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 ✏
Venessa Thomas	Curriculum & Instruction Lead	VThomas19@cps.edu
Courtney McDonald	Curriculum & Instruction Lead	comcdonald1@cps.edu
Tiffany Banks	Curriculum & Instruction Lead	tnotoo@cps.edu
Rufina Brown	Principal	rdbrown@cps.edu
Aaron Brown	AP	adbrown1@cps.edu
Nikki Brown	Teacher Leader	nbbrown1@cps.edu
Largenette Redding	Teacher Leader	lhawkins2@cps.edu
Brenda Armstrong	Teacher Leader	bjarmstrong@cps.edu
Songa Hicks	Teacher Leader	smbaker@cps.edu
Kennen Sellers	Partnerships & Engagement Lead	ksellers3@cps.edu
Robert Blissitt	Inclusive & Supportive Learning Lead	rlblissitt@cps.edu
Otis Frison	Inclusive & Supportive Learning Lead	opfrisonjr@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏	Planned Completion Date ✏
Team & Schedule	5/27/23	5/27/23
Reflection: Curriculum & Instruction (Instructional Core)	6/8/23	6/8/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/8/23	6/8/23
Reflection: Connectedness & Wellbeing	6/8/23	6/20/23
Reflection: Postsecondary Success	6/8/23	8/4/23
Reflection: Partnerships & Engagement	6/8/23	6/20/23
Priorities	7/5/23	7/25/23
Root Cause	7/20/23	7/25/23
Theory of Acton	8/4/23	8/4/23
Implementation Plans	8/4/23	8/4/23
Goals	8/4/23	8/4/23
Fund Compliance	8/25/23	8/30/23
Parent & Family Plan	8/25/23	9/4/23
Approval	9/6/23	9/6/23

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	10/17
Quarter 2	12/13
Quarter 3	3/14
Quarter 4	5/23

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

Return to Top

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
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	i-Ready Math ✎ More scholars were in the 'mid or above grade level' form BOY to EOY We were able to significantly reduce the number of scholars in the 'one grade level below.' For instance, 2nd grade saw the largest decrease in this area from 83 percent to 19 percent. IAR ELA We were able to decrease the number of scholars in the 'did not yet met expectations' category from 52 to 36 and increase the number of scholars in the 'met expectations' from 4% to 13% Math We were able to decrease the number of scholars in the 'did not yet meet expectations' category from 65 to 47. We will need more scholars in the 'met expectations' category.	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** GLT Survey Data ✎ Teachers reported favorably that as a result of professional learning during GLT, they are better able to plan rigorous learning targets with our chosen curriculum. GLT 5-week PD Data Cycles As a school we have been consistently implementing LASW protocols, article reviews, and analyzing teachers/curriculum data.	STAR (Math) iReady (Reading) iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades ACCESS
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		TS Gold Interim Assessment Data
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?** We are currently working on improving our curriculum ✎ implementation through planning. Our teachers are receiving training this summer of 2023 on using the lesson plans from our selected curriculum Savvas from Network 11 in Reading and Math. Teachers will be able to understand how the curriculum design addresses the instructional core, analyze the expected learning of the unit as measured on the unit assessment, and understand how to annotate daily lessons/units using annotation guidance.	

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.

Based on the IAR data, many scholars at Parker are currently functioning at the did not ✎ meet expectations level. Although our ELA IAR made some gains, our Math IAR made small gains. Based on Parker's cultivate survey results, we know that our scholars need more feedback from their teachers. As a result, more scholars will need grade level instruction and more feedback from teachers during grade level instruction.

Return to Top

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	Currently, we have successfully established an Equity-Based ✎ MTSS leadership team that includes staff diversity. The team consists of an Administrator, Interventionists, and Classroom teachers. The team is implementing evidence-based systems and structures to support our students. Moving forward, we will increase the focus to include student-level data analysis and engaging in the problem solving process. This past year the staff received professional development on the Branching Minds platform. As a result of the training, we were able to implement and partially manage the MTSS framework. Educators created plans, assigned interventions, set goals, and progress monitored student outcomes.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
		MTSS Integrity Memo		ACCESS

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.		
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	
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	
No	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	
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.		

