## **CIWP Team & Schedules**

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					Resources 🖌	
Indicators of Quality CIWP: CIWP Team				CIWP Team Guid	<u>Jance</u>	
The CIWP team includes staff reflecting the di	versity of student demograph	cs and school programs.				
The CIWP team has 8-12 members. Sound ratio	onale is provided if team size i	s smaller or larger.				
The CIWP team includes leaders who are resp most impacted.	and those					
The CIWP team includes parents, community	members, and LSC members.					
All CIWP team members are meaningfully invo appropriate for their role, with involvement al						
Name		Role		Email		
Carrie Troy	Teacher I	_eader		cjcrumbaugh@cps.edu		
Rula Garduno	Teacher I	_eader		remansour@cps.edu		
Carrie King	Teacher I	_eader		caking@cps.edu		
Pam Osorio	Curriculu	um & Instruction Lead pnicandro@cps.edu				
Laura Sleman	Teacher I	_eader		lasleman@cps.edu		
Gab Rounbheler	Teacher I	_eader		grounbehler@cps.edu		
Catherine Burkhardt	Curriculu	m & Instruction Lead		cdburkhardt@cps.edu		
Liz Holzman	Teacher I	_eader		eholzman1@cps.edu		
Claire Boyer	Teacher I	_eader		ceboyer@cps.edu		
Dieu Nguyen	Teacher I	_eader		dvnguyen@cps.edu		
Gerald Macon	AP			gjmacon@cps.edu		
Maureen Wood	Principal			mswood@cps.edu		

#### **Initial Development Schedule** Outline your schedule for developing each component of the CIWP. Planned Start Date 📥 Planned Completion Date 📥 **CIWP** Components 6/8/23 6/8/23 Team & Schedule 6/8/23 Reflection: Curriculum & Instruction (Instructional Core) 6/8/23 Reflection: Inclusive & Supportive Learning (Instructional Core) 6/8/23 6/8/23 Reflection: Connectedness & Wellbeing 6/8/23 6/8/23 Reflection: Postsecondary Success 6/8/23 6/8/23 Reflection: Partnerships & Engagement 6/8/23 6/8/23 7/6/23 6/8/23 Priorities Root Cause 6/8/23 7/6/23 Theory of Acton 6/8/23 7/6/23 Implementation Plans 7/6/23 8/3/23 Goals 7/6/23 8/3/23 8/3/23 Fund Compliance 6/8/23 Parent & Family Plan 6/8/23 8/3/23 8/3/23 9/15/23 Approval

## 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 💰

0 0	
10/6/23	
12/15/23	
3/15/24	
5/24/24	
	12/15/23 3/15/24

Curriculum & Instruction Inclusive & Supportive Learning

Connectedness & Wellbeing

<u>Postsecondary</u>

Partnerships & Engagement

	Indicators of a Quality CIWP: Reflection Schools reflect by triangulating various data sources, inclu- data, and disaggregated by student groups. Reflections can be supported by available and relevant evi- school's implementation of practices. Stakeholders are consulted for the Reflection of Foundation Schools consider the impact of current ongoing efforts in the	usive of quantitativ dence and accurat ons.	re and qualitative Reflection on Foundations Protocol tely represent the	
<u>Return to</u> <u>Тор</u>	Cui	rriculum &	Instruction	
Using th	ne 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.	<u>CPS High Quality</u> <u>Curriculum</u> <u>Rubrics</u>	After reviewing the Winter Cultivate Prioritized Learning Conditions and the 5 Essentials Survey Data from the 22-23 school year, our takeaways are the following: - Within the area of Supportive Environments the data shows there is a consistent need for improvement of Academic Personalism, Peer support for academic work, Student-Teacher-Trust, Safety, Parent Supportiveness, and Grit. -Academic Personalism data showed a 3 point drop from the previous school year (2021).	<u>IAR (Math)</u> I <u>AR (English)</u> Rigor Walk Data (School Level Data)
		<u>Rigor Walk Rubric</u> <u>Teacher Team</u> <u>Learning Cycle</u> <u>Protocols</u>	<ul> <li>Student-Teacher-Trust showed a 4 point drop.</li> <li>-Peer support for academic work showed a 4 point drop.</li> <li>-Safety showed a 10 point drop. This was the largest drop.</li> <li>-Parent Supportiveness data showed a 13 point drop and continues to be in the very weak zone.</li> <li>Grit data showed a 3 point drop and continues to be in the very weak zone.</li> <li>-Additional areas for growth are Effective Leaders and Collaborative Teachers.</li> <li>-The Winter Cultivate Data showed that our prioritized learning conditions are Student Voice, Classroom Community, and Supportive Teaching.</li> <li>After reviewing the i-Ready (K-2) Assessment Data from the 22-23 school year, our takeaways are the following:</li> <li>-Reading: Students showed significant growth from BOY to EOY on K-2 i-Ready. Mid or above level; 37% increase; 66% of Students at or above grade level. Our concerns are that we have 33% of the students are 1-2 grade levels below.</li> <li>-Math: Students Sp% are Early On/Mid or Above Grade Level. Our concerns are that 41% of K-2 students are not at level (red or yellow)</li> </ul>	<u>PSAT (EBRW)</u> <u>PSAT (Math</u> )
Yes	Students experience grade-level, standards-aligned instruction.	Quolity Indicators Of Specially Designed Instruction	<ul> <li>-32% yellow (one grade level below)</li> <li>-9% red (two grade levels below)</li> <li>After reviewing the PPES (3-8) On-Track Data, our takeaways are the following:</li> <li>Celebrations: Overall: 76% on track By Attendance: 70% on track Concerns: Overall: 24% of our 3th-8th grade are off track. By Attendance: 30% of our 3th-8th grade are off track. By Attendance: 30% of our 3th-8th grade are off track. By Attendance: 30% of our 3th-8th grade are off track. By Attendance: 30% of four 3th-8th grade are off track. By Attendance: 30% of our 3th-8th grade are off track. By Attendance: 30% of our 3th-8th grade are off track. By Attendance: 30% of our 3th-8th grade are off track. By Attendance: 30% of our 3th-8th grade are off track. By Attendance: 30% of our 3th-8th grade are off track. By Attendance: 30% of our 3th-8th grade are off track. By Attendance: 30% of our 3th-8th grade are off track. By Attendance: 30% of our 3th-8th grade are off track. The grade had the highest off-track/far off-track 39%, followed by 8th grade29% off track/far off track, followed by 3rd and 4th, both with 23% off track/far off track.</li> <li>After reviewing the Preliminary IAR data Reading and Math (3-8), our takeaways are the following: Only 3 students (in grades 3-8) exceeded expectations in MATH IAR this past school year.</li> <li>There was very little change overall in school years 20-21 to 22-23; scores remained about the same.</li> <li>Prior to 2020 (Covid), students not meeting or partially meeting expectations in MAth was 45%, but after 2020, that percentage has increased to low to mid-60s. For Reading, prior to 2020 (Covid), students not meeting or partially meeting expectations was 44%. After 2020, that percentage increased to the 50s and 60s.</li> <li>After reviewing the STAR360 data (3-8), our takeaways are the following: "waiting for information on which data is for Reading and which data is for Math</li> </ul>	<u>STAR (Reading)</u>
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	What is the feedback from your stakeholders? After reviewing the Winter Cultivate Prioritized Learning Conditions and the 5 Essentials Survey Data from the 22-23 school year, our takeaways are the following: - Within the area of Supportive Environments the data shows there is a consistent need for improvement of Academic Personalism, Peer support for academic work, Student-Teacher-Trust, Safety, Parent Supportiveness, and Grit. -Academic Personalism data showed a 3 point drop from the	STAR (Math) iReady (Reading) iReady (Math)
		<u>Continuum of ILT</u> <u>Effectiveness</u>	previous school year (2021). -Student-Teacher-Trust showed a 4 point drop.	<u>Cultivate</u>

Yes	The ILT leads instructional improvement through distributed leadership.	Effectiveness 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.	Customized Bolanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Leorning Reference Document

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-Peer support for academic work showed a 4 point drop. -Safety showed a 10 point drop. This was the largest drop

-Parent Supportiveness data showed a 13 point drop and continues to be in the very weak zone..

Grit data showed a 3 point drop and continues to be in the very

weak zone. -Additional areas for growth are Effective Leaders and Collaborative

Teachers. -The Winter Cultivate Data showed that our prioritized learning conditions are Student Voice, Classroom Community, and Supportive Teaching.

