CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the CPS Spectrum of Inclusive Partnerships (from the CPS Equity Framework).

Name ✍	Role ✍	Email ✍
Sarah Mertz	Inclusive & Supportive Learning Lead	smertz1@cps.edu
May Borges	Teacher Leader	mborges1@cps.edu
Matthew Baker	Principal	mebaker2@cps.edu
Shelley Nation	Connectedness & Wellbeing Lead	sjnation-watson@cps.edu
Jessica Taylor	Teacher Leader	jbtaylor@cps.edu
Kim Edwards-Anderson	Teacher Leader	kgedwards@cps.edu
Susan Montano	Teacher Leader	SMontano9@cps.edu
	Select Role	
	Select Role	
	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	7/19/23	
Reflection: Curriculum & Instruction (Instructional Core)	7/19/23	
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/19/23	
Reflection: Connectedness & Wellbeing	7/19/23	
Reflection: Postsecondary Success	8/1/23	
Reflection: Partnerships & Engagement	8/1/23	
Priorities	8/1/23, 8/14/23	
Root Cause	8/1/23	
Theory of Acton	8/14/23	
Implementation Plans		
Goals		
Fund Compliance		
Parent & Family Plan		
Approval		

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	
Quarter 2	
Quarter 3	
Quarter 4	

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	*Through the access of Skyline and creative curriculum we have access to high quality material. There are varying levels of implementation of the curriculum so students could access the grade level material.* ✍️	IAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction		IAR (English) / Rigor Walk Data (School Level Data) / PSAT (EBRW) / PSAT (Math) / STAR (Reading)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric / Learning Conditions	**What is the feedback from your stakeholders?** There is room for improvement in terms of the community aspect. Historically, the ILT has not been collaborative and there were not signs of distributive leadership. Beginning SY24-26, the ILT will represent a cross-section of teachers and school leaders. There is a desire amongst staff for ILT leads to distribute instructional prioirities at grade level meetings during common planning time. Teachers are seeking opportunities for more verticle alignment/intergration. There needs to be more intentional time for teachers to collaborate between grade levels and have regular time to set up universal systems of intervention. ✍️	STAR (Math) / iReady (Reading) / iReady (Math) / Cultivate / Grades / ACCESS
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		TS Gold / Interim Assessment Data
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan / ES Assessment Plan Development Guide / HS Assessment Plan Development		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** We currently have rigor walks, but the rigor walks were targeted to look at specific tasks: ie, student voice, objectives posted. There needs to be differentiation amongst grade levels. Rigor walks need to be developmentally appropriate. ✍️	

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.

Instructional priorities have been inconsistent and not implemented universally across all grade levels and classrooms with fidelity. ✍️

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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
No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo / MTSS Continuum / Roots Survey	Inconsistency around implementation of MTSS process. Historically this hasn't been done. With the implementation of creative scheduling, specials teachers will be pushing in to support teachers with interventions. Students do not receive consistent support with instruction. Teachers struggle to provide modifications to student work in collaboration with the diverse learners teachers. ✍️	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum / Roots Survey / ACCESS
		MTSS Integrity Memo		

					Metrics
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.				[MTSS Academic Tier Movement](#) [Annual Evaluation of Compliance (ODLSS)](#)
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	[LRE Dashboard Page](#)	**What is the feedback from your stakeholders?**		[Quality Indicators of Specially Designed Curriculum](#) [EL Program Review Tool](#)
			Our Diverse Learner team is completing IEPs which are developed by the team, the DL teachers implement them with fidelity but not always the home room teachers. ✍️		
Yes	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](#)	**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?**		
			EL students are being placed in classrooms with EL endorsed teachers but the tailored instructional services are not always provided, especially for tier 2 and above . ✍️		
Partially	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.

