

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

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

[CIWP Team Guidance](#)

Name	Role	Email
Gayle Harris-Neely	Principal	gpharrisneely@cps.edu
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Patrice Thompson	Connectedness & Wellbeing Lead	pbperry@cps.edu
Lauren Yancy	Postsecondary Lead	lkyancy@cps.edu
Cynthia Annorh	Partnerships & Engagement Lead	caanorth@cps.edu
Abigail Markert	Teacher Leader	akmarket@cps.edu
Tonya Mlnor	Parent	tonyaminor41@gmail.com
Bethanie SMith	Teacher Leader	bsmith4@cps.edu
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Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	7/7/23	7/7/23
Reflection: Curriculum & Instruction (Instructional Core)	7/12/23	7/12/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/12/23	8/2/23
Reflection: Connectedness & Wellbeing	8/2/23	8/17/23
Reflection: Postsecondary Success	8/2/23	8/29/23
Reflection: Partnerships & Engagement	8/2/23	8/29/23
Priorities	8/2/23	8/17/23
Root Cause	8/2/23	8/17/23
Theory of Acton	8/2/23	8/17/23
Implementation Plans	8/2/23	8/17/23
Goals	8/2/23	8/17/23
Fund Compliance	8/2/23	8/17/23
Parent & Family Plan	8/2/23	8/17/23
Approval	9/11/23	9/15/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates	
Quarter 1	9/20/23
Quarter 2	12/20/23
Quarter 3	3/7/24
Quarter 4	5/23/24

Indicators of a Quality CIWP: Reflection on Foundations

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

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


Stakeholders are consulted for the Reflection of Foundations.

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


Resources 

[Reflection on Foundations Protocol](#)

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics	
Yes	CPS High Quality Curriculum Rubrics	<p>All teacher teams have access to high quality curricular materials, with Grades K-5 using Skyline Foundations for reading instruction in conjunction with balanced literacy, Grades 6-8 using Skyline ELA, Grades 6-8 using Skyline with DESMOS Math. Grades k-5 are using Everyday Math again this year as we move toward a different math curriculum for the SY25 school year. Data on Star360 shows data points moving back to pre-pandemic levels in ELA and Math for grades 3-8. (ELA data for SY23 when compared to SY20 shows that the distribution of performance levels are closer together than in the previous two years) i-ready data shows a steady improvement through the year for students in Grades K-2 with students in Kinder and 1st showing the most gains. Our Rigor Walks for SY23 showed improvement with regard to Taxonomy level of standards and student work with some growth around lesson alignment. Pre-K shows growth ranging from 15- 30 point gain from Fall to Winter in all 6 domains.</p>	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)	
Partially	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		<p>What is the feedback from your stakeholders?</p> <p>According to our 5Essentials Survey, the students indicated that there were opportunities to engage in high level learning but those opportunities were not presented daily. There were also very similar student response percentages for being challenged on a daily and almost daily basis on most questions. Family involvement and support had high scores from the staff while students scored this area a bit lower. This might be a reflection of the grade levels that take the survey as we have more parental involvement in the younger grades and the survey starts at 4th grade.</p>	STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Partially	Powerful Practices Rubric Learning Conditions	<p>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?</p> <p>We have already begun the selection process for a new Math curriculum for Grades K-5 that aligns with the EdReport rubric for High-Quality Instructional Materials. We have added the Skyline Foundations program as the core curriculum for Kinder-5th grade with Grades 6-8 already doing Skyline ELA instruction. In SY24, we will need to further refine science instruction to create a school-wide common curriculum as we increase fidelity of instruction across the school. We are seeing improvements in Star360 data for reading and math as a school but the data for student with diverse needs are showing slower growth than other demographics. In addition, male-identified Black students have data reflecting a disconnect in assessment performance and classroom performance. Our efforts to increase schoolwide adoption of high quality curriculum and our CIWP priorities on Student Voice and Cross-curricular instruction are designed to remove barriers for our students.</p>		
Yes	Continuum of ILT Effectiveness Distributed Leadership			
Partially	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development			
Partially	Assessment for Learning Reference Document			
<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Student centered problems: Students are not having the same experience that the teachers think they are providing. There is a disconnect between the levels of opportunity being planned and the levels being enacted - we need an increase in standard and activity alignments with higher levels of cognitive engagement. </p>				