Within the Area of Assessment for Learning on the 5Essentials, we have the following takeaways:

Strengths: -Math Instruction, Reading Instruction, Quality Discussions, and Academic Press are rated by students as "STRONG" Performance and

### 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?

Improvement efforts in progress:

-Calming corners in different parts of the building for all students

-Use of Calm Classroom to help students focus and reduce stress and anxiety

-Safety: Hiring of a security guard for Middle School so that the Dean is able to focus more on student relationship building -Schoolwide Read-a-Thon was successful. More students were

<u>Grades</u>

<u>ACCESS</u>

<u>TS Gold</u>

Interim Assessment Data

If this Found Student-cent -Student Void to advocate f -Student Safe More concise Attendance- them stay on Grit-As teach context throu productive st Student Own of their learn	What student-centered problems have surfaced during this reflection is later chosen as a priority, these are problems the school m CIWP. tered problems that have surfaced during this reflection are ce - Students have a greater need for opportunities to share for themselves. ety - Students have indicated a need to feel safer in and ara e student data is required to fully understand and interpret what incentives can be implemented to increase student att in track? hers, how to be consistent in modeling and teaching grit in a ughout the year. For Students, how to help them persevere a truggle to reach a new level of understanding. hership and Accountability: In what ways can we increase stu- ing, behavior, goal-setting, and reflection on their progress? in academic routines, expectations, and school language th	anay address in this their voice and bund our school. this need. endance to help more real-world and work through	<ul> <li>able to check out books in the library this year.**         -WIN or Intervention blocks: This coming school year, will be         implemented in grades 5-8. This past school year,         implemented in 7th/8ththese blocks allowed for Blended         Learning, Small Group and 1:1 Intervention Time, Providing         Feedback to Students, Homework Help, and Social-Emotional         Learning.         -Use of student perspective survey growing among staff         members         -Provision of student choice (pace, place, path) in blended         learning         -Culturally Responsive Pedagogy Team is examining and         building upon ideas on how to make our instructional         practice, student tasks/activities, and curriculum materials         more culturally responsive.         -Implementation of The Nora Project which promotes disability         inclusion through instruction, practices, and projects         -Built in Social-Emotional Learning Time in which         evidence-based SEL curriculums such as Sanford-Harmony         and Second Step are utilized         -Arts integration is built into units across core subject areas         which allows students to approach the curriculum in unique         ways and enables choice of varied learning modalities         -Development of academic content teams for vertical         clapping     </li> </ul>	
<u>Return to</u> <u>Τορ</u>	Inclusive & S	upportive Lo	earning Environment	
Using t	he associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey MTSS Integrity Memo	<ul> <li>After reviewing the Winter Cultivate Prioritized Learning Conditions and the 5 Essentials Survey Data from the 22-23 school year, our takeaways are the following:</li> <li>Within the area of Supportive Environments the data shows there is a consistent need for improvement of Academic Personalism, Peer support for academic work, Student-Teacher-Trust, Safety, Parent Supportiveness, and Grit.</li> <li>-Academic Personalism data showed a 3 point drop from the previous school year (2021).</li> <li>-Student-Teacher-Trust showed a 4 point drop.</li> <li>-Peer support for academic work showed a 4 point drop.</li> <li>-Peer support for academic work showed a 13 point drop and continues to be in the very weak zone.</li> <li>Grit data showed a 3 point drop and continues to be in the very weak zone.</li> <li>-Additional areas for growth are Effective Leaders and Collaborative Teachers.</li> <li>-The Winter Cultivate Data showed that our prioritized learning conditions are Student Voice, Classroom Community, and Supportive Teaching.</li> <li>After reviewing the i-Ready (K-2) Assessment Data from the 22-23 school year, our takeaways are the following:</li> <li>-Reading: Students showed significant growth from BOY to EOY on K-2 i-Ready. Mid or above level; 37% increase; 66% of Students at or above grade level. Our concerns are that we have 33% of the students showed significant growth from BOY to EOY on K-2 i-Ready. Students showed significant growth from BOY to EOY on K-2 i-Ready. Students Stowed significant growth from BOY to EOY on K-2 i-Ready. Students Stowed significant growth from BOY to EOY on K-2 i-Ready. Students Stowed significant growth from BOY to EOY on K-2 i-Ready. Students Stowed significant growth from BOY to EOY on K-2 i-Ready. Students Stowed significant growth from BOY to EOY on K-2 i-Ready. Students Stowed significant growth from BOY to EOY on K-2 i-Ready. Students Stowed significant growth from BOY to EOY on K-2 i-Ready. Students Stowed significant growth from BOY to EOY on K-2 i-Ready. Students</li></ul>	Unit/Lesson Inventory for Language Objectives (School Level Data) <u>MTSS Continuum</u> <u>Roots Survey</u> <u>ACCESS</u> <u>MTSS Academic Tier</u> <u>Movement</u>
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.		<ul> <li>-32% yellow (one grade level below)</li> <li>-9% red (two grade levels below)</li> <li>After reviewing the PPES (3-8) On-Track Data, our takeaways are the following:</li> <li>Celebrations: Overalt: 76% on track By Attendance: 70% on track</li> <li>Concerns: Overalt: 24% of our 3th-8th grade are off track. By</li> <li>Attendance: 30% of our 3th-8th grade are off track. By</li> <li>Attendance: 30% of our 3th-8th grade are off track. Haw and the highest off-track/far off-track 39%, followed by 8th grade29% off track/far off track, followed by 3rd and 4th, both with 23% off track/far off track.</li> <li>After reviewing the Preliminary IAR data Reading and Math (3-8), our takeaways are the following:</li> <li>Only 3 students (in grades 3-8) exceeded expectations in MATH IAR this past school year.</li> <li>There was very little change overall in school years 20-21 to 22-23; scores remained about the same.</li> <li>Prior to 2020 (Covid), students not meeting or partially meeting expectations in Math was 45%, but after 2020, that percentage has increased to low to mid-60s. For Reading, prior to 2020 (Covid), students not meeting expectations was 44%. After 2020, that percentage increased to the 50s and 60s.</li> </ul>	<u>Annual Evaluation of</u> <u>Compliance (ODLSS)</u>

Connectedness & Wellbeing

Postsecondary

Partnerships & Engagement

After reviewing the STAR360 data (3-8), our takeaways are the following: "waiting for information on which data is for Reading and which data is for Math

### LRE Dashboard

Page

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.

> IDEA Procedural <u>Manual</u>

Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.

## What is the feedback from your stakeholders?

"After reviewing the Winter Cultivate Prioritized Learning Conditions and the 5 Essentials Survey Data from the 22-23 school year, our takeaways are the following:

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to be in the very weak zone.. Grit data showed a 3 point drop and continues to be in the very

<u>Quality Indicators of</u> Specially Designed Curriculum

EL Program Review <u>Tool</u>



Yes

Jump to...

Curriculum & Instruction

Inclusive & Supportive Learning

Jump to	Curriculum & Instruction	Inclusive & Supportive	Learning	<u>Cor</u>	nectedness & Wellbeing	<u>Postsecondary</u>	Partnerships &	<u>&amp; Engagement</u>
Partially	English Learners are placed with available EL endorsed teacher to instructional services.				<ul> <li>weak zone.</li> <li>-Additional areas for growth are E Teachers.</li> <li>-The Winter Cultivate Data showed conditions are Student Voice, Cla Teaching.</li> <li>Within the Area of Assessment for have the following takeaways: Strengths:</li> <li>-Math Instruction, Reading Instru- Academic Press are rated by stud and Ambitious Instruction.</li> <li>Some areas of improvement and a Collaborative Practices, Academia Academic Work, Teacher-Teacher</li> <li>Some areas of improvement and a Collective Responsibility</li> <li>Supplemental Measures Areas of strength according to th Academic Engagement and class</li> <li>Supplemental Measures Areas rai emotional health and rigorous strength student groups fur</li> <li>"What, if any, related improven the impact? Do any of your efficient of the impact of the improvent of the improve</li></ul>	erning I Supportive Intials, we hs, and formance foort for ude: ent peer m ak: gress? What is bstacles for our ty?		
Yes	There are language objectives (th students will use language) across	s the content.			-Calming corners in different part -Use of Calm Classroom to help s and anxiety -Safety: Hiring of a security guard is able to focus more on student n -Schoolwide Read-a-Thon was suc check out books in the library this -WIN or Intervention blocks: This of implemented in grades 5-8. This of 7th/8ththese blocks allowed for 1:1 Intervention Time, Providing Fe Help, and Social-Emotional Learr -Use of student perspective surve	tudents focus and reduct relationship building ccessful. More students is s year.** coming school year, will b past school year, implem Blended Learning, Smal edback to Students, Hor ing.	ce stress nat the Dean were able to pe ented in l Group and mework members	
	T <b>hat student-centered problems h</b> ation is later chosen as a priority, th Cl <sup>1</sup>				<ul> <li>-Provision of student choice (pace -Culturally Responsive Pedagogy upon ideas on how to make our ir tasks/activities, and curriculum m</li> </ul>	Team is examining and t nstructional practice, stu	ouilding udent	
-Student Voice advocate for th -Student Safety concise studen Attendance-wh on track? Grit-As teacher throughout the struggle to rea Student Owner learning, behav	ed problems that have surfaced du - Students have a greater need for nemselves. y - Students have indicated a need it data is required to fully understa nat incentives can be implemented to s, how to be consistent in modeling e year. For Students, how to help the ch a new level of understanding. rship and Accountability: In what wo vior, goal-setting, and reflection on academic routines. expectations, a	opportunities to share their v to feel safer in and around ou nd and interpret this need. to increase student attendanc and teaching grit in a more r em persevere and work throug ays can we increase student ov their progress?	r school. More e to help them stay eal-world context h productive vnership of their		-Implementation of The Nora Proj inclusion through instruction, pro -Built in Social-Emotional Learnin SEL curriculums such as Sanford utilized -Arts integration is built into units allows students to approach the enables choice of varied learning -Development of academic conter	ect which promotes disc actices, and projects 1g Time in which evidenc -Harmony and Second S across core subject are curriculum in unique wa modalities	ability se-based Step are eas which ys and	