Moving forward, we will continue to focus on progress monitoring, implementing the plan, and utilizing the Branching Minds platform to record interventions. The school has a highly functioning BHT and SEL teams that meet bi-weekly. The BHT and SEL leads keep agendas and create action steps after each meeting.

What is the feedback from your stakeholders?

Currently, we have successfully established an Equity-Based MTSS leadership team that includes staff diversity. The team consists of an Administrator, Interventionists, and Classroom teachers. The team is implementing evidence-based systems and structures to support our students. Moving forward, we will increase the focus to include student-level data analysis and engaging in the problem solving process.
This past year the staff received professional development on the Branching Minds platform. As a result of the training, we were able to implement and partially manage the MTSS framework. Educators created plans, assigned interventions, set goals, and progress monitored student outcomes.
Moving forward, we will continue to focus on progress monitoring, implementing the plan, and utilizing the Branching Minds platform to record interventions. The school has a highly functioning BHT and SEL teams that meet bi-weekly. The BHT and SEL leads keep agendas and create action steps after each meetin

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?

The scholars need to receive strong tier 1 instruction prior to moving to tier 2/3 supports. Coaching and professional development is needed for some teachers who require support with tier 1 instructional implementation. As mentioned in the Curriculum and Instruction foundations, it is best that all teachers receive continued professional support on the implementation of curriculum. In addition, we are currently working on improving our curriculum implementation through planning. Our teachers are receiving training this summer of 2023 on using the lesson plans from our selected curriculum Savvas from Network 11 in Reading and Math. We will also work towards providing teachers with professional training on our school wide MTSS systems. It is best for all teachers to know what is tier 1 instruction and how to move scholars from tier 1 to tier 2/3 supports.

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.

Many of our scholars are not at the 'on-track' status due to attendance. The attendance team has been diligent in analyzing scholar attendance data and planning interventions, and celebrations to promote positive scholar attendance. Younger scholars rely on their parents to bring them to school. This presents a challenge for our school to increase school attendance rates. Also, there are some teachers who lack tier 1 implementation; therefore presenting a problem for scholars accessing tier 1 supports. This weakens the validity of our MTSS team decision to assign tier 2 support for scholars when the tier 1 instruction is not effective. In addition, we need consistency in implementing MTSS as a school. Teachers should be informed about MTSS services and know how to move scholars from tiers both academically and social emotionally.

Return to Top

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	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	The number of suspensions reduced from 77% to 12% over the SY22-23 school year. The school increased use of instructive, corrective or restorative practices as alternatives to out of school and in-school suspensions. Metrics indicated the percentage of tardies and ½ unexcused absences were at 29% combined. Chronic absences were at 38%. Attendance rate has gradually decreased each year. Based on data, suspensions decreased due to staff creating mentoring and coaching opportunities for additional student support. The BHT and STSL teams identified students that were referred by teachers as students needing targeted research-based interventions and support. Parker had 13 OST programs (2 academic;9 enrichment, 2 mentoring) which served 66% of the priority group in the OST programming. The attendance for participants ranged over 80% for the stable population of students. Results from the school cultivate data indicate feedback for growth and the classroom community would be two priority areas for the school based on the student responses.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity)
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.		**What is the feedback from your stakeholders?** Parents and staff believe that the OST programming has been beneficial to students however, they wish there were more academic and mentoring programs to help support their children with achievement and building positive relationships. Staff feel that building relationships has been instrumental in	

	other student interests and needs.		

| No | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. | | |

Staff feel that building relationships has been instrumental in reducing some of the infractions that occur. Students have been able to connect with individuals besides their classroom teachers.

Attendance teams feel parents need accountability for their children's tardies and chronic absences. There should be proactive and intervention activities in place to help reduce the number of students who fall under the 90 percentage in attendance. .

Team members feel that the schoolwide structures should be implemented consistently. All stakeholders and partners in the building should follow the agreed upon structures that include class management strategies and transitions.
Parents want to make sure that their children remain in school and receive social emotional support so they can display better behavior and appropriate interactions with their classmate (& siblings)

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

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.

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?