Having a road map on how to assist students who are at varying levels of ability. There needs to be a better screening service from the beginning to identify students who need additional support, and consistent school-wide MTSS practices (with continual support on how to track and monitor MTSS support). ✍️

Connectedness & Wellbeing

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	[BHT Key Component Assessment](#) [SEL Teaming Structure](#)	There are preexisting BHT culture and climate team but it doesn't represent the entire school. The SEL programs are available, but not being done with fidelity. During back to school PDs, we'll be looking at and discussing SEL objectives for the year. ✍️	[% of Students receiving Tier 2/3 interventions meeting targets](#) [Reduction in OSS per 100](#) [Reduction in repeated disruptive behaviors (4-6 SCC)](#) [Access to OST](#)
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			[Increase Average Daily Attendance](#) [Increased Attendance for Chronically Absent Students](#) [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** We offer after school programming, but it does not align with student learning. Student contracts are not consistent across all sports. About 70 students participate in after school programming. Strong menu of options, but there is varying levels of consistency across behavior or academic expectations. Student with extended absesnces or chronic absenteeism do not have a re-entry plan. ✍️	[Cultivate (Belonging & Identity)](#) Staff trained on alternatives to exclusionary discipline (School Level Data) [Enrichment Program Participation: Enrollment & Attendance](#)

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

Reduction in number of students with dropout codes at EOY |

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

There needs to be consistent behavioral policies ✍

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] ✍

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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
Select Rating	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	[takeaways reflecting most students; takeaways reflecting specific student groups] ✍	Graduation Rate

Program Inquiry: Programs/participation/attainment rates of % of ECCC

3 - 8 On Track

Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate

9th and 10th Grade On Track

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data) |
| Select Rating | Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). | Individualized Learning Plans | | |
| Select Rating | Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th). | Work Based Learning Toolkit | **What is the feedback from your stakeholders?**

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] ✍ | |
| Select Rating | 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). | | | |
| Select Rating | Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). | ECCE Certification List | | |
| Select Rating | There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). | PLT Assessment Rubric | **What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**

[impact on most students; impact on specific student groups] ✍ | |
| Select Rating | Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni). | Alumni Support Initiative One Pager | | |

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.

[problems experienced by most students; problems experienced by specific student groups] ✍

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Select Rating	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	[takeaways reflecting most students; takeaways reflecting specific student groups] ✍️	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)
Select Rating	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
Select Rating	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** [feedback trends across stakeholders; feedback trends across specific stakeholder groups] ✍️	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.

[problems experienced by most students; problems experienced by specific student groups] ✍️

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] ✍️

Partnership & Engagement

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.
Partially	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?

Through the access of Skyline and creative curriculum we have access to high quality material. There are varying levels of implementation of the curriculum so students could access the grade level material.

What is the feedback from your stakeholders?

There is room for improvement in terms of the community aspect. Historically, the ILT has not been collaborative and there were not signs of distributive leadership. Beginning SY24-26, the ILT will represent a cross-section of teachers and school leaders. There is a desire amongst staff for ILT leads to distribute instructional prioirities at grade level meetings during common planning time. Teachers are seeking opportunities for more verticle alignment/intergration. There needs to be more intentional time for teachers to collaborate between grade levels and have regular time to set up universal systems of intervention.

What student-centered problems have surfaced during this reflection?

Instructional priorities have been inconsistent and not implemented universally across all grade levels and classrooms with fidelity.

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 currently have rigor walks, but the rigor walks were targeted to look at specific tasks: ie, student voice, objectives posted. There needs to be differentiation amongst grade levels. Rigor walks need to be developmentally appropriate.

Determine Priorities

Resources: 🚀

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

Students...

Based on the propondernce of data reviewed by the team, there is a need for more streamlined approaches to curriculum, instruction and assessment to ensuring all students have regular access to a rigorous and engaging learning experience.

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Resources: 🚀

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

As adults in the building, we...

are in varying levels of understanding and implemeting Skyline curriculum. Additionally, there are not school-wide policies and procedures for what strong academic interventions look like in the classroom setting.

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

If we align our instructional and behavioral strategies around standards-aligned curriculum and MTSS-structures so that there is quality instruction and assessment and strong practices of implementing, monitoring and documenting interventions to support the academic and social emotional needs of students.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Curriculum & Instruction

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

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

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

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

then we see....

Then we will see educators consistently implementing standards-aligned curriculum, instruction, and assessment, and implementing streamlined approaches to behavior and academic interventions, and adjusting their instruction based on data. ✍️

which leads to...