# <u>Return to</u> <u>Τορ</u>

Yes

## **Connectedness & Wellbeing**

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

Universal teaming structures are in place to support

student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team. References

<u>BHT Key</u>

Component Assessment

<u>SEL Teaming</u> <u>Structure</u>

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

#### Metrics

'After reviewing the Winter Cultivate Prioritized Learning Conditions and the 5 Essentials Survey Data from the 22-23 school year, our takeaways are the following:

- Within the area of Supportive Environments the data shows there is a consistent need for improvement of Academic Personalism, Peer support for academic work, Student-Teacher-Trust, Safety, Parent Supportiveness, and Grit. -Academic Personalism data showed a 3 point drop from the

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to be in the very weak zone.. Grit data showed a 3 point drop and continues to be in the very

weak zone. Additional areas for growth are Effective Leaders and Collaborative

<u>% of Students</u> receiving Tier 2/3 interventions meeting <u>targets</u>

Reduction in OSS per 100

Reduction in repeated disruptive behaviors (4-6 SCC)

Teachers.

-The Winter Cultivate Data showed that our prioritized learning conditions are Student Voice, Classroom Community, and Supportive Teaching.

After reviewing the i-Ready (K-2) Assessment Data from the 22-23 school year, our takeaways are the following: -Reading: Students showed significant growth from BOY to EOY on K-2 i-Ready. Mid or above level; 37% increase; 66% of Students at or above grade level. Our concerns are that we have 33% of the students are 1.2 areda levels below

#### Access to OST

Increase Average Daily Attendance

Jump to	Curriculum & Instruction	Inclusive & Supportive Learning	Connectedness & Wellbeing	<u>Postsecondary</u>	<u>Partnerships</u>	<u>&amp; Engagement</u>
Yes	Student experience Tier 1 Hea including SEL curricula, Skylin instruction, and restorative p	ne integrated SEL	<ul> <li>students are I-2 grade levels below -Math: Students showed significar i-Ready. Students 59% are Early O concerns are that 41% of K-2 stude -32% yellow (one grade level below)</li> <li>-9% red (two grade levels below)</li> <li>After reviewing the PPES (3-8) On-T following: Celebrations: Overall: 76% on trade Concerns: Overall: 76% on trade Goncerns: Overall: 24% of our 3th- Attendance: 30% of our 3th-8th gr grade had the highest off-track/for grade29% off track/far off track, 23% off track/far off track.</li> <li>After reviewing the Preliminary IAR takeaways are the following: Only 3 students (in grades 3-8) exc this past school year. There was very little change overa scores remained about the same. Prior to 2020 (Covid), students not expectations in Math was 45%, bu increased to low to mid-60s. For Re students not meeting or partially After 2020, that percentage increas</li> <li>After reviewing the STAR360 data ( following: *waiting for information which data is for Math</li> </ul>	It growth from BOY to E n/Mid or Above Grade ents are not at level (rec ) rack Data, our takeawa 28 By Attendance: 70% -8th grade are off track ade are off track. *By g ar off-track 39%, followe followed by 3rd and 4th edata Reading and Mai seeded expectations in Il in school years 20-21 f meeting or partially me t after 2020, that percer eading, prior to 2020 (Co meeting expectations w sed to the 50s and 60s. 3-8), our takeaways are	Level. Our d or yellow) ys are the 5 on track By rades, 7th d by 8th n, both with th (3-8), our MATH IAR to 22-23; seting ntage has povid), ras 44%.	Increased Attendance for Chronically Absent Students
Yes	All students have equitable ar enrichment and out-of-schoo effectively complement and s learning during the school do other student interests and n	l-time programs that upplement student ay and are responsive to	What is the feedback "After reviewing the Winter Cultival and the 5 Essentials Survey Data takeaways are the following: - Within the area of Supportive En a consistent need for improvemen support for academic work, Stude Supportiveness, and Grit. -Academic Personalism data show previous school year (2021). -Student-Teacher-Trust showed a -Peer support for academic works -Safety showed a 10 point drop. Th	te Prioritized Learning from the 22-23 school y vironments the data sh it of Academic Persona nt-Teacher-Trust, Safety red a 3 point drop from 4 point drop. showed a 4 point drop. is was the largest drop	Conditions ear, our ć	Reconnected by 20th Day, Reconnected after 8 out of 10 days absentCultivate (Belonging & Identity)Staff trained on alternatives to exclusionary discipline (School Level Data)
Yes	Students with extended abser absenteeism re-enter school v plan that facilitates attendan enrollment.	with an intentional re-entry	<ul> <li>-Parent Supportiveness data show to be in the very weak zone</li> <li>Grit data showed a 3 point drop of weak zone.</li> <li>-Additional areas for growth are E Teachers.</li> <li>-The Winter Cultivate Data showed conditions are Student Voice, Class Teaching.</li> <li>Within the Area of Assessment for have the following takeaways: Strengths:</li> <li>-Math Instruction, Reading Instruct Academic Press are rated by stude and Ambitious Instruction.</li> <li>Some areas of improvement and of Collaborative Practices, Academic Academic Work, Teacher-Teacher T</li> <li>Some areas of improvement and of Collective Responsibility</li> <li>Supplemental Measures Areas of strength according to the Academic Engagement and classif</li> <li>Supplemental Measures Areas the relationships, inquiry-based scien distruptions, course clarity, studed</li> </ul>	and continues to be in t ffective Leaders and Co that our prioritized lea scoom Community, and Learning on the 5Esse stion, Quality Discussio ents as "STRONG" Perfo are rated as neutral are Personalism, Peer Sup frust are rated as weak are: e 5Essentials would incl room rigor at are neutral are: Stude ce instruction, calssroo nt responsibility ed as weak and very we	the very bllaborative arning d Supportive ntials, we ns, and prmance : port for ude:	Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
lf this Found	ation is later chosen as ā priority, t	<b>have surfaced during this reflection?</b> hese are problems the school may address in thi IWP. red during this reflection are:	student groups fur	orts address barriers/o thest from opportuni	bbstacles for our ty?	
-Student Void to advocate -Student Saf	ce - Students have a greater new for themselves. ety - Students have indicated a	ed for opportunities to share their voice and need to feel safer in and around our school ly understand and interpret this need.	<ul> <li>Calming corners in different part</li> <li>Use of Calm Classroom to help st</li> <li>and anxiety</li> </ul>	udents focus and redu for Middle School so tl elationship building	ce stress nat the Dean	

Attendance-what incentives can be implemented to increase student attendance to help them stay on track?

Grit-As teachers, how to be consistent in modeling and teaching grit in a more real-world context throughout the year. For Students, how to help them persevere and work through productive struggle to reach a new level of understanding.

Student Ownership and Accountability: In what ways can we increase student ownership of their learning, behavior, goal-setting, and reflection on their progress?