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	MTSS Integrity Memo MTSS Continuum Roots Survey	<p>The students who have barriers to accessing the T1 curriculum are provided MTSS in a T2 setting with the interventionist or their classroom teacher. These students made progress and, while not passing the core content area in a T1 setting their progress was enough to help close the gap.</p>	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
Partially	MTSS Integrity Memo		ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Yes	LRE Dashboard Page	<p>What is the feedback from your stakeholders?</p> <p>Teachers reported high levels of academic challenge and discussion levels with students but students reported that they do not feel a sense of academic personalism or rigor. </p>	Quality Indicators of Specially Designed Curriculum EL Program Review Tool

Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

What student-centered problems have surfaced during this reflection?

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

We did not have an ELL teacher for our ENL students for the last year and we were short-staffed in our DL department so there were gaps in student services. Students were often without the support they needed to access the T1 curriculum. 📌

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

We have hired an ELL teacher for students who are learning the English language. DL services will be scheduled prior to school starting to identify gaps in services. Students who need T2 and T3 services will continue to receive them. 📌

[Return to Top](#) **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	We have an active BHT and C&C team. Increase the supports for students who are in need of additional BHT support to include more access to restorative conversation and opportunities as well as spaces for emotional regulation time. Attendance incentives showed increased participation in ontime and present student population. 📌	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	What is the feedback from your stakeholders? Students and teachers both reported that there were strong concerns around safety when in class and in the hallways. Stakeholders requested more academic enrichment after school which would require more certified teachers to stay. 📌	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? The team is proposing an revamp to the OST program to reach more students who have academic needs as well as those who have SEL needs. One day of OST would be solely for academics. Every class would have to have an academic component one day a week. The potential barriers are that students would not attend OST on academic days. 📌	
What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP. The need for more EL endorsed teachers in the building to support EL students. MTSS and branching minds training for teachers to record data, select research based interventions and monitor progress. 📌			

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	College and Career Competency Curriculum (C4) 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).	Our takeaways after looking at the 3-8 On-track data is that we need to be more intentional with our planning and instruction, especially where assessments are concerned. In addition, we need to address the large gaps between different demographic and grade level groups. There is also a big gap between grades earned and scores reflected on some standardized tests, which leads us to think that we need to adjust our thinking about how the two are related.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Partially	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	<p>What is the feedback from your stakeholders?</p> Stakeholders provided the feedback that we should work to have more alumnae and previous students become more active in the school. There was also feedback that we should plan more high school/ college ready experiences like tours, fairs and information sessions. This was especially suggested for grade levels that are targeted for academic centers and selected enrollment schools.	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
No	Work Based Learning Toolkit 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).		
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).	<p>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?</p> If we make these changes, we think the impact to students will be that we will see greater alignment between grades and assessments as well as smaller gaps between demographic groups.	
N/A	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	PLT Assessment Rubric 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).		
N/A	Alumni Support Initiative One Pager Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).		

What student-centered problems have surfaced during this reflection?

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

Students do not always see the value in assessments but do understand the impact of grades. In addition, many students do well on the formative assessments throughout the year, make gains as shown by progress monitoring but do not take their time on the larger, longer assessments. These are also more challenging for our DL students who have to take an assessment that is above to well-above their instructional level.

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Spectrum of Inclusive Partnerships 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.	Parental involvement is a critical component of student success. Seeking ways to sustain the connection between home and school in middle school is imperative. Current LSC/ PTO middle school family members are interested in creating partnerships with incoming middle school families to help create more opportunities for parental involvement for our middle school families.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	Reimagining With Community Toolkit Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.		