A few problems that have surfaced during this reflection are the need for the school to improve the student's sense of belonging in the school. More emphasis needs to be placed on developing programming that incorporates students' interest and talents to help increase their interest and engagement at school. Though students have positive relationship with some adults, they do not have opportunities to participate in a formalized system that addresses common needs. Improvement efforts that are in progress include the improving BHT structures so that students are quickly identified who need support. Teachers were using PATHS SEL curriculum but not with full fidelity due to time constraints in schedules and lack of intense training. Adult mindsets were an obstacle especially since all team members were not viewing student support from a restorative practice lens. More emphasis was placed on academically supporting students versus increasing support for the whole child by all adults in the building. Creating structures for more supportive adult-student relationships should help address barriers for those students who are furthest from these opportunities. Some students have experienced high levels of trauma. They are in unstable environments or have experienced lost associated with people revolving in and out of their lives. This impacts their ability to trust adults or believe that someone genuinely cares about their well-being. Understanding this dynamic and the effects it has on the school's ability to create a surrogate family has been considered as we work to improve attendance and the overall culture of the school.in this area.

In view of the fact that many infractions were connected to relationships and the classroom environment, schoolwide strategies will be implemented to address behavior, attendance, & the culture and climate of the building.   We are currently developing partnerships to provide guidance on restorative practices and development of schoolwide structures. . This would encourage an interactive approach to increasing math comprehension. We will also develop a plan for tardiness where students are missing an ample amount of academic time for literacy. The school has a highly functioning BHT and SEL teams that meet bi-weekly. The BHT and SEL leads keep agendas and create action steps after each meeting.   The infraction with the most issues were 2-8 with disregard for the instruction. The second category with the most infractions was 3-3 with fighting, no injuries. Disrupting class instruction, failing to abide by school rules and unacceptable minor physical actions were reflective in the data.

Return to Top

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes — 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)	6-8th grade studentscompleted ILPs at an 89% average. Students appeared to have an interest in Career Cluster Finder with a rate of 100% The counselor and assistant principal also attended BOY, MOY and EOY sessions to support and train staff throughout the school year.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Yes — Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
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?** Career awarness and explorations were implented throughout the school year which culminated with Career Day 100% percentage of students were engaged with guest speakers representing various industries and rotating classrooms.	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A — Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A — Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A — There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	

N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager

Efforts are being made to utilize the work-based learning toolkit for the up and coming schol year. Developing a better awarness of careers is the impact Parker Community academy would like to see. We did not invision this improvement to have any barriers/obstacles.

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.

One student-centered issue that surfaced is getting students to see the value in the coursework. As much as we would like to prepare them for the future, middle school students typically look for immediate gratification. Parker is looking into ways to help students see the relevance to their every days lives and make connections.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	- School proactively fosters relationships with parents - Parents are provided multiple opportunities to participate in activities, however, the participation rates for LSC and PAC remain fairly low. - Parent participation for various outreach event (Back to School, Open House, Grade Level Parent Meetings, Report Card Pick Up), etc. is over 70%. - 5E surveys metric reported by teachers indicates that parent involvement is neutral. - Teacher report in the 5E that parent volunteer support is limited, however this may be attributed to the guidelines and protocols established by CPS in response to COVID. - Parent involvement in the development of programming is limited and does not reflect the overall voices of parents in the school. - Parent response to surveys were low which limits the voice and participation in the decision making process.	Cultivate 5 Essentials Parent Participation Rate 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)
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		Formal and informal family and community feedback received locally. (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?** Parent leaders indicated that the school needs more events for parents to attend. Events should be a different times and in different ways. Teacher indicate parent involvement needs to increase . Parent leaders feel parent need more strategies on how to help their children at home. Both parents and teachers would like more two way communication from parents especially around academics and use of strategies. Teachers would like more parent support with getting children to school and be more responsive to suggestions for improvement. Leadership feels the school has many partners however the implication from the 5E survey suggest more academic support are needed.	

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

Students with working parents or who live in extended household are challenged with participating in activities that provide them with strategies to suppot their children academically and emotionally. The school will need to determine strategies to improve the two way communication process and increase access to support.

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?

(i.e.utilize on-line opportunities for families based on their request(asynchornous, pre-recorded video clips, google meets, etc). Leadership could also improve tracking family engagement to determine how to increase participation.