Consistency in academic routines, expectations, and school language throughout the building

is able to focus more on student relationship building -Schoolwide Read-a-Thon was successful. More students were able to check out books in the library this year.\*\* -WIN or Intervention blocks: This coming school year, will be implemented in grades 5-8. This past school year, implemented in 7th/8th--these blocks allowed for Blended Learning, Small Group and 1:1 Intervention Time, Providing Feedback to Students, Homework Help, and Social-Emotional Learning. -Use of student perspective survey growing among staff members -Provision of student choice (pace, place, path) in blended learning -Culturally Responsive Pedagogy Team is examining and building upon ideas on how to make our instructional practice, student tasks/activities, and curriculum materials more culturally responsive. -Implementation of The Nora Project which promotes disability inclusion through instruction, practices, and projects -Built in Social-Emotional Learning Time in which evidence-based SEL curriculums such as Sanford-Harmony and Second Step are utilized

-Arts integration is built into units across core subject areas which allows students to approach the curriculum in unique ways and enables choice of varied learning modalities -Development of academic content teams for vertical planning

#### <u>Return to</u> <u>Τορ</u>

## 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.

Inclusive & Supportive Learning

Connectedness & Wellbeing

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).	<u>College and</u> <u>Career</u> <u>Competency</u> <u>Curriculum (C4)</u>	<ul> <li>'After reviewing the Winter Cultivate Prioritized Learning Conditions and the 5 Essentials Survey Data from the 22-23 school year, our takeaways are the following:</li> <li>Within the area of Supportive Environments the data shows there is a consistent need for improvement of Academic Personalism, Peer support for academic work, Student-Teacher-Trust, Safety, Parent Supportiveness, and Grit.</li> <li>Academic Personalism data showed a 3 point drop from the previous school year (2021).</li> <li>Student-Teacher-Trust showed a 4 point drop.</li> <li>Peer support for academic work showed a 4 point drop.</li> <li>Parent Supportiveness data showed a 13 point drop and continues</li> </ul>	Graduation Rate Program Inquiry: Programs/participati on/attainment rates of % of ECCC <u>3 - 8 On Track</u>	
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	<ul> <li>to be in the very weak zone</li> <li>Grit data showed a 3 point drop and continues to be in the very weak zone.</li> <li>-Additional areas for growth are Effective Leaders and Collaborative Teachers.</li> <li>-The Winter Cultivate Data showed that our prioritized learning conditions are Student Voice, Classroom Community, and Supportive Teaching.</li> <li>After reviewing the i-Ready (K-2) Assessment Data from the 22-23 school year, our takeaways are the following: <ul> <li>-Reading: Students showed significant growth from BOY to EOY on K-2 i-Ready. Mid or above level; 37% increase; 66% of Students at or above grade level. Our concerns are that we have 33% of the students are 1-2 grade levels below.</li> <li>-Math: Students Showed significant growth from BOY to EOY on K-2 i-Ready. Students 59% are Early On/Mid or Above Grade Level. Our concerns are that 41% of K-2 students are not at level (red or yellow) -32% yellow (one grade level below)</li> <li>-9% red (two grade levels below)</li> <li>-9% red (two grade levels below)</li> </ul> </li> <li>After reviewing the PPES (3-8) On-Track Data, our takeaways are the following:</li> <li>Celebrations: Overall: 76% on track. By Attendance: 70% on track Concerns: Overall: 24% of our 3th-8th grade are off track. By Attendance: 30% of thrack/far off-track/far off-track 39%, followed by 8th grade-29% off track/far off-track, followed by 3rd and 4th, both with 23% off track/far off track.</li> <li>After reviewing the Preliminary IAR data Reading and Math (3-8), our takeaways are the following:</li> <li>Only 3 students (in grades 3-8) exceeded expectations in MATH IAR this past school year.</li> <li>Prior to 2020 (Covid), students not meeting or partially meeting expectations in MATH is past school year.</li> <li>Prior to 2020 (Covid), students not meeting or partially meeting expectations in MATH is past school year.</li> <li>Prior to 2020 (Covid), students not meeting or partially meeting expectations in MATH is past school year.</li> <li>Prior to 2020 (Covid), st</li></ul>	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).	<u>Work Based</u> <u>Learning Toolkit</u>	What is the feedback from your stakeholders? 'After reviewing the Winter Cultivate Prioritized Learning Conditions and the 5 Essentials Survey Data from the 22-23 school year, our takeaways are the following: - Within the area of Supportive Environments the data shows there is a consistent need for improvement of Academic Personalism, Peer support for academic work, Student-Teacher-Trust, Safety, Parent Supportiveness, and Grit. -Academic Personalism data showed a 3 point drop from the	9th and 10th Grade On TrackCultivate (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).		previous school year (2021). -Student-Teacher-Trust showed a 4 point drop. -Peer support for academic work showed a 4 point drop. -Safety showed a 10 point drop. This was the largest drop. -Parent Supportiveness data showed a 13 point drop and continues to be in the very weak zone Grit data showed a 3 point drop and continues to be in the very weak zone. -Additional areas for growth are Effective Leaders and Collaborative		
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List	Teachers. -The Winter Cultivate Data showed that our prioritized learning conditions are Student Voice, Classroom Community, and Supportive Teaching. Within the Area of Assessment for Learning on the 5Essentials, we have the following takeaways: Strengths:		

<u>PLT Assessment</u> <u>Rubric</u> -Math Instruction, Reading Instruction, Quality Discussions, and Academic Press are rated by students as "STRONG" Performance and Ambitious Instruction.

N/A

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).

Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and

Some areas of improvement and are rated as neutral are: Collaborative Practices, Academic Personalism, Peer Support for Academic Work, Teacher-Teacher Trust

Some areas of improvement and are rated as weak are: Collective Responsibility

Supplemental Measures Areas of strength according to the 5Essentials would include: Academic Engagement and classroom rigor

Supplemental Measures areas that are neutral are: Student peer relationships, inquiry-based science instruction, calssroom distruptions, course clarity, student responsibility

Supplemental Measures Areas rated as weak and very weak: emotional health and rigorous study habits, and grit.

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?

"Improvement efforts in progress: -Calming corners in different parts of the building for all students

-Use of Calm Classroom to help students focus and reduce stress and anxiety

-Safety: Hirina of a security award for Middle School so that

ip to		earning	<u>C01</u>		<u>s &amp; Engagement</u>
his Found dent-cent dent Void dvocate f dent Safe e concise ndance-v n stay on As teach ext throu ductive st dent Own heir learn	winter/spring (12th-Alumni). <b>What student-centered problems have surfaced during this reflec</b> ation is later chosen as a priority, these are problems the school me CIWP tered problems that have surfaced during this reflection are: ce - Students have a greater need for opportunities to share for themselves. ety - Students have indicated a need to feel safer in and arou e student data is required to fully understand and interpret to what incentives can be implemented to increase student atten a track? hers, how to be consistent in modeling and teaching grit in a ughout the year. For Students, how to help them persevere ar truggle to reach a new level of understanding. hership and Accountability: In what ways can we increase student ing, behavior, goal-setting, and reflection on their progress? in academic routines, expectations, and school language thr	their voice and und our school. his need. endance to help more real-world nd work through dent ownership		<ul> <li>the Dean is able to focus more on student relationship building</li> <li>-Schoolwide Read-a-Thon was successful. More students were able to check out books in the library this year.**</li> <li>-WIN or Intervention blocks: This coming school year, will be implemented in grades 5-8. This past school year, implemented in 7th/8ththese blocks allowed for Blended Learning, Small Group and 1:1 Intervention Time, Providing Feedback to Students, Homework Help, and Social-Emotional Learning.</li> <li>-Use of student perspective survey growing among staff members</li> <li>-Provision of student choice (pace, place, path) in blended learning</li> <li>-Culturally Responsive Pedagogy Team is examining and building upon ideas on how to make our instructional practice, student tasks/activities, and curriculum materials more culturally responsive.</li> <li>-Implementation of The Nora Project which promotes disability inclusion through instruction, practices, and projects</li> <li>-Built in Social-Emotional Learning Time in which evidence-based SEL curriculums such as Sanford-Harmony and Second Step are utilized</li> <li>-Arts integration is built into units across core subject areas which allows students to approach the curriculum in unique ways and enables choice of varied learning modalities</li> <li>-Development of academic content teams for vertical</li> </ul>	
ırn to		1.0	-		
	Par	tnership &	E	ngagement	
Using tl	he 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.	<u>Spectrum of</u> <u>Inclusive</u> <u>Portnerships</u>		<ul> <li>"After reviewing the Winter Cultivate Prioritized Learning Conditions and the 5 Essentials Survey Data from the 22-23 school year, our takeaways are the following:</li> <li>Within the area of Supportive Environments the data shows there is a consistent need for improvement of Academic Personalism, Peer support for academic work, Student-Teacher-Trust, Safety, Parent Supportiveness, and Grit.</li> <li>-Academic Personalism data showed a 3 point drop from the previous school year (2021).</li> <li>-Student-Teacher-Trust showed a 4 point drop.</li> <li>-Peer support for academic work showed a 4 point drop.</li> <li>-Safety showed a 10 point drop. This was the largest drop.</li> <li>-Parent Supportiveness data showed a 13 point drop and continues to be in the very weak zone</li> </ul>	<u>Cultivate</u> <u>5 Essentials Parer</u> Participation Rate <u>5E: Involved Fami</u>
		<u>Reimagining With</u> <u>Community</u> <u>Toolkit</u>		Grit data showed a 3 point drop and continues to be in the very weak zone. -Additional areas for growth are Effective Leaders and Collaborative Teachers. -The Winter Cultivate Data showed that our prioritized learning conditions are Student Voice, Classroom Community, and Supportive Teaching. After reviewing the i-Ready (K-2) Assessment Data from the 22-23 school year, our takeaways are the following: -Reading: Students showed significant growth from BOY to EOY on K-2 i-Ready. Mid or above level; 37% increase; 66% of Students at or above grade level. Our concerns are that we have 33% of the students are 1-2 grade levels below. -Math: Students showed significant growth from BOY to EOY on K-2 i-Ready. Students 59% are Early On/Mid or Above Grade Level. Our concerns are that 41% of K-2 students are	5E: Supportive Environment Level of parent/communit group engageme (LSC, PAC, BAC, PT etc.) (School Level Dat

Connectedness & Wellbeing

**Postsecondary** 

Partnerships & Engagement

<u>Student Voice</u> Infrastructure <u>Rubric</u>

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).