Yes	<p>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).</p> <p style="text-align: right;">Student Voice Infrastructure Rubric</p>
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What is the feedback from your stakeholders?

Formalize a relationship with alumnae for additional opportunities and options. Promote opportunities for support and giving for donors/ alumnae/ community. Continue partnership with PTO and encourage further involvement. PTO has current partnerships that we can work to sustain and/ or build upon. Possibly reach out to University of Chicago for assistance with organizing data collection. Apply for grants from community organizations. 📌

Formal and informal family and community feedback received locally. (School Level Data)

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

Engaging Students across the curriculum Creating more robust opportunities for a student-centered learning to motivate students. . Problem-based learning (PBL) in mathematics . Being intentional about creating opportunities where students can work in groups to solve problems. 📌

If teachers create more opportunities for... research shows this will increase a students motivation for learning. An interactive learning environment not only promotes in-depth learning but also increases students' motivation towards learning (Kester, Kirschner, & Corbalan, 2007).

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

We are in the process of furthering our progress with student engagement by continuing our work with student discrouse in class, increasing cross-curriucular integration and projects. We have increased our efforts to provide Tiered supports in the classroom setting to address learner need as well as created a differentiated Professional Development plan for the school year. The Diverse Learner staff has regular Grade Level meetings with the general education staff and we are finding ways to provide IEP/ 504 review and planning time for SECAs during the school day in order to maximize adherence to accomodations and modifications. 📌

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

All teacher teams have access to high quality curricular materials, with Grades K-5 using Skyline Foundations for reading instruction in conjunction with balanced literacy, Grades 6-8 using Skyline ELA, Grades 6-8 using Skyline with DESMOS Math. Grades k-5 are using Everyday Math again this year as we move toward a different math curriculum for the SY25 school year. Data on Star360 shows data points moving back to pre-pandemic levels in ELA and Math for grades 3-8. (ELA data for SY23 when compared to SY20 shows that the distribution of performance levels are closer together than in the previous two years) i-ready data shows a steady improvement through the year for students in Grades K-2 with students in Kinder and 1st showing the most gains. Our Rigor Walks for SY23 showed improvement with regard to Taxonomy level of standards and student work with some growth around lesson alignment. Pre-K shows growth ranging from 15- 30 point gain from Fall to Winter in all 6 domains.

What is the feedback from your stakeholders?

According to our 5Essentials Survey, the students indicated that there were opportunities to engage in high level learning but those opportunities were not presented daily. There were also very similar student response percentages for being challenged on a daily and almost daily basis on most questions. Family involvement and support had high scores from the staff while students scored this area a bit lower. This might be a reflection of the grade levels that take the survey as we have more parental involvement in the younger grades and the survey starts at 4th grade.

What student-centered problems have surfaced during this reflection?

Student centered problems: Students are not having the same experience that the teachers think they are providing. There is a disconnect between the levels of opportunity being planned and the levels being enacted - we need an increase in standard and activity alignments with higher levels of cognitive engagement.

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

We have already begun the selection process for a new Math curriculum for Grades K-5 that aligns with the EdReport rubric for High-Quality Instructional Materials. We have added the Skyline Foundations program as the core curriculum for Kinder-5th grade with Grades 6-8 already doing Skyline ELA instruction. In SY24, we will need to further refine science instruction to create a school-wide common curriculum as we increase fidelity of instruction across the school. We are seeing improvements in Star360 data for reading and math as a school but the data for student with diverse needs are showing slower growth than other demographics. In addition, male-identified Black students students have data reflecting a disconnect in assessment performance and classroom performance. Our efforts to increase schoolwide adoption of high quality curriculum and our CIWP priorities on Student Voice and Cross-curricular instruction are designed to remove barriers for our students.