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.
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

i-Ready Math
More scholars were in the 'mid or above grade level' form BOY to EOY
We were able to significantly reduce the number of scholars in the 'one grade level below.' For instance, 2nd grade saw the largest decrease in this area from 83 percent to 19 percent.
IAR
ELA
We were able to decrease the number of scholars in the 'did not yet met expectations' category from 52 to 36 and increase the number of scholars in the 'met expectations' from 4% to 13%
Math
We were able to decrease the number of scholars in the 'did not yet meet expectations' category from 65 to 47. We will need more scholars in the 'met expectations' category.

What is the feedback from your stakeholders?

GLT Survey Data
Teachers reported favorably that as a result of professional learning during GLT, they are better able to plan rigorous learning targets with our chosen curriculum.
GLT 5-week PD Data Cycles
As a school we have been consistently implementing LASW protocols, article reviews, and analyzing teachers/curriculum data.

What student-centered problems have surfaced during this reflection?

Based on the IAR data, many scholars at Parker are currently functioning at the did not meet expectations level. Although our ELA IAR made some gains, our Math IAR made small gains. Based on Parker's cultivate survey results, we know that our scholars need more feedback from their teachers. As a result, more scholars will need grade level instruction and more feedback from teachers during grade level instruction.

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?

We are currently working on improving our curriculum implementation through planning. Our teachers are receiving training this summer of 2023 on using the lesson plans from our selected curriculum Savvas from Network 11 in Reading and Math. Teachers will be able to understand how the curriculum design addresses the instructional core, analyze the expected learning of the unit as measured on the unit assessment, and understand how to annotate daily lessons/units using annotation guidance.

Determine Priorities

Return to Top

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

Students...

are not meeting or exceeding grade level expectations.

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 providing scholars with high quality tier 1 instruction.

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

Return to Top

What is your Theory of Action?

If we....

effectively plan high quality tier 1 instruction using core curriculum resources; create year long continious professional growth systems for teacher teams to learn effective lesson planning using core curriculum resources; and implement monitoring systems to provide teachers with feedback on lesson planning using core curriculum resources.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Curriculum & Instruction

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....

Scholars independently engaged in core curriculum; teachers effectvely planning and teachers delivering high quality tier 1 instruction using curriculum including: professional development, planning, intervention, demonstration and assessment resources; school administration and school leadership teams monitoring and providing feedback to teachers regarding lesson planning.

which leads to...

higher numbers of scholars moving to meets and exccess categories on the IAR assessments. In particular, there will be more scholars in the meets and exceeds categories in math.

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 ✎

School admin team (instructional coaches) and ILT/GLT Leads

Dates for Progress Monitoring Check Ins

Q1	10/17	Q3	3/14
Q2	12/13	Q4	5/23

	SY24 Implementation Milestones & Action Steps ✎	Who ✎	By When ✎	Progress Monitoring
Implementation Milestone 1	100% of teachers effectively planning using core curriculum	school admin and GLT leads	May 2024	*Select Status*
Action Step 1	All teachers sign up and attend ongoing training for curriculum planning and implementation	GLTs	CPS/Network and curriculum professional development sessions	*Select Status*
Action Step 2	GLT members review and provide feedback on teachers lesson'/unit plans to ensure use of the core curriculum duirng GLTs, biweekly	GLT Leads	October 2023	*Select Status*
Action Step 3	ILT members conduct rigor walks to obsere, collect data, provide feedback during GLTs on planning of core curriculum monthly	ILT/GLT Leads	Feburary 2024	*Select Status*
Action Step 4	Tier 2 teachers identified, assigned supports for curriculum planinng	Instructional Coaches	Janurary 2024	*Select Status*
Action Step 5	Tier 3 teachers identified, assigned supports for curriculum planning	School admin	November 2023	*Select Status*
Implementation Milestone 2	100% of teachers effectively implementing core curriclum	school admin and GLT leads	May 2024	*Select Status*
Action Step 1	Teachers share sample demonstration examples with GLT bi weekly	GLTs	October 2023	*Select Status*
Action Step 2	Teachers share scholar work samples with GLT to anaylsis scholar thinking	GLTs	October 2023	*Select Status*
Action Step 3	ILT members conduct rigor walks to obsere, collect data, provide feedback during GLTs on implementation of core curriculum monthly	school admin and ILT	Feburary 2024	*Select Status*
Action Step 4	Tier 2 teachers identified, assigned supports for curriculum implementation	instructional coaches	Janurary 2024	*Select Status*
Action Step 5	Tier 3 teachers identified, assigned supports for curriculum implementation	school admin	November 2023	*Select Status*
Implementation Milestone 3	Teachers provide scholars with daily unassisted independent practice time to complete tier 1 core curriclum activities and assignments.	school admin and GLT leads	May 2024	*Select Status*
Action Step 1	Teachers will provide daily scheduled time for independent practice time	GLTs	October 2023	*Select Status*
Action Step 2	Teachers will provide scholars with scaffolds, anchor charts, teachers modeling and various explanation artifacts to support scholars working independently	GLTs	November 2023	*Select Status*
Action Step 3	Teachers will share scaffolds, anchor charts, teacher modeling and various explanation artifacts to support scholars working independently with GLT to receive feedback	GLT leads	Octover 2023	*Select Status*
Action Step 4	ILT members conduct rigor walks to obsere, collect data, provide feedback during GLTs on implementation of scholars working independently	ILTs	Feburary 2024	*Select Status*
Action Step 5	Tier 2/3 teachers will recieve instructional supports with scholars working independently on tier 1 core curruiclum	instructional coaches and school admin	Feburary 2024	*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*