Which leads to students showcasing increased mastery of grade level standards, students receiving targeted academic and behavioral interventions which will result in higher levels of student engagement and success as measured by the IAR assessment, internal unit summative assessments, and an increase in the Pathways of the Seal of Biliteracy success rate. ✍️

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 ✍️

Sabin Admin, ILT leads, MTSS leads

Dates for Progress Monitoring Check Ins

Q1		Q3	
Q2		Q4	

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100% of teachers effectively implementing Skyline curriculum	All Sabin educators, monitored by ILT leads	June 2024	In Progress
Action Step 1	All teachers are registered for Skyline Professional development	All Sabin educators, monitored by ILT leads	August 18, 2023	Completed
Action Step 2	Week 0 dedicated planning time for teachers implementing Skyline: Unpacking Unit 1	All teachers implementing Skyline	August 18, 2023	Completed
Action Step 3	Schedule grade level meeting time outside of principal grade level meeting	All Sabin educators, monitored by ILT leads	Weekly	Delayed
Action Step 4	Schedule first principal directed PD day around instructional/verticle alignment of Skyline implementation	Sabin admin, ILT leads	September 22, 2023	Select Status
Action Step 5	ILT members conduct classroom visits to observe, collect data, provid	ILT leads	Monthly	In Progress
Implementation Milestone 2	All teachers implement tier 1 interventions with fidelity and then support team lead tier 2 and 3 interventions	All Sabin educators, monitored by ILT leads		In Progress
Action Step 1	Identifying who is delivering Tier 2 and Tier 3 interventions	Sabin admin	September 22, 2023	In Progress
Action Step 2	Build master schedule that allows teachers release time to engage in meaningful tier 2 and 3 interventions	Sabin admin	Aug 21, 2023	Completed
Action Step 3	Train all teachers and interventionists on research-based intervention approaches and provide regular training to teachers and interventionists on the best approach to academic interventions	ILT leads		Select Status
Action Step 4	Identifying an intervention program with leveled resources and procedures to implement the intervention program, provide continual coaching and feedback on intervention implementation.	All Sabin educators, monitored by ILT leads		Select Status
Action Step 5	Review intervention data and how it's progressing as a school	ILT leads		Select Status
Implementation Milestone 3	100% of teachers implement Eureka Squared or Envision with fidelity	All Sabin educators, monitored by ILT leads	June 2024	Select Status
Action Step 1	All teachers receive training on Eureka Squared	All teachers	August 16th, 2023	Completed
Action Step 2				Select Status
Action Step 3	Schedule grade level meeting time outside of principal grade level meeting			Select Status
Action Step 4	Schedule first principal directed PD day around instructional/verticle alignment of Eureka Squared implementation			Select Status
Action Step 5	ILT members conduct classroom visits to observe, collect data, provid			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	100% of teachers implement Skyline and Eureka Math Squared. By SY25, 20% of students will have met and/or exceeded expectations on the IAR ELA assessment. By SY25, 15% of students will have met and or exceeded expectations on the IAR Math assessment. By SY25, 100% of Dual Language and/or EL 5th and 8th grade students will earn the Pathways to the Seal of Biliteracy.	✍️

Jump to...	Priority	TOA	Goal Setting	Progress
Reflection	Root Cause	Implementation Plan		Monitoring

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

Curriculum & Instruction

| SY26 Anticipated Milestones | 100% of teachers implement Skyline and Eureka Math Squared. By SY25, 25% of students will have met and/or exceeded expectations on the IAR ELA assessment. By SY25, 20% of students will have met and or exceeded expectations on the IAR Math assessment. By SY25, 100% of Dual Language and/or EL 5th and 8th grade students will earn the Pathways to the Seal of Biliteracy. | ✍️ |

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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
100% of teachers will implement Skyline and Eureka Squared with fidelity as measured by observational walk through data, student work review, student engagement data, review of internal assessmentsanaylsis of IAR data	Yes	IAR (Math)	English Learners	-17% (6/25): Approached expectations -34% (12/65): Partially met expectations 48% (17/25): Did			
			Select Group or Overall				
Increase the percent of students receiving Tier 2/3 interventions who are meeting targets to 85%. Increase the percent of English Languange Learner Students who are recieving Tier 2/3 interventions to at least 75%	Yes	MTSS Academic Tier Movement	Overall	-SY23 at BOY 76 students fell into the Urgent Intervention, of those 76 students 47%			
			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:5 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.	As measured by observational walk through data, student work review, student engagement data, review of internal assessmentsm anaylsis of IAR data		
C&I:4 The ILT leads instructional improvement through distributed leadership.	As measured by org chart, leaders of each instructional team, distributed approaches to leading GLT		
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
100% of teachers will implement Skyline and Eureka Squared with fidelity as measured by observational walk through data, student work review, student engagement data, review of internal assessmentsanaylsis of IAR data	IAR (Math)	English Learners	-17% (6/25): Approached		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