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Resources:

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

[Determine Priorities Protocol](#)

Students...

will have access and opportunity to engage in high-level, rigorous instruction that is rooted in student discourse

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

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Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

will create learning plans and opportunities that reflect our student's experiences, creating space for student discourse and engagement with the material to be learned. We will align our lessons and assessments with standards and objectives that increase and encourage student productive struggle throughout the school day.

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

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What is your Theory of Action?

If we....

create more opportunities for student discourse across all subjects and classes, provide hands-on opportunities for student engagement in their own learning, and plan cross-curricular projects and instruction rooted in student experiences

Resources:


Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.
 Theory of Action is an impactful strategy that counters the associated root cause.

then we see....

an increase in student engagement and an increase in attendance with a decrease in off-task behaviors and infractions

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...

increased student achievement inside the classroom and throughout the school, transference of skills between different subject areas and an increase in student engagement in learning 

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Implementation Plan




Resources: 

Indicators of a Quality CIWP: Implementation Planning
 Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.
 Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.
 Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.
 Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.
 Action steps are inclusive of stakeholder groups and priority student groups.
 Action steps have relevant owners identified and achievable timelines.



Team/Individual Responsible for Implementation Plan 

Dates for Progress Monitoring Check Ins

Q1	9/20/23	Q3	3/7/24
Q2	12/20/23	Q4	5/23/24

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	Teachers will have evidence of student discourse, standard and objective alignment in lesson plans.	Classroom teachers	weekly	In Progress
Action Step 1	Weekly or bi-monthly feedback on lessons plans from administration	Administration	bi-monthly	Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Common planning and dedicated planning time during professional development days to create cross curricular projects and opportunities for students	Administration	weekly	In Progress
Action Step 1	Create a Professional Development calendar	Administration/ ILC/ ILT		Select Status
Action Step 2	Designate space during Professional developments for co-planning	Administration/ ILC/ ILT		Select Status
Action Step 3	ILT Summit attendance and Co-Labs Cycles for ILT	Administration/ ILC/ ILT		Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Differentiated Professional Development Plans			Select Status
Action Step 1	Creating a calendar of options for PD days and Flex Days	Administration/ ILC/ ILT		Select Status
Action Step 2	Providing time for staff to share information learned	Administration/ ILC/ ILT		Select Status
Action Step 3	Gallery walk on last Flex Day of learning- format to be determined	Administration/ ILC/ ILT/ staff		Select Status
Action Step 4	Professional Development dedicated to Student Discourse	Administration/ ILC/ ILT		Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	We anticipate working toward a more differentiated Professional Development plan that is co-designed by teachers/ teacher teams to address their individual development needs as well as creating a SECA professional development track for a personalized, targeted professional development experience that is relevant to the individual. 
SY26 Anticipated Milestones	We anticipate working toward a continuation of the differentiated professional development plan with teachers/ teacher teams creating inhouse PLCs to share and learn in community. 

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Goal Setting

Resources: 

Indicators of a Quality CIWP: Goal Setting
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

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

Performance Goals

Numerical Targets [Optional] 

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	SY24	SY25	SY26
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All reading/ ELA classes will have foundational reading skills built into the school day with evidence of student practice in lesson plans and exhibited in the classroom setting (rubrics for discussion, group project artifacts).	Yes	MTSS Academic Tier Movement	Overall	15%	60%	70%	90%
			Select Group or Overall				
All math classes will have evidence of student discourse and engagement activities in the lesson plans as well as exhibited within the classroom setting (rubrics for discussion, group project artifacts).	Yes	MTSS Academic Tier Movement	Overall	10%	60%	70%	90%
			Select Group or Overall				