| 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-SY26 Implementation Milestones

SY25 Anticipated Milestones

70% of teachers are planning tier 1 high quality instruction using core curriculum resources effectively.
100% of teachers are teaching using the school's core curriculum.
100% of teachers are receiving feedback on planning tier 1 high quality instructional using core curriculum.
All teachers attend at least 1 CPS/Network and curriculum professional development sessions annually.
More scholars are demonstrating grade level proficiency on the IAR.

SY26 Anticipated Milestones

100% of teachers are planning tier 1 high quality instruction using core curriculum resources effectively.
100% of teachers are teaching using the school's core curriculum.
100% of teachers are receiving feedback on planning tier 1 high quality instructional using core curriculum.
All tier 2/3 teachers are effectively planning and executing lessons using the school's core curriculum and associated resources.
More scholars are demonstrating grade level proficiency on the IAR.

Goal Setting

Return to Top

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
More scholars are preforming at grade level expectations on the IAR than the pervious year	Yes	IAR (Math)	Overall	4	>3	>10	>15
			Select Group or Overall				
More scholars are preforming at grade level expectations on the IAR than the pervious year	Yes	IAR (English)	Overall	11	>11	>15	>20
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✎	Specify your practice goal and identify how you will measure progress towards this goal. ✎		
	SY24	SY25	SY26
C&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 provided with tier 1 high quality curricula materials and attend at least 1 CPS/Network and/or curriculum professional development sessions	All teachers are provided with tier 1 high quality curricula materials; attend at least 1 CPS/Network and/or curriculum professional development sessions; and attend ongoing PD in GLT regarding core curriculum.	All teachers are provided with tier 1 high quality curricula materials; attend at least 1 CPS/Network and/or curriculum professional development sessions; and attend ongoing PD in GLT regarding core curriculum.
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric	Most teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.	All teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.
Select a Practice			

SY24 Progress Monitoring

Return to Top

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

| 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

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
More scholars are preforming at grade level expectations on the IAR than the pervious year	IAR (Math)	Overall	4	>3	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
More scholars are preforming at grade level expectations on the IAR than the pervious year	IAR (English)	Overall	11	>11	*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 provided with tier 1 high quality curricula materials and attend at least 1 CPS/Network and/or curriculum professional development sessions	*Select Status*	*Select Status*	*Select Status*	*Select Status*
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric	*Select Status*	*Select Status*	*Select Status*	*Select Status*
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

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.

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.

No — 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?

The number of suspensions reduced from 77% to 12% over the SY22-23 school year. The school increased use of instructive, corrective or restorative practices as alternatives to out of school and in-school suspensions.
Metrics indicated the percentage of tardies and ½ unexcused absences were at 29% combined. Chronic absences were at 38%. Attendance rate has gradually decreased each year.
Based on data, suspensions decreased due to staff creating mentoring and coaching opportunities for additional student support.
The BHT and STSL teams identified students that were referred by teachers as students needing targeted research-based interventions and support.
Parker had 13 OST programs (2 academic;9 enrichment, 2 mentoring) which served 66% of the priority group in the OST programming. The attendance for participants ranged over 80% for the stable population of students.
Results from the school cultivate data indicate feedback for growth and the classroom community would be two priority areas for the school based on the student responses.

