

CIWP Team & Schedules

[Resources](#)

Indicators of Quality CIWP: CIWP Team

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

[CIWP Team Guidance](#)

Name	Role	Email
Christine Jabbari	Principal	cjabbari@cps.edu
Dana Schwarz	AP	dmschwarz@cps.edu
Meaghan Clark	Curriculum & Instruction Lead	maclark11@cps.edu
Whitney Orlow	ELPT	wbdetterbeck@cps.edu
Carolyn Kethireddy	Interventionist	cmheadrick@cps.edu
Barbara Foley	SEL Lead/ Counselor	ellange1@cps.edu
Lauren Bray	LSC Member/Parent/Teacher	ljimeniz@cps.edu
Emily Burns	Teacher Leader	emkeller@cps.edu
Jenna DeVoursney	Teacher Leader	jbdevoursney@cps.edu
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	4/24/23	6/1/23
Reflection: Curriculum & Instruction (Instructional Core)	5/4/23	6/23/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/4/23	6/23/23
Reflection: Connectedness & Wellbeing	5/4/23	6/23/23
Reflection: Postsecondary Success	5/4/23	6/23/23
Reflection: Partnerships & Engagement	5/4/23	6/23/23
Priorities	6/1/23	6/23/23
Root Cause	6/1/23	6/30/23
Theory of Acton	6/1/23	6/30/23
Implementation Plans	6/1/23	6/30/23
Goals	6/1/23	6/30/23
Fund Compliance	8/14/23	8/28/23
Parent & Family Plan	8/14/23	8/28/23
Approval	9/11/23	9/11/23

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	9/22/2023
Quarter 2	12/22/2023
Quarter 3	2/9/2024
Quarter 4	6/7/2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.
 Stakeholders are consulted for the Reflection of Foundations.
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
No	CPS High Quality Curriculum Rubrics All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	"Teachers pull from various curriculums and provide instruction to meet the needs of their students based on their professional opinion. We have been utilizing Envisions for Math, Lucy Calkins for ELA, and Amplify for Science. Teachers do not follow the curriculums with fidelity and need to supplement to meet their students needs. Diagnostic assessments are consistently used, however they are not used to drive instruction. They are used to measure student progress. Curriculum based assessments do not align vertically to the standards or curriculum. Teachers create their own assessments to check for understanding and mastery of concepts."	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math)
Partially	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction Students experience grade-level, standards-aligned instruction.	<p>What is the feedback from your stakeholders?</p> Curriculum is not vertically aligned making it difficult to keep concepts moving forward. Teachers spend a lot of time supplementing information. Academic Language is not used consistently among teachers which causes students to not fully understand concepts when moving from grade to grade. This also results in a lot of reteaching of lower standards to ensure mastery.	iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Yes	Powerful Practices Rubric Learning Conditions 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.	<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> We have adopted a new curriculum (Skyline). We did content team meetings in an attempt to align vocabulary and fluency. Universal Vocabulary has been attempted and continues to be a goal to ensure understanding as well as to support our EL students that are learning new vocabulary.	
Yes	Continuum of ILT Effectiveness Distributed Leadership The ILT leads instructional improvement through distributed leadership.		
Partially	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development 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	Assessment for Learning Reference Document Evidence-based assessment for learning practices are enacted daily in every classroom.		

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 are not set up for success. Our EL and Special Education students that typically struggle with vocabulary are having to relearn concepts year to year. It causes extra work for teachers to have to plan remedial lessons to meet the needs of the learners. Students spend more time reviewing concepts that have been taught, but not in a way that students can generalize skills to learn and expand their skills.





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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	MTSS Integrity Memo MTSS Continuum Roots Survey 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.	We have established teams that review data and set up plans for our students. Teachers collaborate on interventions to ensure students needs are being met. Structures are in place to monitor plan implementation. IEP plans continue to be developed to have higher quality with more information directly related to the students goals, strengths and weaknesses. EL students are placed in classrooms with EL endorsed teachers. EL endorsed teachers do not provide quality instruction to meet the students needs at this time.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Yes	MTSS Integrity Memo School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		Quality Indicators of Specially Designed Curriculum
Yes	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.	<p>What is the feedback from your stakeholders?</p> At times, teachers and staff build strong rapport with students and have the information about the students strengths and difficulties. This information does not always	EL Program Review Tool

			make it into the lessons plans. Teachers should spend the time to collaborate to meet the students needs
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	<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>IEP plans continue to be developed to have higher quality with more information directly related to the students goals, strengths and weaknesses.</p> <p>ELPT has been providing PD to teachers for embedding ESL within Unit Plans with Language. Due to teacher turnover, there are many teachers missing module professional development, and so we will be going through the professional development starting in SY24.</p> <p>Both efforts address barriers/obstacles for our student groups furthest from opportunity.</p>
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.		
<p>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.</p> <p>Implementation of proper EL Support in the classroom </p>			

[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 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Continue integrating SEL into curriculum.  Attendance program is needed to support students with chronic absenteeism	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<p>What is the feedback from your stakeholders?</p> CPS needs an approved vendor for an attendance intervention. 	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.		
<p>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.</p> <p>Chronic Absentism continues </p>			
		<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> Efforts are all teacher driven and not monitored. 	