Practice Goals

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

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

	SY24	SY25	SY26
C&I: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.	Students will take the cultivate survey to provide baseline data.	Cultivate data will be used to design and direct lessons and opportunities within the areas highlighted by students (subjects areas, modalities, in school versus out of school, etc.)	Student voice will be used throughout the school year to help create and enhance opportunities throughout the school day, after school and as a part of special events and programs.
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All classroom teachers in Grades K-5 will use Skyline Foundational Phonics curriculum as part of the regular instructional practice of the school day. Classroom teachers in Grade 6-8 will use Skyline Reading for core reading instruction with a focus on increasing relevant novels and projects based on student experiences. Grades K-5 will use Everyday Math as they begin to incorporate iReady Math for SY25, increasing the opportunities for students discourse during math. Grade 6-8 will use DESMOS and Skyline Math.	All classrooms will use High Quality curriculum across all subject areas with an increase in culturally-responsive materials being part of the core curriculum	All classrooms will use high quality curriculum with integrated projects reflecting student interest and multiple subjects areas (for example a project that incorporates Spanish and English cognates as part of a word study in ELA)
C&I:2 Students experience grade-level, standards-aligned instruction.	Lesson plans will be aligned to the CPS identified objectives that reflect appropriate levels of student productive struggle and opportunities for student discourse.	Lesson plans will reflect an understanding of Marzano's taxonomy with student engagement opportunities provided that are aligned to the stages of learning, moving the student from retrieval to analysis and utilization.	Lesson plans will reflect on-going project-based learning that is both relevant to student interest and incorporates multiple subject areas (for example using vocabulary from a geometry lesson to describe the work of an artist or a series of plays for a game in PE/ recess)

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SY24 Progress Monitoring

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
All reading/ ELA classes will have foundational reading skills built into the school day with evidence of student practice in lesson plans and exhibited in the classroom setting (rubrics for discussion, group project artifacts).	MTSS Academic Tier Movement	Overall	15%	60%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
All math classes will have evidence of student discourse and engagement activities in the lesson plans as well as exhibited within the classroom setting (rubrics for discussion, group project artifacts).	MTSS Academic Tier Movement	Overall	10%	60%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I: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.	Students will take the cultivate survey to provide baseline data.	Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All classroom teachers in Grades K-5 will use Skyline Foundational Phonics curriculum as part of the regular instructional practice of the school day. Classroom teachers in Grade 6-8 will use Skyline Reading for core reading instruction with a focus on increasing relevant novels and projects based on student experiences.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Lesson plans will be aligned to the CPS identified objectives that reflect appropriate levels of student productive struggle and opportunities for student discourse.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

The students who have barriers to accessing the T1 curriculum are provided MTSS in a T2 setting with the interventionist or their classroom teacher. These students made progress and, while not passing the core content area in a T1 setting their progress was enough to help close the gap.

What is the feedback from your stakeholders?

Teachers reported high levels of academic challenge and discussion levels with students but students reported that they do not feel a sense of academic personalism or rigor.

What student-centered problems have surfaced during this reflection?

We did not have an ELL teacher for our ENL students for the last year and we were short-staffed in our DL department so there were gaps in student services. Students were often without the support they needed to access the T1 curriculum.

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

We have hired an ELL teacher for students who are learning the English language. DL services will be scheduled prior to school starting to identify gaps in services. Students who need T2 and T3 services will continue to receive them.

[Return to Top](#) Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students reported feeling disconnected from school. (lack of personalism and rigor) and could exhibit behaviors that required more restorative measures than punitive measures.



Indicators of a Quality CIWP: Determine Priorities

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

[Return to Top](#) Root Cause

Resources:

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

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

As adults in the building, we...

need to know our students and their interests and using that information to become more intentional when planning for the learning and opportunities. Taking the knowledge obtained from student inventories along with data from assessments to create classroom environments where students show an increase interest, motivation, and engagement in learning.



Indicators of a Quality CIWP: Root Cause Analysis

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

[Return to Top](#) Theory of Action

What is your Theory of Action?

If we....

