grade level and pupil subgroup patterns of chronic absence and truancy.			Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

<b>SY25 Anticipated Milestones</b>	95% attendance, a safe student centered environment where norms are used to maintain a strong sense of community	
<b>SY26 Anticipated Milestones</b>	96% attendance, 100% of classrooms that create and foster equity of student voice	

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

**Indicators of a Quality CIWP: Goal Setting**  
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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
Improve Classroom Community	No	Cultivate	Select Group or Overall				
			Select Group or Overall				
Evaluate the effectiveness of strategies implemented to reduce	Yes	Increase Average Daily	Select Group or Overall				

Jump to...	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	Select the Priority Foundation to pull over your Reflections here =>	Connectedness & Wellbeing			
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>	yes	Attendance	Select Group or Overall				
strategies implemented to reduce chronic absenteeism									

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

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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
Improve Classroom Community	Cultivate	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism	Increase Average Daily Attendance	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.		Select Status	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:

Complete  
IL-Empower  
Section below

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

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

If Checked:

No action needed

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





<p data-bbox="699 580 1715 616">Select a Goal</p>					
<p data-bbox="699 802 1715 838">Select a Goal</p>					
<p data-bbox="699 1024 1715 1060">Select a Goal</p>					

## Parent and Family Plan

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.*

*Title I funds will be used to support parent engagement activities to build community, improve parents ability to assist students with the platforms used for interventions such as IXL, Flocabulary and Nearpod.*



*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