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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)

References

What are the takeaways after the review of metrics?

Metrics

<p>Select Rating</p>	<p>An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).</p>	<p>College and Career Competency Curriculum (C4)</p>	<p>[takeaways reflecting most students; takeaways reflecting specific student groups]</p> <p>What is the feedback from your stakeholders? [feedback trends across stakeholders; feedback trends across specific stakeholder groups]</p> <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? [impact on most students; impact on specific student groups]</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p> <p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
<p>Select Rating</p>	<p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>	<p>Individualized Learning Plans</p>		
<p>Select Rating</p>	<p>Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).</p>	<p>Work Based Learning Toolkit</p>		
<p>Select Rating</p>	<p>Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).</p>			
<p>Select Rating</p>	<p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>	<p>ECCE Certification List</p>		
<p>Select Rating</p>	<p>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).</p>	<p>PLT Assessment Rubric</p>		
<p>Select Rating</p>	<p>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).</p>	<p>Alumni Support Initiative One Pager</p>		
<p>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.</p>				
<p>[problems experienced by most students; problems experienced by specific student groups]</p>				

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

<p>Yes</p>	<p>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.</p>	<p>Spectrum of Inclusive Partnerships</p>	<p>[takeaways reflecting most students; takeaways reflecting specific student groups]</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p>
<p>Partially</p>	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>	<p>Reimagining With Community Toolkit</p>		

Partially	<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>Student Voice Infrastructure Rubric</p>

What is the feedback from your stakeholders?

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

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

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

We need to develop a two way communication system for parents to provide feedback to school members to improve communication. 📝

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?

[impact on most students; impact on specific student groups] 📝

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

"Teachers pull from various curriculums and provide instruction to meet the needs of their students based on their professional opinion. We have been utilizing Envisions for Math, Lucy Calkins for ELA, and Amplify for Science. Teachers do not follow the curriculums with fidelity and need to supplement to meet their students needs.

Diagnostic assessments are consistently used, however they are not used to drive instruction. They are used to measure student progress. Curriculum based assessments do not align vertically to the standards or curriculum. Teachers create their own assessments to check for understanding and mastery of concepts."

What is the feedback from your stakeholders?

Curriculum is not vertically aligned making it difficult to keep concepts moving forward. Teachers spend a lot of time supplementing information.

Academic Language is not used consistently among teachers which causes students to not fully understand concepts when moving from grade to grade. This also results in a lot of reteaching of lower standards to ensure mastery.

What student-centered problems have surfaced during this reflection?

Students are not set up for success. Our EL and Special Education students that typically struggle with vocabulary are having to relearn concepts year to year. It causes extra work for teachers to have to plan remedial lessons to meet the needs of the learners. Students spend more time reviewing concepts that have been taught, but not in a way that students can generalize skills to learn and expand their skills.

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 adopted a new curriculum (Skyline). We did content team meetings in an attempt to align vocabulary and fluency.

Universal Vocabulary has been attempted and continues to be a goal to ensure understanding as well as to support our EL students that are learning new vocabulary.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

will have access to equitable and rigorous curriculum that is aligned to meet all students needs.



Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

do not have a curriculum that is implemented with fidelity which causes gaps in instruction and 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.

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Theory of Action

What is your Theory of Action?

If we....

implement Skyline with fidelity



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.

Resources:

then we see...

teachers utilizing universal language and academic vocabulary with built in scaffolding for EL and DL students






which leads to...
increased student performance and understanding of concepts. 

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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
ILT	Q1 9/22/2023 Q3 2/9/2024 Q2 12/22/2023 Q4 6/7/2024