Start by providing all students with a needs assessment, school survey, and or a way to detail their school experiences that can be revised multiple times throughout the school year



Resources:

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices. Theory of Action is an impactful strategy that counters the associated root cause. Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics. Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)" All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see....

an increase in student data collection and implementation. The data collected will assist in making more informed decisions that are aligned with schoolwide practices (Provide on-going, embedded professional development on Tier 2 and 3 academic and behavioral interventions with a focus on restorative practices as needed per student's voice)



which leads to...

increased student engagement and achievement throughout the school day as well as an increase in student safety and sense of belonging.



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Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible. Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation. Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team. Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out. Action steps are inclusive of stakeholder groups and priority student groups. Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Behavioral Health Team/ Administration/ Classroom teachers

Dates for Progress Monitoring Check Ins

Q1	9/20/23	Q3	3/7/24
Q2	12/20/23	Q4	5/23/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Embedded professional development on Branching Minds	ILC/ Administration	October 2023	Select Status
Action Step 1	Provide time during grade level meetings to walk through the Branching Minds platform.	ILC/ Administration	October 2023	Select Status
Action Step 2	Provide time during grade level meetings to add students to Branching Minds platform.	ILC/ Administration	October 2023	Select Status
Action Step 3	Provide time during grade level meetings to update data in Branching Minds platform.	ILC/ Administration	October 2023	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Create a system for referring students to the BHT for behavior concerns that is understood by all staff	BHT	October 2023	Select Status
Action Step 1	Create/ update form	BHT	October 2023	Select Status
Action Step 2	Provide access to all staff members	BHT	October 2023	Select Status
Action Step 3	Provide professional development to all staff members	BHT	October 2023	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Review MTSS data quarterly and discuss students	ILC/ Classroom teachers	on-going	Select Status
Action Step 1	Set aside grade level meeting time for MTSS discussions	ILC/ Classroom teachers	on-going	Select Status
Action Step 2	Monitor Branching minds	Administration/ ILC	on-going	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Provide opportunities for Student Voice to heard throughout the school year			Select Status
Action Step 1	Provide students with BOY surveys	Classroom teachers		Select Status
Action Step 2	Administer the Cultivate survey	Classroom teachers		Select Status
Action Step 3	Administer the 5Essentials Survey	Classroom teachers		Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	We anticipate having all staff understand and be able to use Branching Minds to monitor and measure student progress growth. All staff will be able to apply the fundamentals of restorative practice and be able to provide students a calm re-entry, as needed.	
SY26 Anticipated Milestones	All classroom teachers will implement and use Branching Minds with fidelity as part of their classroom practice. Restorative and preventive behavior management will be a foundation of our behavior management systems.	

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Goal Setting

Resources:

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data). Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more). Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#). There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts. Goals are reviewed and adjusted with most-current data sources, including MOY and EOY. Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional]

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	SY24	SY25	SY26
Teachers will implement MTSS and data collect using Branching Minds for Reading interventions (current percentages are for teachers who are using the platform currently without Intervntionist)	Yes	MTSS Academic Tier Movement	Other [Specify]	5%	70%	80%	90%
			Select Group or Overall				
Teachers will implement MTSS and data collect using Branching Minds for Math interventions (current percentages are for teachers who are using the platform currently without Intervntionist)	Yes	MTSS Academic Tier Movement	Other [Specify]	5%	70%	80%	90%
			Select Group or Overall				

Practice Goals

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

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

	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Our practice goal is increased usage of Branching Minds throughout the school year, with 70% regular usage by June 2024 as measured by monitoring of Branching Minds.	Our practice goal is increased usage of Branching Minds throughout the school year, with 80% regular usage by November 2024 as measured by monitoring of Branching Minds.	Our practice goal is continued with AT LEAST 90% usage of Branching Minds with deliberate and planned conversations about student Tiered supports that provide for a streamlined system of movement for supports.
I&S:1 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.	Our practice goal is to create a streamlined system for documenting and collecting of data for MTSS.	Our practice goal is to use a streamlined system for MTSS data collection that provides consistent student and family engagement in the process of support.	Our practice goal is to have created a system that provides a streamlined system of data collection and supports that is responsive to student and family needs that is used schoolwide for academic and behavior interventions.
Select a Practice			