What is the feedback from your stakeholders?

Parents and staff believe that the OST programming has been beneficial to students however, they wish there were more academic and mentoring programs to help support their children with achievement and building positive relationships.

Staff feel that building relationships has been instrumental in reducing some of the infractions that occur. Students have been able to connect with individuals besides their classroom teachers.

Attendance teams feel parents need accountability for their children's tardies and chronic absences. There should proactive and intervention activities in place to help reduce the number of students who fall under the 90 percentage in attendance. .

Team members feel that the schoolwide structures should be implemented consistently. All stakeholders and partners in the building should follow the agreed upon structures that include class management strategies and transitions.
Parents want to make sure that their children remain in school and receive social emotional support so they can display better behavior and appropriate interactions with their classmate (& siblings)

What student-centered problems have surfaced during this reflection?

A few problems that have surfaced during this reflection are the need for the school to improve the student's sense of belonging in the school. More emphasis needs to be placed on developing programming that incorporates students' interest and talents to help increase their interest and engagement at school. Though students have positive relationship with some adults, they do not have opportunities to participate in a formalized system that addresses common needs. Improvement efforts that are in progress include the improving BHT structures so that students are quickly identified who need support. Teachers were using PATHS SEL curriculum but not with full fidelity due to time constraints in schedules and lack of intense training. Adult mindsets were an obstacle especially since all team members were not viewing student support from a restorative practice lens. More emphasis was placed on academically supporting students versus increasing support for the whole child by all adults in the building. Creating structures for more supportive adult-student relationships should help address barriers for those students who are furthest from these opportunities. Some students have experienced high levels of trauma. They are in unstable environments or have experienced lost associated with people revolving in and out of their lives. This impacts their ability to trust adults or believe that someone genuinely cares about their well-being. Understanding this dynamic and the effects it has on the school's ability to create a surogate family has been considered as we work to improve attendance and the overall culture of the school.in this area.

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

In view of the fact that many infractions were connected to relationships and the classroom environment, schoolwide strategies will be implemented to address behavior, attendance, & the culture and climate of the building. We are currently developing partnerships to provide guidance on restorative practices and development of schoolwide structures. . This would encourage an interactive approach to increasing math comprehension. We will also develop a plan for tardiness where students are missing an ample amount of academic time for literacy. The school has a highly functioning BHT and SEL teams that meet bi-weekly. The BHT and SEL leads keep agendas and create action steps after each meeting. The infraction with the most issues were 2-8 with disregard for the instruction. The second category with the most infractions was 3-3 with fighting, no injuries. Disrupting class instruction, failing to abide by school rules and unacceptable minor physical actions were reflective in the data.

Return to Top
Determine Priorities

Resources: 🚀

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

Students...

Students do not have access to high quality tier 1 SEL curriculum to help them improve their social emotional skills and ability to build relationships. Students do not have restorative practice skills that help facilitate positive relationships. Students do not have access to programming that incorporates enough of their interest and talents. Students do not have strong positive mindsets or receive feedback conducive to growth.

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.
Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).
For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.
Priorities are determined by impact on students' daily experiences.

Return to Top
Root Cause

Resources: 🚀

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

As adults in the building, we...

do not have the training necessary to identify and support students in need of nonclassroom-based supports. Adults are not consistently monitoring data that ensures students are not invisible or left without access to systems that increase their sense of purpose and belonging at the school. Adults do not consistently implement strategies that promote improved attendance.

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.
The root cause is based on evidence found when examining the student-centered problem.
Root causes are specific statements about adult practice.
Root causes are within the school's control.

Return to Top
Theory of Action

Connectedness & Wellbeing

What is your Theory of Action?

If we....

deliver and implement high quality Tier 1 SEL instruction, monitor the effectiveness of program components focussed on attendance and building students sense of belonging while using data to adjust programming

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

Students connected to culture of school as leaders, problems solvers, and decision makers"

which leads to...

Which leads to an increase in the number of students moving across on track cohorts as a result of improved attendance and grades; a reduction in the percentage of discipline infractions connected to student to student conflicts and an improvement in (cultivate data)an end of year.