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

Curriculum & Instruction

Increase the percent of students receiving Tier 2/3 interventions who are meeting targets to 85%. Increase the percent of English Languange Learner Students who are recieving Tier 2/3 interventions to at least 75%

| | MTSS Academic Tier Movement | Overall | -SY23 at BOY 76 students | | 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:5 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.	As measured by observational walk through data, student work review, student engagement data, review of internal assessmentsm anaylsis of IAR data	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	As measured by org chart, leaders of each instructional team, distributed approaches to leading GLT	Select Status	Select Status	Select Status	Select Status
Select a Practice		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 =>

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

There are preexisting BHT culture and climate team but it doesn't represent the entire school. The SEL programs are available, but not being done with fidelity. During back to school PDs, we'll be looking at and discussing SEL objectives for the year.

What is the feedback from your stakeholders?

We offer after school programming, but it does not align with student learning. Student contracts are not consistent across all sports. About 70 students participate in after school programming. Strong menu of options, but there is varying levels of consistency across behavior or academic expectations. Student with extended absesnces or chronic absenteeism do not have a re-entry plan.

What student-centered problems have surfaced during this reflection?

There needs to be consistent behavioral policies

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?

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

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Determine Priorities

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

Students...

struggle with attendance. Last year we had an 87% attendance rate. There was a high number of disciplinary refferals in 21-22 . There was inconsistent implementation of SEL instruction across all classrooms

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top
Root Cause

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

As adults in the building, we...

have experienced inconsistent implementation of explicit SEL standards and inconsistent schoolwide behavioral expectations that result in student infractions., low attendance and students expressing disconnection to school as measured by 5 Essentials and the Cultivate Survey

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

If we engage in staff-wide learning about best practices for SEL integration, foster distributive leadership to create a strong BHT and CCT, strengthening climate and culture, and applying SEL and the conscious discipline framework

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Jump to...	Priority	TOA	Goal Setting	Progress
Reflection	Root Cause	Implementation Plan		Monitoring

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

Connectedness & Wellbeing

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....

Then we will see teachers planning, modeling and implementing tier 1 SEL lessons and through emphasizing SEL strategies embedded in our high quality curricular, in ways that respond to school-wide, classroom, and individual needs of staff and students.

which leads to...

Which leads to our school deeply fostering connectedness and wellbeing and improvement in student and staff social and emotional well-being as measured by a reduction in SCC infractions, increase in 5 Essentials Supportive Environment, increase in attendance and increase connectedness as measured by the Cultivate Survey

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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		Q3	
Q2		Q4	