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SY24 Progress Monitoring

Resources: 📄

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Teachers will implement MTSS and data collect using Branching Minds for Reading interventions (current percentages are for teachers who are using the platform currently without Intervntionist)	MTSS Academic Tier Movement	Other [Specify]	5%	70%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Teachers will implement MTSS and data collect using Branching Minds for Math interventions (current percentages are for teachers who are using the platform currently without Intervntionist)	MTSS Academic Tier Movement	Other [Specify]	5%	70%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Our practice goal is increased usage of Branching Minds throughout the school year, with 70% regular usage by June 2024 as measured by monitoring of Branching Minds.	Select Status	Select Status	Select Status	Select Status
I&S:1 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.	Our practice goal is to create a streamlined system for documenting and collecting of data for MTSS.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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.
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
Yes	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

What are the takeaways after the review of metrics?

Parental involvement is a critical component of student success. Seeking ways to sustain the connection between home and school in middle school is imperative. Current LSC/ PTO middle school family members are interested in creating partnerships with incoming middle school families to help create more opportunities for parental involvement for our middle school families.

What is the feedback from your stakeholders?

Formalize a relationship with alumnae for additional opportunities and options. Promote opportunities for support and giving for donors/ alumnae/ community. Continue partnership with PTO and encourage further involvement. PTO has current partnerships that we can work to sustain and/ or build upon. Possibly reach out to University of Chicago for assistance with organizing data collection. Apply for grants from community organizations.

What student-centered problems have surfaced during this reflection?

Engaging Students across the curriculum Creating more robust opportunities for a student-centered learning to motivate students. . Problem-based learning (PBL) in mathematics . Being intentional about creating opportunities where students can work in groups to solve problems.

If teachers create more opportunities for... research shows this will increase a students motivation for learning. An interactive learning environment not only promotes in-depth learning but also increases students' motivation towards learning (Kester, Kirschner, & Corbalan, 2007).

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

We are in the process of furthering our progress with student engagement by continuing our work with student discourse in class, increasing cross-curricular integration and projects. We have increased our efforts to provide Tiered supports in the classroom setting to address learner need as well as created a differentiated Professional Development plan for the school year. The Diverse Learner staff has regular Grade Level meetings with the general education staff and we are finding ways to provide IEP/ 504 review and planning time for SECAs during the school day in order to maximize adherence to accomodations and modifications.

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

need more opportunities for engagement in the school day in authentic and cross curricular ways. They have expressed an interest in activities that provide a more robust school day and increase their use of skills learned in class to outside opportunities. Within the school day, it can be difficult to find the time and resources to create these opportunities and we need to expand our partnerships in order to provide these experiences.



Indicators of a Quality CIWP: Determine Priorities

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

Return to Top Root Cause

Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

are aware that our students need a well rounded and robust school experience, which requires additional opportunities beyond what we can provide in a school day. We continually work toward finding more ways for students to engage with the world around them to apply what they learn in class to realworld applications. Therefore, we are always looking for new ways to partner with outside agencies and programs to enrich the school day and the afterschool experience.



Indicators of a Quality CIWP: Root Cause Analysis

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

Return to Top Theory of Action

What is your Theory of Action?

If we....

partner with agencies and programs that offer opportunities we do not currently offer and we provide both in-school and OST programs for students



Resources:

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices. Theory of Action is an impactful strategy that counters the associated root cause. Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics. Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)" All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see...

an increase in a student engagement, achievement and attendance



which leads to...

an increase in student enjoyment and application of their learning.