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	By the start of SY24, teachers will create effective unit plans incorporating routines and universal vocabulary and language.	Teachers	Start of the school year	<input type="text" value="Select Status"/>
Action Step 1	Teachers attend training for Skyline Curriculum	Teachers	Prior to week 0	<input type="text" value="Completed"/>
Action Step 2	Teachers review previous data for incoming students to align to the learning objects	Teachers	Week 0	<input type="text" value="Completed"/>
Action Step 3	Teachers reflect upon student data in order to drive instruction and planning	Teachers, ILT		<input type="text" value="In Progress"/>
Action Step 4	Teachers work with teams (content or grade level) to map out desired results	Teachers/Teams/ILT		<input type="text" value="In Progress"/>
Action Step 5				<input type="text" value="Select Status"/>
Implementation Milestone 2	By the start of SY25, teachers will build and assess unit plan rubrics.	Principal/AP		<input type="text" value="Select Status"/>
Action Step 1	Teachers will create a rubric for unit plans.	Teachers, ILT		<input type="text" value="Select Status"/>
Action Step 2	Teachers will self assess a unit plan.	Teachers		<input type="text" value="Select Status"/>
Action Step 3	Content teams will asses each others unit plans and provide feedback.	Content Teams, Teachers		<input type="text" value="Select Status"/>
Action Step 4	Teachers will reflect and make changes accordingly.	Teachers		<input type="text" value="Select Status"/>
Action Step 5				<input type="text" value="Select Status"/>
Implementation Milestone 3				<input type="text" value="Select Status"/>
Action Step 1				<input type="text" value="Select Status"/>
Action Step 2				<input type="text" value="Select Status"/>
Action Step 3				<input type="text" value="Select Status"/>
Action Step 4				<input type="text" value="Select Status"/>
Action Step 5				<input type="text" value="Select Status"/>
Implementation Milestone 4				<input type="text" value="Select Status"/>
Action Step 1				<input type="text" value="Select Status"/>
Action Step 2				<input type="text" value="Select Status"/>
Action Step 3				<input type="text" value="Select Status"/>
Action Step 4				<input type="text" value="Select Status"/>
Action Step 5				<input type="text" value="Select Status"/>

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones 
Teachers will review/revise unit plans created using Skyline from SY24 using the rubric created in SY24. Teachers will revise with a new data set in mind to meet the needs of incoming students. Unit plans will include strategies for all learners including diverse learners and EL students.

SY26 Anticipated Milestones 
Teachers will review/revise the SY25 Skyline unit plans to identify any gaps in instruction. Teachers will review data to meet the needs all learners. Unit plans will include stratiefies and reflect SEL.

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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

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	Numerical Targets [Optional] 🏆		
					SY24	SY25	SY26
Within three years, 40% of Rogers will meet/exceed grade level expectations in math achievement.	No	IAR (Math)	Overall	29%	33%	35%	40%
	No	IAR (English)	Overall	41%	44%	47%	50%

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:2 Students experience grade-level, standards-aligned instruction.	Observations (admin pop ins, peer observations and network rigor walks) will be used to observe and see 100% of classrooms using the Skyline Curriculum and 100% of classrooms will have been observed using a range .	Observations (admin pop ins, peer observations and network rigor walks) will be used to observe and see 100% of classrooms using the Skyline Curriculum and 100% of classrooms will have been observed using a range .
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.		100% of plans will be standards-based from Skyline using high standards of rigor.	100% of plans will be standards-based from skyline using high standards of rigor, and reflect cultural responsiveness.	100% of plans will be standards-based from Skyline using high standards of rigor, reflecting cultural responsiveness and inclusivity.
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
Within three years, 40% of Rogers will meet/exceed grade level expectations in math achievement.	IAR (Math)	Overall	29%	33%	Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status
	IAR (English)	Overall	41%	44%	Select Status	Select Status	Select Status	Select Status
					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:2 Students experience grade-level, standards-aligned instruction.	Observations (admin pop ins, peer observations and network rigor walks) will be used to observe and see 100% of classrooms using the Skyline Curriculum and 100% of classrooms will have been observed using a range .	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.	100% of plans will be standards-based from Skyline using high standards of rigor.	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	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.
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
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?

We have established teams that review data and set up plans for our students. Teachers collaborate on interventions to ensure students needs are being met. Structures are in place to monitor plan implementation.

IEP plans continue to be developed to have higher quality with more information directly related to the students goals, strengths and weaknesses.

EL students are placed in classrooms with EL endorsed teachers. EL endorsed teachers do not provide quality instruction to meet the students needs at this time.

What is the feedback from your stakeholders?

At times, teachers and staff build strong rapport with students and have the information about the students strengths and difficulties. This information does not always make it into the lessons plans. Teachers should spend the time to collaborate to meet the students needs

What student-centered problems have surfaced during this reflection?

Implementation of proper EL Support in the classroom

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?

IEP plans continue to be developed to have higher quality with more information directly related to the students goals, strengths and weaknesses.

ELPT has been providing PD to teachers for embedding ESL within Unit Plans with Language. Due to teacher turnover, there are many teachers missing module professional development, and so we will be going through the professional development starting in SY24.

Both efforts address barriers/obstacles for our student groups furthest from opportunity.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

unit/lesson plans are not targeting language objectives for our EL learners



Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources:

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

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

As adults in the building, we...

are not implementing the best supports to meet our students needs



Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

Resources:

What is your Theory of Action?

If we....

improve our planning and integration of language targets




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....

staff working with our EL students to support their needs



which leads to...
higher quality instruction and higher language skills for these students. 