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 ✎

Attendance Team/MTSS, GLTs and school admin

Dates for Progress Monitoring Check Ins

Q1	10/17	Q3	3/14
Q2	12/13	Q4	5/23

	SY24 Implementation Milestones & Action Steps ✎	Who ✎	By When ✎	Progress Monitoring
Implementation Milestone 1	80% of staff implementing strategies of schoolwide attendance plan actions that includes re-entry support, preventive, maintenance and restorative structures for students.	Attendance Team	September, 2023	Not Started
Action Step 1	Attendance team will meet biweekly and use a tracker to monitor the attendance action items delineated in the Attendance plan throughout the school year.	Attendance Team / Administrative leader	June, 2024	Not Started
Action Step 2	Grade level teams will develop implement and monitor effectiveness of action items in the plans focussed on providing support for tier 1, tier 2 and tier 3 students,	Grade Level Teachers	October 2023	Not Started
Action Step 3	School will utilize "universal school-wide attendance strategies for students in the "green zone" 95% or higher, "strategic zone" 81% - 95%, and "Red Zone" 80% or lower and assign mentors to specific groups of students.	Attendance Team / Administrative leader	October 2023	Not Started
Action Step 4	Students in strategic and red zone will assigned to a mentor who will monitor and support with attendance and academic improvements.	Attendance Team	November 2023	Not Started
Action Step 5	Attendance team will maintain quarterly communication with families regarding attendance expectations and available support. In conjunction with partnerships, the school will regularly communication with parents to determine barriers and provide assistance as available.	Attendance Team	June 2024	Not Started
Implementation Milestone 2	100% of teachers implementing Social Emotional Learning Tier 1 instruction and restorative practices in Pre-K through 8th grade.	Counselor	June 2024	Not Started
Action Step 1	All teachers receive implementation and participate in on going training on use of SS Curriculum.	Counselor	May 2024	Not Started
Action Step 2	All teachers and support staff receive training on implementation of restorative practies	Counselor	June 2024	Not Started
Action Step 3	Scope and Sequence developed delineating key ideas and themes to be taught at designated times	Counselor	Ocrober 2023	Not Started
Action Step 4	Climate and culture team conduct a walk to observe and collect data, provide feedback on implementation of the curriculum, monthly during meeting. Team create action items and next steps based on findings. Staff member will be assigned support based upon their identified growth area based on collected data.	Climate / Culure Team	May, 2024	Not Started
Action Step 5	Restorative Practice coach will be identified to train, develop and	Administration		Not Started
Implementation Milestone 3	100% participation by all staff of students celebrations, acknowledgement of talents/skills with schoolwide implementation of programming options based on student interest and talents.	Princial	June 2024	Not Started

Action Step 1	School will conduct a survey to determine the interest and talents of the students. Results from the survey, data from the "Cultivate Survey" and assessment data will be used to create programming for students before, during and after school. Student voice opportunities will be developed to increase student engagement in the decisions of the school.	Resource Coordinator / OST Lead	October 2023	Not Started
Action Step 2	School culture team will work strategically with teachers to create opportunities to celebrate and acknowledge students. Team will conduct monthly walks to assess the school and class environments connected to student acknowledgement and celebrations.	Culture / Climate Team	November 2023	Not Started
Action Step 3	Culture/Climate team will work with the attendance team to track student engagement, attendance and grades of students participating in the variou programs. Surveys will be conducted quarterly to determine the effectiveness and gauge the student sense of belonging in the school environment.	Attendance Team / Culture & Climat team	June 2024]	Not Started
Action Step 4	Culture team will review the metrics of items that increase the student sense of belonging in a school. A plan will be created and implemented to build action items focussed on improving the culture of the school .	Culture / Climate Team	March 2024	Not Started
Action Step 5				*Select Status*
Implementation Milestone 4	School will implement Restorative Practices with 100% of staff receiving training	Culture / Climate Team	June 2024	Not Started
Action Step 1	Restorative Practice coach will be selected	Principal	October, 2023	Not Started
Action Step 2	Staff will be trained on implementation of restorative practices	Culture / Climate Team	June, 2024	Not Started
Action Step 3	Action plan will be developed to structure implementation of Restorative practices.	Restorative Practice Coach & Culture Team	January, 2024	Not Started
Action Step 4	Team will assess building wide implementation of restorative practices and will provide tier support for corrective actions.	Culture / Climate Team	June, 2024	Not Started
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