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

Resources:

Indicators of a Quality CIWP: Implementation Planning
 Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.
 Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.
 Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.
 Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.
 Action steps are inclusive of stakeholder groups and priority student groups.
 Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan
 Administration, ILC, ILT

Dates for Progress Monitoring Check Ins
 Q1 9/20/23 Q3 3/7/24
 Q2 12/20/23 Q4 5/23/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Identify and create programs with partners for OST	OST Lead/ administration	September 11, 2023	In Progress
Action Step 1	Partnership with NextWave stem programs from Fall OST	OST Lead/ Administration	September 11, 2023	In Progress
Action Step 2	Renewal of partnership with Hyde Park Art Center for Fall OST	PTO/ ILC	September 11, 2023	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Increase knowledge of and applications to partner programs for classroom enrichment	Administration/ ILC	June 1, 2024	Not Started
Action Step 1	Create a shared folder for opportunity information	Administration/ ILC	December 31, 2023	Not Started
Action Step 2	Create a bulletin board for opportunities for staff	Administration/ ILC		Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Increase opportunities for students based on demographic, student voice and culturally relevancy.			Select Status
Action Step 1	Identify and coordinate programs that assist ENL learners with access to language and social engagement.			Select Status
Action Step 2	Identify and coordinate programs based on student interest (ie. chess, ASL, etc			Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Develop a mechanism for grant writing and funding/ support from community organizations as well as former alumnae for student support.			Select Status
Action Step 1	Share opportunities available in the community (University of Chicago, Museum of Science and Industry, etc)			Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 We anticipate having an increase in school partnerships, with both in class and out of class opportunities and experiences for students which will lead to increased student engagement during and after school.

SY26 Anticipated Milestones
 Creating a full day experience for students that addresses student interest and reflects the student bodies interests and needs.

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

Resources:

Indicators of a Quality CIWP: Goal Setting
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

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

Performance Goals

Numerical Targets [Optional]

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	SY24	SY25	SY26
Increase in students in priority groups participating in OST and sports programming	Yes	Enrichment Program Participation: Enrollment & Attendance	Students with an IEP	5%	15%	25%	33%
			Overall	11%	20%	30%	40%
Increase in teachers working with partnership programs to enhance student engagement during the school day.	Yes	Other	Overall	9%	15%	20%	25%
			Select Group or Overall				

Practice Goals

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

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

	SY24	SY25	SY26
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Increase partnerships in OST programming for the Fall and Spring Sessions. based on student interest	Create a calendar of options for the SY25 school year in advance of school starting to be shared with all stakeholders in advance of the program start date that reflects the student interest and need.	Create afterschool programming and special events that are aligned to student interest and reflect the student needs and have the dates, times and details available in multiple places for ease of access for all stakeholders.
P&E:3 School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Create student surveys for programming for the Spring Semester of programming to guide sessions.	Create a student survey with the Principal Advisory committee that provides student voice about options for in school and out of school opportunities as well as after school options for students	Create afterschool programming and special events that are aligned to student interest and reflect the student needs.
Select a Practice			

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SY24 Progress Monitoring

Resources: 📖

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase in students in priority groups participating in OST and sports programming	Enrichment Program Participation: Enrollment & Attendance	Students with an IEP	5%	15%	Select Status	Select Status	Select Status	Select Status
		Overall	11%	20%	Select Status	Select Status	Select Status	Select Status
Increase in teachers working with partnership programs to enhance student engagement during the school day.	Other	Overall	9%	15%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Increase partnerships in OST programming for the Fall and Spring Sessions.	Select Status	Select Status	Select Status	Select Status
P&E:3 School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Create student surveys for programming for the Spring Semester of programming to guide sessions.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					

Parent and Family Plan

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

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.

In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...

- Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)
- Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures
- Assure that funds impact the majority of parents or focus on parents with students most at academic risk
- Provide up to date monthly fund reports to PAC officers
- Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration
- Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support