#### 22-23; scores remained about the same.

MATH IAR this past school year.

Prior to 2020 (Covid), students not meeting or partially meeting expectations in Math was 45%, but after 2020, that percentage has increased to low to mid-60s. For Reading, prior to 2020 (Covid), students not meeting or partially meeting

After reviewing the Preliminary IAR data Reading and Math (3-8), our takeaways are the following: Only 3 students (in grades 3-8) exceeded expectations in

There was very little change overall in school years 20-21 to

### What is the feedback from your stakeholders?

"After reviewing the Winter Cultivate Prioritized Learning Conditions and the 5 Essentials Survey Data from the 22-23 school year, our takeoways are the following:
Within the area of Supportive Environments the data shows there is a consistent need for improvement of Academic Personalism, Peer support for academic work, Student-Teacher-Trust, Safety, Parent Supportiveness, and Grit.
-Academic Personalism data showed a 3 point drop from the previous school year (2021).
-Student-Teacher-Trust showed a 4 point drop.
-Peer support for academic work showed a 4 point drop.
-Safety showed a 10 point drop. This was the largest drop.
-Parent Supportiveness data showed a 13 point drop and continues to be in the voru work zapa. Formal and informal family and community feedback received locally. (School Level Data)

Jump to...

Curriculum & Instruction

Inclusive & Supportive Learning

Jump to Curriculum & Instruction Inclusive & Supportive Learning	Connectedness & Wellbeing Postsecondary Partnerships & Engagement
	<ul> <li>continues to be in the very weak zone Grit data showed a 3 point drop and continues to be in the very weak zone.</li> <li>-Additional areas for growth are Effective Leaders and Collaborative Teachers.</li> <li>-The Winter Cultivate Data showed that our prioritized learning conditions are Student Voice, Classroom Community, and Supportive Teaching.</li> <li>Within the Area of Assessment for Learning on the 5Essentials, we have the following takeaways: Strengths:</li> <li>-Math Instruction, Reading Instruction, Quality Discussions, and Academic Press are rated by students as "STRONG" Performance and Ambitious Instruction.</li> <li>Some areas of improvement and are rated as neutral are: Collaborative Work, Teacher-Teacher Trust</li> <li>Some areas of improvement and are rated as weak are: Collective Responsibility</li> <li>Supplemental Measures Areas rate as that are neutral are: Student peer relationships, inquiry-based science instruction, calssroom distruptions, course clarity, student responsibility</li> <li>Supplemental Measures Areas rated as weak and very weak: emotional Measures Areas rated as weak and very weak and supplemental Measures Areas rated as weak and very weak: emotional Measures Areas rated as weak and very weak: emotional measures Areas rated as weak and very weak:</li> </ul>
<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.	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?
Student-centered problems that have surfaced during this reflection are: -Student Voice - Students have a greater need for opportunities to share their voice and to advocate for themselves. -Student Safety - Students have indicated a need to feel safer in and around our school. More concise student data is required to fully understand and interpret this need. Attendance-what incentives can be implemented to increase student attendance to help them stay on track? Grit-As teachers, how to be consistent in modeling and teaching grit in a more real-world context throughout the year. For Students, how to help them persevere and work through productive struggle to reach a new level of understanding. Student Ownership and Accountability: In what ways can we increase student ownership of their learning, behavior, goal-setting, and reflection on their progress? Consistency in academic routines, expectations, and school language throughout the building	<ul> <li>*Improvement efforts in progress:</li> <li>-Calming corners in different parts of the building for all students</li> <li>-Use of Calm Classroom to help students focus and reduce stress and anxiety</li> <li>-Safety: Hiring of a security guard for Middle School so that the Dean is able to focus more on student relationship building</li> <li>-Schoolwide Read-a-Thon was successful. More students were able to check out books in the library this year.**</li> <li>-WIN or Intervention blocks: This coming school year, will be implemented in grades 5-8. This past school year, implemented in 7th/8ththese blocks allowed for Blended Learning, Small Group and 1:1 Intervention Time, Providing Feedback to Students, Homework Help, and Social-Emotional Learning.</li> <li>-Use of student perspective survey growing among staff members</li> <li>-Provision of student choice (pace, place, path) in blended</li> </ul>
	learning -Culturally Responsive Pedagogy Team is examining and building upon ideas on how to make our instructional

building upon ideas on how to make our instructional practice, student tasks/activities, and curriculum materials more culturally responsive.

more culturally responsive. -Implementation of The Nora Project which promotes disability inclusion through instruction, practices, and projects -Built in Social-Emotional Learning Time in which evidence-based SEL curriculums such as Sanford-Harmony and Second Step are utilized -Arts integration is built into units across core subject areas which allows students to approach the curriculum in unique ways and enables choice of varied learning modalities -Development of academic content teams for vertical planning planning

Jump to Reflection	PriorityTOAGoal SettingProgressRoot CauseImplementation PlanMonitoringSelect the Priority	ty Foundation to effections here => Curriculum & Instruction				
	Reflect	ion on Foundation				
Using the	associated documents, is this practice consistently implemented?	What are the takeaways after the review of metrics?				
	All teachers, PK-12, have access to high quality curricular materials,	After reviewing the Winter Cultivate Prioritized Learning Conditions and the 5 Essentials Survey Data from the 22-23 school year, our takeaways are the following:				
Yes	including foundational skills materials, that are standards-aligned and culturally responsive.	- Within the area of Supportive Environments the data shows there is a consistent need for improvement of Academic Personalism, Peer support for academic work, Student-Teacher-Trust, Safety, Parent Supportiveness, and Grit.				
Yes	Students experience grade-level, standards-aligned instruction.	<ul> <li>-Academic Personalism data showed a 3 point drop from the previous school year (2021).</li> <li>-Student-Teacher-Trust showed a 4 point drop.</li> <li>-Peer support for academic work showed a 4 point drop.</li> <li>-Safety showed a 10 point drop. This was the largest drop.</li> <li>-Parent Supportiveness data showed a 13 point drop and continues to be in the very weak zone</li> <li>Grit data showed a 3 point drop and continues to be in the very weak zone.</li> <li>-Additional areas for growth are Effective Leaders and Collaborative Teachers.</li> <li>-The Winter Cultivate Data showed that our prioritized learning conditions are Student Voice, Classroom</li> </ul>				
		Community, and Supportive Teaching. After reviewing the i-Ready (K-2) Assessment Data from the 22-23 school year, our takeaways are the following: -Reading: Students showed significant growth from BOY to EOY on K-2 i-Ready. Mid or above level; 37% increase; 66% of Students at or above grade level. Our concerns are that we have 33% of the students are 1-2 grade levels below. -Math: Students showed significant growth from BOY to EOY on K-2 i-Ready. Students 59% are Early On/Mid or Above Grade Level. Our concerns are that 41% of K-2 students are not at level (red or yellow) -32% yellow (one grade level below) - 9% red (two grade levels below)				
Partially	Schools and classrooms are focused on the Inner Core (identity, communit and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the condition that are needed for students to learn.	Celebrations: Overall: 76% on track, By Attendance: 70% on track				
		After reviewing the Preliminary IAR data Reading and Math (3-8), our takeaways are the following: Only 3 students (in grades 3-8) exceeded expectations in MATH IAR this past school year. There was very little change overall in school years 20-21 to 22-23; scores remained about the same. Prior to 2020 (Covid), students not meeting or partially meeting expectations in Math was 45%, but afte 2020, that percentage has increased to low to mid-60s. For Reading, prior to 2020 (Covid), students not meeting or partially meeting expectations was 44%. After 2020, that percentage increased to the 50s of 60s.				
		After reviewing the STAR360 data (3-8), our takeaways are the following: *waiting for information on which data is for Math				
Yes	The ILT leads instructional improvement through distributed leadership.	What is the feedback from your stakeholders?				
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.	After reviewing the Winter Cultivate Prioritized Learning Conditions and the 5 Essentials Survey Data from the 22-23 school year, our takeaways are the following: - Within the area of Supportive Environments the data shows there is a consistent need for improvement of Academic Personalism, Peer support for academic work, Student-Teacher-Trust, Safety, Parent Supportiveness, and Grit.				
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<ul> <li>-Academic Personalism data showed a 3 point drop from the previous school year (2021).</li> <li>-Student-Teacher-Trust showed a 4 point drop.</li> <li>-Peer support for academic work showed a 4 point drop.</li> <li>-Safety showed a 10 point drop. This was the largest drop.</li> <li>-Parent Supportiveness data showed a 13 point drop and continues to be in the very weak</li> </ul>				
		zone Grit data showed a 3 point drop and continues to be in the very weak zone. -Additional areas for growth are Effective Leaders and Collaborative Teachers. -The Winter Cultivate Data showed that our prioritized learning conditions are Student Voice.				
What	student-centered problems have surfaced during this reflection?	What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?				
-Student Voice advocate for th -Student Safety More concise s Attendance-wh them stay on tr Grit-As teacher context throug productive stru Student Owner their learning, b	r - Students have indicated a need to feel safer in and around our school. tudent data is required to fully understand and interpret this need. at incentives can be implemented to increase student attendance to help	Improvement efforts in progress:				