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




Resources: 

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


Team/Individual Responsible for Implementation Plan 

Dates for Progress Monitoring Check Ins

Q1	9/22/2023	Q3	2/9/2024
Q2	12/22/2023	Q4	6/7/2024

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	By the end of the 23/24 SY, 100% of teachers will plan and implement instruction that includes WIDA standards, language objectives, and model performance indicators using students' ELP and classroom assessments to inform scaffolds for access, improving EL outcomes on classroom assessments of standards mastery	ELPT, ILT, GLT	May	In Progress
Action Step 1	Build capacity of staff to understand Access test and scores, ELP levels, and WIDA terminology.	ELPT	August-September	In Progress
Action Step 2	Engage teams in analysis of Access data and application for collaborative planning for Units, including aligned language objectives	ELPT	August-September	In Progress
Action Step 3	Review structure of content blocks. Intentionally plan time for heterogenous groupings that will strategically build student proficiencies within the ESL framework.	ILT and GLTs	August-September	In Progress
Action Step 4	Identify key assessments in Unit plans and collaboratively modify for ELP levels	ELPT and GLT	ongoing	In Progress
Action Step 5	Use the CPS Instructional Equity Rubric for reviewing curriculum and practices for our English Learners, identifying areas for improvement and areas of current strength and adjusting plans to meet the criteria	ILT and GLTs	ongoing	In Progress
Implementation Milestone 2	By the end of the 23/24 SY, 100% of teachers will plan and implement instruction that includes research based instructional strategies to help accommodate and modify assessments and learning plans to inform scaffolds for access, improving DL outcomes on classroom assessments of standards mastery	LBS1 Team, social worker, ELPT	May	Not Started
Action Step 1	Build capacity of staff to understand IEP and 504 documents, aligned accommodations and modifications, and best practices to support Diverse Learners	LBS1s and RSP along with Gen. Ed. teachers	August-September	In Progress
Action Step 2	Engage teams in analysis of IEP and 504 plans and application for collaborative planning for Units, including accommodations and modifications within student tasks and assessments.			Not Started
Action Step 3	Ongoing updates when new documents become finalized.	LBS1s and	September and ongoing	
Action Step 4	Review structure of content blocks. Intentionally plan and implement time for heterogenous groupings that will strategically build student proficiencies within ESL framework.	ILT and GLTs	January	Not Started
Action Step 5	Identify key assessments in Unit plans and collaboratively modify for DL's	ELPT and GLT	ongoing	In Progress
Action Step 6	Use the CPS Instructional Equity Rubric for reviewing curriculum	ILT and GLTs	ongoing	In Progress
Implementation Milestone 3	n/a			Select Status
Action Step 1	Collaborative planning between teachers and social worker, reviewing 504s, including accommodations, implementation within lesson plans and student led conference on using their accommodation	social worker, GLTs	December, May	Not Started
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones We anticipate by SY25 that we will have 54% of teachers at Rogers ESL endorsed. 

SY26 Anticipated Milestones

We anticipate by SY25 that we will have 56% of teachers at Rogers ESL endorsed.

Return to Top **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Percentage of teachers that are ESL certified.	Yes	Other (certifications)	English Learners	50%	52%	54%	56%
			Select Group or Overall				
Percentage of students reaching proficiency on Access.	Yes	ACCESS	English Learners	4%	10%	12%	14%
			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:7 There are language objectives (that demonstrate HOW students will use language) across the content.	100% of teachers will have language objectives embedded in literacy and math by MOY. By EOY, 100% of teachers will be offering supports and specific EL strategies aligned to their language objectives.	100% of teachers will be offering supports and specific strategies aligned to their language objectives and ACCESS scores.	EL students are able to identify
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	75% of EL students are placed with an EL endorsed teacher in reading/math.	75% of EL students are placed with an EL endorsed teacher in reading/writing/math/ss/science.	90% of EL students are placed with an EL endorsed teacher in reading/writing/math/ss/science.

Return to Top **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
					Select Status	Select Status	Select Status	Select Status
Percentage of teachers that are ESL certified.	Other (certifications)	English Learners	50%	52%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Percentage of students reaching proficiency on Access.	ACCESS	English Learners	4%	10%	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
		Select Status	Select Status	Select Status	Select Status
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	100% of teachers will have language objectives embedded in literacy and math by MOY. By EOY, 100% of teachers will be offering supports and specific EL strategies aligned to their language objectives.	Select Status	Select Status	Select Status	Select Status

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress](#)
[Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#)

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

Inclusive & Supportive Learning Environment

I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	75% of EL students are placed with an EL endorsed teacher in reading/math.	Select Status	Select Status	Select Status	Select Status
		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"/>					

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.

Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	Our school is a Title I school operating a Schoolwide Program This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		
If Checked:	<input type="checkbox"/>	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.

\$1,344



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