|	
SY25 Anticipated Milestones	Improved average daily attendance rates from SY24 Improved K - 3rd averaged daily attendance rates from SY24 Increase percent of students on track as a result of attendance & grade improvements Decrease the rates of chronic absenteeism from SY24 Decrease percent of misconduct infractions connected to conflict
SY26 Anticipated Milestones	Improved average daily attendance rates from SY25 Improved K - 3rd averaged daily attendance rates from SY25 Increase % of studnts on track as a result of attendance & grade improvements Decrease the rates of chronic absenteeism from SY25

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	SY24	SY25	SY26
Improvement of the average daily attendance	Yes	Increase Average Daily Attendance	Overall	87.1	>87.1	>90	?92
			Select Group or Overall				
Reduce the number of scholars with chronic absenteeism	Yes	Increased Attendance for Chronically Absent Students	Overall	37.3	<37.3	<35	<32
			Select Group or Overall				

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**

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

Connectedness & Wellbeing

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.	Attendance team rates as "effective" or higher on the EOY "ILT Effectiveness Rubric," The "ILT Effectiveness Rubric will be administered for the attendance team for BOY, MOY, and EOY	Attendance team rates as "effective" or higher on the EOY "ILT Effectiveness Rubric," The "ILT Effectiveness Rubric will be administered for the attendance team for BOY, MOY, and EOY	Attendance team rates as "highly effective" or higher on the EOY "ILT Effectiveness Rubric," The "ILT Effectiveness Rubric will be administered for the attendance team for BOY, MOY, and EOY
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.	Attendance team meets biweekly to analyze attendance data and make just in time supports and interventions to address and improve attendance data as well as provide outreach supports as needed. In additon, the attendance team will review and conduct audits of attendance collection procedures.	Attendance team meets biweekly to analyze attendance data and make just in time supports and interventions to address and improve attendance data as well as provide outreach supports as needed. In additon, the attendance team will review and conduct audits of attendance collection procedures.	Attendance team meets biweekly to analyze attendance data and make just in time supports and interventions to address and improve attendance data as well as provide outreach supports as needed. In additon, the attendance team will review and conduct audits of attendance collection procedures.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All staff receive training on use of the SEL curricula and demonstrate use of the components. Counselor and 1/3 of teaching staff will receive training on the Tier 1 Healing Centered supports. Culture team will work with counselor to monitor curricula use and implementation.	All teachers are implementing SEL curricula with integrity and fidelity. All staff will complete restorative practice training and initiate the implementation process.	All staff will use restorative practices and implement SEL and Tier 1 Healing Centered components.

Return to Top

SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Improvement of the average daily attendance	Increase Average Daily Attendance	Overall	87.1	>87.1	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Reduce the number of scholars with chronic absenteeism	Increased Attendance for Chronically Absent Students	Overall	37.3	<37.3	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.	Attendance team rates as "effective" or higher on the EOY "ILT Effectiveness Rubric," The "ILT Effectiveness Rubric will be administered for the attendance team for BOY, MOY, and EOY	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.	Attendance team meets biweekly to analyze attendance data and make just in time supports and interventions to address and improve attendance data as well as provide outreach supports as needed. In additon, the attendance team will review and conduct audits of attendance collection procedures.	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All staff receive training on use of the SEL curricula and demonstrate use of the components. Counselor and 1/3 of teaching staff will receive training on the Tier 1 Healing Centered supports. Culture team will work with counselor to monitor curricula use and implementation.	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:	☐	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).**
No action needed		**(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	IAR (Math): More scholars are preforming at grade level expectations on t...	Overall	4	>3	>10	>15
		Select Group or Overall				
Required Reading Goal	IAR (English): More scholars are preforming at grade level expectations o...	Overall	11	>11	>15	>20
		Select Group or Overall				
Optional Goal	Select a Goal					

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

The academic priority will be on improvements in Math and Reading to help increase the number of students passing and meeting the grade level expectations. Skill Development will be on understanding the Common Core State Standards, Understanding grade level expectations, Assessments (IAR, Star 360, IReady), Strategies to building reading comprehension & writing and Strategies to improve Math skills.

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