 -Arts integration is built into units across core subject areas which allows students to approach th curriculum in unique ways and enables choice of varied learning modalities
 -Development of academic content teams for vertical planning

## **Determine Priorities**

Resources: 💋

Resources: 💋

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

#### Students...

-do not have sufficient opportunities to share their voice, reflect on their own education and hold leadership roles

-need to be empowered critical thinkers who feel safe to take risks and question their surroundings and see themselves in roles as historians, mathematicians, readers, writers, etc.

## **Determine Priorities Protocol**

## A Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

### Return to Top

### Root Cause

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

5 Why's Root Cause Protocol

Jump to <u>Reflection</u>	<u>Priority</u> <u>Root Cause</u>	<u>TOA</u> Implemen	<u>Goal Setting</u> tation Plan	Progress Monitoring	Select the Priority I pull over your Refle		]		Cu	rriculum & Ins	truction
As adults in the building, we Need ongoing intensive training on high-level questioning techniques, the development of standards based learning goals, and creating a student-centered classroom community with support and opportunities for safe instructional practice. Within this structure, we will afford daily experiences for students to share their voice and take the lead. 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.									im.		
<u>Return to Τορ</u>	Return to Top Theory of Action										
		Wha	t is your Theor	y of Action?							
standards bas through - Mar allow for stron	sed learning zano Trainin g classroom	goals, and g, Focused communiti	creating a stud School-Wide Ac	ent-centered tion Researc s student ide	niques, the develop classroom commu h, Creation of a cul ntities and support	inity 📶	Theory of Acti	f a Quality CIWP: Th ion is grounded in res ion is an impactful st	search or evidence	Resources: <b>S</b> based practices. rs the associated root c	
then we see -Teachers utilizing high-level questioning techniques -Teachers/students utilizing standards based learning goals -Well-organized classrooms that are student-centered/led -Classroom cultures that honor and affirm diverse identities and prioritize student v -Teacher shift in pedagogical practices				oices	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.			desired			
-Student cente -Increase in st -Improved coll -Increasingly s	which leads to         -Student centered/led classrooms         -Increase in student/teacher trust         -Inproved collaboration among teachers         -Increasingly supportive environments         -Safe and empowering classroom communities										
Return to Top					Implementat	tion Plan					
Resources: 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.								9			
	Team/In	ndividual I	Responsible for	Implementa	ition Plan 🛛 🖄			Dates for Pro	gress Monitorin	g Check Ins	
	ILT							Q1 10/6/ Q2 12/15		Q3 3/15/24 Q4 5/24/24	
	SY	24 Impleme	entation Milestor	nes & Action	Steps 🖉	Who	o 🖄	By When 💋	<u> </u>	Progress Monitorin	g
Implementation Milestone 1	100% of tea	chers traine	ed on Standards I	based grading	/ learning goals.	Marzano		February 2024		In Progress	
Action Step 1 Action Step 2 Action Step 3 Action Step 4 Action Step 5	Provide A Te Purchase M ILT provides	eacher's Gu arzano's Th resources	e New Art and S and information o	-Based Learn cience of Tea on higher orde	ing and facilitate sch ching Framework bo er questioning and st ssrooms with questio	Admin	bers	8/14/2023 8/14/2023 8/14/2023 ongoing 8/25/2023		In Progress In Progress In Progress In Progress In Progress	
Implementation	100% of tead	hers implem	ent and analyze a	student focuse	d survey at least 3-4						

Milestone 2	times a year.	All Teachers	BOY/MOY/EOY	In Progress
Action Step 1	Teacher teams create or choose a developmentally appropriate student pe	ILT/Staff Members	9/1/2023	In Progress
Action Step 2	Teacher teams designate times to meet to discuss data from student persp	Staff Members	TBD	In Progress
Action Step 3	ILT meets to review data from school-wide student perspective surveys.	ILT/Staff Members	TBD	In Progress
Action Step 4	Admin provides professional development time for the whole school to me	Admin	TBD	In Progress
Action Step 5				In Progress
Implementation	100% of teachers work in a collaborative structure with student	AU 7 1	10/1/00	
Milestone 3	leaders and the larger student body.	All Teachers	10/1/23	In Progress
Action Step 1	Establish a rep from each classroom and student leadership groups that w	Staff Members	10/27/2023	Completed
Action Step 2	Staff members and admin provide information and resources and opportur	Admin/Staff Members	TBD	In Progress
Action Step 3	After surveys are given, teachers/students designate a time to discuss sur	Staff Members	TBD	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status

Jump to <u>Reflection</u>	PriorityTOAGoal SettingProgressSelect the Priority Foundation to pull over your Reflections here =>Root CauseImplementation PlanMonitoringSelect the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction
Action Step 1 Action Step 2 Action Step 3 Action Step 4 Action Step 5		Select Status Select Status Select Status Select Status Select Status
SY25 Anticipated Milestones	<b>SY25-SY26 Implementation Milestones</b> 25% of teachers have piloted standards based grading in at least 1 content area. At least 70% of goals algined with newly adopted Skyline Curriculum. 100% of teachers are continuing to implem times a year. 100% of teachers continue to work in a collaborative structure with student leaders	nent and anyalze student focused surveys at least 3-4 🖉 🛀
SY26 Anticipated Milestones	50% of teachers have piloted standards based grading in at least 1 content area. 100% of teach 100% of teachers are continuing to implement and anyalze student focused surveys at least 3-4 collaborative structure with student leaders and the larger student body.	

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## **Goal Setting**

	Resources: 😰
Indicators of a Quality CIWP: Goal Setting	IL-EMPOWER Goal Requirements
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).	For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).	-The CIWP includes a reading Performance goal -The CIWP includes a math Performance goal
Goals seek to address priorities and opportunity gaps by embracing the principles of <u>Targeted Universalism</u> .	-The goals within the reading, math, and any other
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.	IL-EMPOWER goals include numerical targets -Schools designated as Targeted Support identify the student aroups named in the designation within the goal
Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.	above and any other IL-EMPOWER goals

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

## **Performance Goals**

					Numerical	Targets [Opti	onal]  🖄
Specify the Goal 🛛 🔏	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🖄	SY24	SY25	SY26
The percentage of students feeling safe, valued and supported increases by at least 10% from the BOY baseline			Overall				
as reflected in the Student Perspective Survey data.	Yes	Cultivate	Overall				
The percentage of teachers' knowledge and comfort in using higher level questioning techniques will increase by at least 10% from the	Vac	Other	Overall				
BOY baseline as reflected in the Teacher Higher Level Questioning Survey.	ed in the		Select Group or Overall				

## **Practice Goals**

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

C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to

Specify your practice goal and identify how you will measure progress towards this goal. 🖄 **SY24** SY25 SY26

100% of teachers will implement and analzye a student-focused survey at least 3-4 times analzye a student-focused survey at

100% of teachers will implement and analzye a student-focused survey at

Resources:						
Return to Top	SY24 Progress Monitoring					
Select a Practice						
C&I:3 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.	100% of teachers are given access to resources and on-going training for higher order questioning and standards based grading.	50% of teachers are implementing higher order questioning skills. 25% of teachers are implementing standards based grading and learning goals for at least 1 core subject area.	At least 80% of teachers are implementing higher order questioning skills. 25% of teachers are implementing standards based grading and learning goals for more than 1 core subject area.			
ensure the learning environment meets the conditions that are needed for students to learn.	a year.	least 3-4 times a year.	least 3-4 times a year.			