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Build staff capacity around SEL instruction	Senior Leadersihp Team	ongoing	In Progress
Action Step 1	Send various members of the staff to conscious discipline training	Reps from ILT, BHT, CCT attended	ongoing	Completed
Action Step 2	Have that staff reteach what they learned through school level PD			Select Status
Action Step 3	Team building opportunities everytime we meet	Senior leadership team		In Progress
Action Step 4	All staff get trained on Second Step Curriculum	Counselor	9/13/2023	Not Started
Action Step 5	Monitor implementation of Second Step Curriculum			Select Status
Implementation Milestone 2	Master Schedule promotes universal SEL time for all teachers and classrooms			Completed
Action Step 1	Teacher trained on how to plan for SEL time on a weekly basis	All staff		Completed
Action Step 2	Provide coaching and resources for teachers to implement SEL time into their unit plans.	Counselor, senior leadership team		In Progress
Action Step 3	Establish quarterly check ins with teacher regarding implementation of SEL programs.	Senior leadership team		In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Establish support teams specifically for newcomer students, behavioral student needs that provide intensive explicit support.			Select Status
Action Step 1	Establish a BHT	Counselor, Social Worker		Completed
Action Step 2	Establish a newcomer welcome team	Security, ELPT, DL Coordinator, Admin		In Progress
Action Step 3	Provide training for all staff that covers understanding newcomer students and creating inclusive classroooms.			Select Status
Action Step 4	Create a care closet store to provide supports and establish the 6-8th graders that manage it under the guidance of an adult.	Entire school community		In Progress
Action Step 5	Provide support for newcomer parents through the BAC and CPS Parent University.	BAC, ELPT		In Progress
Implementation Milestone 4	Creating synergy between the monolingual and dual-language programs through comprehensive school-wide initiatives.	All staff		In Progress
Action Step 1	Culturally affirming monthly schoolwide celebrations.	All staff, BAC, PAC		In Progress
Action Step 2	Form an assembly team.			Select Status
Action Step 3	Common planning time for grade level teams	Principal		Completed
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	For SY 25, we will have verticle and horizontal alignment that promotes explicit SEL instruction, and also have a stronger culture of connection between our monolingual and dual language programs as measured by cross-curricular collaboration, student and staff activities and programs that bring dual language and monolingual students and staff together. Additionally, we will have established teams like newcomer support team, BHT, assembly team to proactively prepare to support these programs in SY25.	✍️

<div align="right"><i>Connectedness & Wellbeing</i> ✍️</div>

SY26 Anticipated Milestones	-Recieve exemplary SEL award from OSEL -Create opportunities to promote SEL and mindfulness amongst not just our students but families and communiy as well (more opportunities for philanthropic events) . -Maintain common planning time to promote collaboration amongst dual language team and monolingual team of teachers.

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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

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	Numerical Targets [Optional] ✍️		
					SY24	SY25	SY26
Increase schoolwide attendance to 90%	Yes	Increase Average Daily Attendance	Overall	87.60%			
			Select Group or Overall				
Reduce school wide SCC infractions by 10% from previous year	Yes	Select Metric	Overall	76 total infractions			
			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:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			
Select a Practice			
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 schoolwide attendance to 90%	Increase Average Daily Attendance	Overall	87.60%		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Reduce school wide SCC infractions	Select Metric	Overall	76 total infractions		Select Status	Select Status	Select Status	Select Status

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

Connectedness & Wellbeing

by 10% from previous year

Select Metric

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:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:	☑	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**
Complete IL-Empower Section below		This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.
If Checked:	☐	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).**
No action needed		**(Continue to Parent & Family Plan)**

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.

☑ The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).

☑ The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.

☑ Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

☑ Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

☑ Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to-four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.

☑ School Improvement Reports (SIR) are due on a triannual basis.

☑ Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.

☑ As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

☑ As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	**IAR (Math): 100% of teachers will implement Skyline and Eureka Squared with fidelity as measured by observational walk through data, student work review, student engagement data, review of internal assessmentsanaylsis of IAR data**	**English Learners**	-17% (6/25): Approached expectations -34% (12/65): Partially met expectations -49% (17/25): Did not meet expectations			
		Select Group or Overall				
Required Reading Goal	**MTSS Academic Tier Movement: Increase the percent of students receiving Tier 2/3 interventions who are meeting targets to 85%. Increase the percent of English Languange Learner Students who are recieving Tier 2/3 interventions to at least 75%**	**Overall**	-SY23 at BOY 76 students fell into the Urgent Intervention, of those 76 students 67% ended the year in urgent intervention.			
		Select Group or Overall				

Optional Goal Increase Average Daily Attendance: Increase schoolwide attendance to 90%

	87.60%			
Overall				
Select Group or Overall				

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**

Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

If Checked:

No action needed

☐ **Our school is a non-Title I school that does not receive any Title I funds.**
(Continue to Approval)

SCHOOL & FAMILY ENGAGEMENT POLICY

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

☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.

☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

☑ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

☑ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.

☑ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

☑ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.

☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

☑ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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

☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.

☑ The school will hold parent-teacher conferences.

☑ The school will provide parents with frequent reports on their children's progress.

☑ The school will provide parents reasonable access to staff.

☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

☑ The parents will support their children's learning.

☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

Matthew Baker ✍️

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