Jump toPriorityReflectionRoot Cause	<u>TOA</u> se Implemento	<u>Goal Setting</u> ation Plan	<u>Progress</u> <u>Monitoring</u>	Select the Priority Foundation to pull over your Reflections here =>				Curric	ulum & In	struction	
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 Me	tric	Me	tric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4	
The percentage of stude safe, valued and support by at least 10% from the E	ted increases BOY baseline	Cultivate		Overall			On Track	Select Status	Select Status	Select Status	
as reflected in the Studer Perspective Survey data.	nt	Cullivale		Overall			On Track	Select Status	Select Status	Select Status	
knowledge and comfort i higher level questioning will increase by at least 10	techniques 0% from the	Other		Overall			On Track	Select Status	Select Status	Select Status	
BOY baseline as reflected Teacher Higher Level Qu Survey.		Other		Select Group or Overall			Select Status	Select Status	Select Status	Select Status	
				Practice Goals	Practice Goals			Progress Monitoring			
Ic	dentified Pract	ices		SY24			Quarter 1	Quarter 2	Quarter 3	Quarter 4	
community, and relationships responsive powerful practices	C&I:3 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.		100% of teachers will implement and analzye a student-focused survey at least 3-4 times a year.		On Track	Select Status	Select Status	Select Status			
C&I:3 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.		100% of teachers are given access to resources and on-going training for higher order questioning and standards based grading.		On Track	Select Status	Select Status	Select Status				
Select a Practice					Select Stotus	Select Status	Select Status	Select Status			

Jump to <u>Reflection</u>	<u>Priority</u> <u>Root Cause</u>	<u>TOA</u> e Implement	<u>Goal Setting</u> tation Plan	<u>Progress</u> <u>Monitoring</u>	Select the Priority Foundation to pull over your Reflections here =>		Curriculum & Instruction							
					Reflectio	n on Founda	ıtion							
Using the	associated c	locuments, i	is this practice	consistently	implemented?		What are the takeaways after the review of metrics?							
Yes		After reviewing the Winter Cultivate Prioritized Learning Conditions and the 5 E rachers, PK-12, have access to high quality curricular materials, iding foundational skills materials, that are standards-aligned and urally responsive.												
Yes			de-level, standard	ds-aligned inst	ruction.	of Academic Personalism, Peer support for academic work, Student-Teacher-Trust, Safety, Paro Supportiveness, and Grit. -Academic Personalism data showed a 3 point drop from the previous school year (2021). -Student-Teacher-Trust showed a 4 point drop. -Peer support for academic work showed a 4 point drop. -Safety showed a 10 point drop. This was the largest drop. -Parent Supportiveness data showed a 13 point drop and continues to be in the very weak zon Grit data showed a 3 point drop and continues to be in the very weak zone. -Additional areas for growth are Effective Leaders and Collaborative Teachers. -The Winter Cultivate Data showed that our prioritized learning conditions are Student Voice,								
Partially	and relatior powerful pr	nships) and le	verage research- sure the learning	based, cultura		off track. *By grades, 7th grade had the highest off-track/far off-track 39%, followed by 8th grade2								
Yes	The ILT leac leadership.		al improvement t	hrough distrib	uted		What is the feedback from your stakeholders?							
Partially	the depth a standards,	nd breadth o provide actio	balanced assess f student learnin nable evidence to wards end of yea	g in relation to o inform decisi	grade-level	from the 22-23 - Within the ar of Academic P Supportivenes	the Winter Cultivate Prioritized Learning Conditions and the 5 Essentials Survey Data school year, our takeaways are the following: ea of Supportive Environments the data shows there is a consistent need for improvement ersonalism, Peer support for academic work, Student-Teacher-Trust, Safety, Parent							
Partially	Evidence-bo in every clas		nent for learning <sub>(</sub>	practices are e	nacted daily	-Student-Teach -Peer support -Safety showed -Parent Suppo Grit data show -Additional are -The Winter Cu	ner-Trust showed a 4 point drop. for academic work showed a 4 point drop. If a 10 point drop. This was the largest drop. Triveness data showed a 13 point drop and continues to be in the very weak zone. We a 3 point drop and continues to be in the very weak zone. Was for growth are Effective Leaders and Collaborative Teachers. Itivate Data showed that our prioritized learning conditions are Student Voice, Classroom of Supportive Teaching.							
						Within the Area Strengths: -Math Instruct	a of Assessment for Learning on the 5Essentials, we have the following takeaways: ion, Reading Instruction, Quality Discussions, and Academic Press are rated by students erformance and Ambitious Instruction.							
						Some areas of	improvement and are rated as neutral are: Practices, Academic Personalism, Peer Support for Academic Work, Teacher-Teacher Trust							
						Collective Resp	,							
						Supplemental Areas of streng rigor	Measures 9th according to the 5Essentials would include: Academic Engagement and classroom							
						instruction, ca	Measures areas that are neutral are: Student peer relationships, inquiry-based science Issroom distruptions, course clarity, student responsibility							
						Supplemental and grit.	Measures Areas rated as weak and very weak: emotional health and rigorous study habits,							

What student-centered problems have surfaced during this reflection?	What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?
-Student Safety - Students have indicated a need to feel safer in and around our school. More concise student data is required to fully understand and interpret this need.	Improvement efforts in progress: -Calming corners in different parts of the building for all students -Use of Calm Classroom to help students focus and reduce stress and anxiety -Safety: Hiring of a security guard for Middle School so that the Dean is able to focus more on student relationship building -Schoolwide Read-a-Thon was successful. More students were able to check out books in the library this year.**
and work through productive struggle to reach a new level of understanding. Student Ownership and Accountability: In what ways can we increase student	-WIN or Intervention blocks: This coming school year, will be implemented in grades 5-8. This past school year, implemented in 7th/8ththese blocks allowed for Blended Learning, Small Group and 1:1 Intervention Time, Providing Feedback to Students, Homework Help, and Social-Emotional Learning. -Use of student perspective survey growing among staff members -Provision of student choice (pace, place, path) in blended learning -Culturally Responsive Pedagaay Team is examining and building upon ideas on how to make

Jump toPriorityTOAGoal SettingProgressSelect the Priority FReflectionRoot CauseImplementation PlanMonitoringPull over your Refle	Foundation to	Curriculum & Instruction
Consistency in academic routines, expectations, and school language throughout the building	our instruction responsive. -Implementat practices, an -Built in Social Sanford-Harr -Arts integrat approach the	ion of The Nora Project which promotes disability inclusion through instruction, d projects al-Emotional Learning Time in which evidence-based SEL curriculums such as mony and Second Step are utilized ion is built into units across core subject areas which allows students to e curriculum in unique ways and enables choice of varied learning modalities t of academic content teams for vertical planning
Return to Top Determine P	riorities	
		Resources: 🖉
What is the Student-Centered Problem that your school will address in this Price Students	ority?	Determine Priorities Protocol
are not consistently taught the grit or stamina skills to perservere when learning becomes challeng them.	ging for 🛛 🛃	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 Ca	use	
What is the Root Cause of the identified Student-Centered Problem?		Resources: 💋
As adults in the building, we do not consistently give students opportunities to learn strategies to take ownership learning and behavior through the assessment for learning approach, which includes goal-setting, peer conferencing, and reflection on their progress.		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 Theo	ory of Action	
What is your Theory of Action?		
If we		Resources: 💋
consistently use standards-based learning to provide students the opportunities to take ownership o learning and behavior through the assessment for learning strategies	of their 🔥	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.
then we see students helping to define success criteria for their learning goals, setting goals, per through challenging work, planning ahead to complete their work, getting meaningfu feedback from teachers and peers, reflecting on their progress toward the learning g and taking action on the feedback to improve their learning	ıl 📶	Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics. Theory of Action is written as an "If we (x, y, and/or z strategy), then we see (desired staff/student practices), which results in (goals)" All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.
which leads to		
improvement in the following areas: teacher-student relationships, peer support for academic work, grit, and academic outcomes.		

## 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 🛛 🛛 🖄		oring Check Ins	
	ILT Team		Q1 10/6/23	Q3 3/15/24
			Q2 12/15/23	Q4 5/24/24
	SY24 Implementation Milestones & Action Steps	Who 🖄	By When 📥	Progress Monitoring
Implementation Milestone 1	100% of teachers trained on Standards based grading / learning goals.	All Teachers	SY24	In Progress
Action Step 1	Schedule Marzano trainings for the school year.	Marzano	8/14/2023	Completed

Jump to Reflection	Priority         TOA         Goal Setting         Progress         Select the Priorit           Root Cause         Implementation Plan         Monitoring         pull over your Ref	y Foundation to		Curriculum & Instruction
	Provide A Teacher's Guide to Standards-Based Learning and			
Action Step 2	facilitate scheduled discussions for all teachers. Purchase Marzano's The New Art and Science of Teaching Framework workbook and accompanying dvd set.	Admin	8/14/2023	In Progress
Action Step 3	ILT provides resources and information on assessment for learning during PLTs	ILT	ongoing	In Progress
Action Step 4				In Progress
Action Step 5				Select Status
Implementation Milestone 2	Establish a system of ongoing support of assessment for learning through peer observation and peer feedback cycles.	ILT/Staff Members	2x/quarter	In Progress
Action Step 1	Training and providing resources in the form of professional development, reading materials, videos, observation of teachers who are proficient in A for L strategies.	ILT/Staff Members	ongoing	In Progress
Action Step 2	Use ILT created rubric to assist with peer observations and feedback	ILT/Staff Members	September 22nd PD Day?	In Progress
Action Step 3	Set time on PD days for collaboration with other teachers implementing A for L	Admin	ongoing	In Progress
Action Step 4	Use of consistent feedback through rubric	ILT/Staff Members	ongoing	In Progress
Action Step 5	Introduce teachers to A for L during 8/16 PD	ILT/Staff Members	8/16/23	Completed
Implementation Milestone 3	Teachers create unit plans that implement standards based learning.	ILT/Staff Members	4th Quarter SY24	In Progress
Action Step 1	Teachers identify priority standards for units throughout the year.	ILT/Staff Members	ongoing	In Progress
Action Step 2	Teachers create proficiency scales and instruct class on how to use the proficiency scales for units throughout the year.	ILT/Staff Members	ongoing	In Progress
Action Step 3	Teachers and students establish success criteria together.	Staff Members/Students	ongoing	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Teachers use assessment data to know students' levels of understanding and for goal setting with students.	Staff Members	10/1/23	In Progress
Action Step 1	Teachers give assessments for diagnostic and screening purposes (i-Ready K-2 and STAR360 (3-8)	Staff Members	BOY and EOY	In Progress
Action Step 2	Teachers give pre/mid/post unit assessments.	Staff Members	Per unit	In Progress
Action Step 3	Teachers discuss student data in grade-level meetings.	Staff Members	Monthly	In Progress
Action Step 4	Teachers discuss student data with students, help students set goals and track progress. and provide ongoing feedback.	Staff Members	ongoing per unit	Select Status
Action Step 5	Students self-monitor their progress toward their goals, reflect on their progress, and take action to improve.	Staff Members/Students	ongoing per unit	Select Status
	<b>SY25-SY26</b>	Implementation Milestones		
SY25 Anticipated Milestones	50% of teachers will utilize Assessment for Learning strategies as a pobservations and feedback.	part of Standards-Based Le	arning and continue support	ing one another through 🛛 🖄
SY26 Anticipated Milestones	Cultivate and 5 Essentials survey data will trend Strong to Very Stro Track data will improve to 80%. Students will take ownership of their classrooms.			

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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 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 apportunity gaps by embracing the principles of Targeted Universalism.

## 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

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.					-The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets -Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals			
Performance Goals Numerical Tai							ional] 🔥	
Specify the Goal 🛛 📩	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🖄	SY24	SY25	SY26	
All classroom teachers are implementing standards-based	Yes	Other	Overall	0	25	50	100	
learning with fidelity for all students	res		Select Group or Overall					
Improvement in the following areas:	Vac	Cultivote	Overall	Very Weak or Neutral	Neutral or Strong	Strong	Strong to Very Strong	

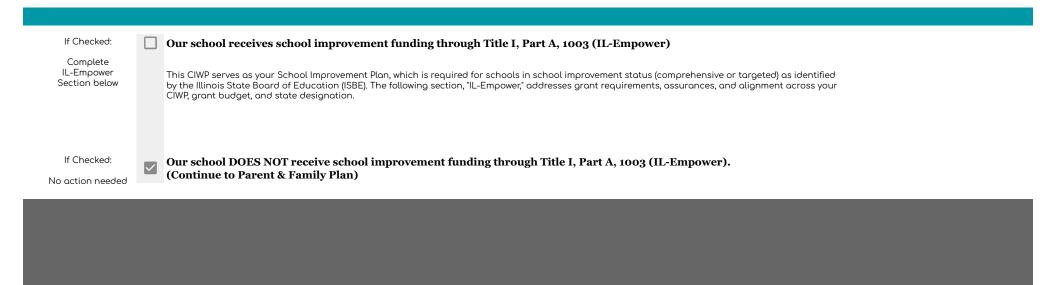
support for academic work, and grit. Select Group or Overall	Jump to Reflection	<u>Priority</u> <u>Root Cause</u>	TOA Implement		<u>Progress</u> <u>Monitoring</u>	Select the Priority Foundatio pull over your Reflections her		Curricu	ılum & In	struction
				res		Cutivate	Select Group or Overall			

## **Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal a SY24	and identify how you will measure progress SY25	s towards this goal. 🖄 SY26
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Rubric and Rigor Walks	Rubric and Rigor Walks	Rubric and Rigor Walks
Select a Practice			
Select a Practice			

		SY24 Progress Monitoring						
				<b>\$</b>				
above. CIWP Te			eams will use this section to progress monitor the					
		Performance Goals						
Metri	c	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Other		Overall	0	25	On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Cultivote	Overall	Very Weak or Neutral	Neutral or Strong	On Track	Select Status	Select Status	Select Status	
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Practice Goals			Progress Monitoring			
Identified Practices					Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.					On Track	Select Status	Select Status	Select Status
Select a Practice					Select Status	Select Status	Select Status	Select Status
	Other Cultivate	above. CIWP T goals on a qu Metric Other Cultivate	Below are the goals for this Theory of Action that was above. CIWP Teams will use this section to progress goals on a quarterly basis.         Performance Goals         Metric       Student Groups (Select 1-2)         Other       Overall         Other       Select Group or Overall         Cultivate       Overall         Select Group or Overall       Select Group or Overall	Resources: Below are the goals for this Theory of Action that were created above. CWP Teams will use this section to progress monitor the goals on a quarterly basis. Performance Goals Metric Student Groups (Select 1-2) Baseline Overall 0 Select Group or Overall 0 Select Group or Overall Very Weak or Neutral Select Group or Overall 0 Practice Goals tes SY24	Resource: Image: Color of this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.         Derformance Goals         Metric       Student Groups (Select 1-2)       Baseline       SY24         Other       Overall       0       25         Select Group or Overall       0       25         Overall       Very Weak       Neutral or Strong         Cultivate       Overall       Image: Color of Strong         Deter Goals       Very Weak       Neutral or Strong         Cultivate       Practice Goals       Image: Color of Strong         Strate Goals	Resources: Image: Color of the section to progress will use this section to progress will use the section of the section	Resources: S         Below are the goals for this Theory of Action that were created above. CWP Teams will use this section to progress monitor the goals on a quarterly basis.         Derformance Goals         Metric       Student Groups (Select 1-2)       Baseline       SY24       Quarter 1       Quarter 2         Other       Overall       0       25       Overall       Select       Select	Resources of the gools for this Theory of Action that were created babove. CMWP Teams will use this section to progress monitor the gools on a quarterly basis.         Performance Goals         Metric       Student Groups (Select 1-2)       Baseline       SY24       Quarter 1       Quarter 2       Quarter 3         Other       Overall       0       25       Select       Select

Select a Practice	Select Status	Select Status	Select Status	Select Status	



Select a Goal			
Select a Goal			
Select a Goal			



**Parent and Family Plan** If Checked:  $\checkmark$ 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 Complete School & Family 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 Engagement Policy, School & Family Compact, and Parent involvement in developing and implementing Title I schoolwide programs. & Family Engagement Budget sections If Checked: Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval) No action needed

#### SCHOOL & FAMILY ENGAGEMENT POLICY

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

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

#### SCHOOL & FAMILY COMPACT

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

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

#### PARENT & FAMILY ENGAGEMENT BUDGET

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

The academic priority area for parent engagement and skill development is literacy in addition to social emotional development. Parents want to learn ways to help their children success in school, and these two areas are the focal entry points for most parents. Parents have a Literacy Night and Read a thon. They have social activities that engage parents with their children, learning ways to support thier child's social-emotional development. Our school has been given 3,394.31 for Parent Involvement.

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
- ${igert}$  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