

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
Tenesha Hatter	Principal	tdhatter@cps.edu
Cha'Ron Bradley	Teacher Leader	cabradley@cps.edu
Cassandra Pollard	Curriculum & Instruction Lead	cpollard@cps.edu
Jose Rodriguez	LSC Member	jrodriguez63@cps.edu
Elizabeth Pate	Teacher Leader	bapate@cps.edu
Atrina Wynn	Support Staff	alwynn1@cps.edu
Sondrea Reddick	LSC Member	sondrea_reddick@yahoo.com
LaNedra Mitchell	Partnerships & Engagement Lead	lamitchell1@cps.edu
Maurice Miles	Parent	mauricemiles@gmail.com
Frederick Sykes	LSC Member	bigfred252001@yahoo.com
Maria Kittrell	Teacher Leader	mekittrell@cps.edu
	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	7/29/23	7/29/23
Reflection: Curriculum & Instruction (Instructional Core)	7/19/23	8/29/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/18/23	8/29/23
Reflection: Connectedness & Wellbeing	7/19/23	8/29/23
Reflection: Postsecondary Success	7/18/23	8/29/23
Reflection: Partnerships & Engagement	7/18/23	8/29/23
Priorities	7/17/23	8/29/23
Root Cause	7/17/23	8/29/23
Theory of Acton	7/17/23	8/29/23
Implementation Plans	7/17/23	8/29/23
Goals	7/17/23	8/29/23
Fund Compliance	8/4/23	8/29/23
Parent & Family Plan	8/4/23	8/29/23
Approval	8/30/23	9/1/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.

As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/6/2023
Quarter 2	11/1/2023
Quarter 3	2/1/2024
Quarter 4	4/1/2024

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

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
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed 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.	Powerful Practices Rubric Learning Conditions
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized 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

We utilize Skyline and IReady, which are both high-quality curricula. Last year, we adjusted the format of our small group instruction to incorporate the Gradual Release of Responsibility. We recognized that Skyline and IReady provided indirect instruction, and we needed to provide a model for our scholars. Therefore, we asked our teachers to incorporate a model when necessary for scholars. We provided year-wide professional development for teachers around supporting scholars at grade level. Last year, our small group instruction supported grade-level standards, and we will continue to deliver our small group instruction that way this year.

What is the feedback from your stakeholders?

At our EOY Data meeting, it was determined that we are continuing progress towards our goal. IAR data shows that our scholars progressed as they regained learning that was lost before COVID. IReady data showed growth from the BOY diagnostic to the EOY assessment. Scholars utilized personalized learning to promote and increase their learning. Evidence of individualized learning promotes a significant shift in student academic areas.

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?

Our related improvement efforts that are in progress have been ensuring that our scholars are accessing grade-level standards and skills, small group instruction, and multitiered academic and behavioral supports to meet the scholar's individual needs. This has led to our scholars improving in ELA and Math, as evident from our iReady and IAR data. We have recognized that our scholars performing two or more grade levels below their actual grade level need more support and are being addressed using our Interventionist, tutors, and personalized learning to address learning gaps.

- [IAR \(Math\)](#)
- [IAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment 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.

As we reflect on curriculum and instructional needs, we determined that the vital instructional movements should be data centered and focused. This would provide an increase in decision-making that directly impacts student learning opportunities. These opportunities will increase academic metrics, increase student discourse and increase student agency in their educational paths.

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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

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
		MTSS Integrity Memo

Although we have teams in place we are not disseminating the work and knowledge to all teams for implementation. Currently the MTSS team is the owner of the knowledge, which will be a shift in practice moving forward.

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
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
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

The feedback that we have received includes MTSS team needs to distribute the leadership (knowledge) to teacher leaders, which will build their capacity. 🍌

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?

ILT and MTSS teams have partnered to include our school-wide problem of practice to incorporate./include feedback. This will build the capacity of teacher leaders and teachers in order to support student achievement. Our instructional coach and DLCC partnership will support this work. 🍌

- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

What student-centered problems have surfaced during this reflection?

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

At the end of the year 2023, our attendance percentage reached 89%, which is a great achievement. However, we have identified a student-centered problem that needs to be addressed. We have noticed that the relationships between teachers and students are not as strong as we would like them to be. We believe that nurturing these relationships is essential for creating a positive learning environment in which students feel valued and supported. 🍌

[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	Our dedicated teams, BHT and CC, have demonstrated their strength and commitment in supporting our students' learning and attendance objectives. Their Tier 1 strategies have proven effective and are tailored to meet the unique needs of our scholars. However, we believe that there is always room for improvement and expansion. As such, we are actively exploring new and exciting opportunities to offer our students in areas such as dance, robotics, and tutoring. These additions will better align with our instructional priorities and provide even more ways for our students to achieve growth and success. During our reflection, we realized that we must improve our attendance support system for scholars who face chronic or extended absences. This will help ensure that they can continue their enrollment without any hindrances. 🍌	% 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
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
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.	What is the feedback from your stakeholders? We have carefully gathered feedback from our students via the cultivate survey, which has been focused on creating a student-centered academic environment. Additionally, we have taken into account the valuable input from our PAC and LSC teams, which will help us promote an inclusive atmosphere for all. Together, these inputs will guide us in our efforts to provide an exceptional academic experience for our students. 🍌	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance

Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		<p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</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>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>At the end of the year 2023, our attendance percentage reached 89%, which is a great achievement. However, we have identified a student-centered problem that needs to be addressed. We have noticed that the relationships between teachers and students are not as strong as we would like them to be. We believe that nurturing these relationships is essential for creating a positive learning environment in which students feel valued and supported.</p>		<p>Our school is working to reduce the number of absences among our scholars. We have created a team to keep track of attendance and take action when necessary. We are also developing our teachers to use Social and Emotional Learning strategies and cultivate strong connected relationships that will reach beyond the lesson to creating an inclusive learning environment. Our curriculum is taught effectively through Great First Teaching. Our aim is to increase our attendance, improve our instructional practices and increase student achievement.</p>	
<p>In addition, we have also identified a need for more opportunities for students to voice their opinions and be heard. This will help to promote agency and efficacy among our students, which is aligned with our academic culture. By creating more touchpoints for our students to share their thoughts and ideas, we can enhance their learning environment and help them to succeed.</p>			

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
No	<p>College and Career Competency Curriculum (C4)</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>Our school Counselor will lead the work with CPS Success Bound to ensure that our scholars are aware of college and career choices.</p>	<p>Graduation Rate</p> <p>Program Inquiry Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p>
Partially	<p>Individualized Learning Plans</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>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
Partially	<p>Work Based Learning Toolkit</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>What is the feedback from your stakeholders?</p> <p>We need to work on embedding postsecondary into our instructional practices. Currently the Counselor owns the work around postsecondary. We also need to consider expanding postsecondary beyond middle school. Scholars have voiced a desire to visit high schools and colleges. Counselor Mitchell is working to increase the number of college visits, she is currently the lead for the Network High School Fair.</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>
N/A	<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>		
N/A	<p>ECCE Certification List</p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		
N/A	<p>PLT Assessment Rubric</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>		
N/A	<p>Alumni Support Initiative One Pager</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>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>Scholars are working with Counselor Mitchell in the Success Bound platform to ensure that middle school scholars are thinking about life after elementary school and post-secondary. They are creating goals and discovering options that they will have in the near future.</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.

Scholars have voiced a desire to visit high schools and colleges. As a school we need to embed postsecondary into our school's instructional practices as well as highlight through the school community. We currently have college signs hanging throughout the school, however; they are not referenced for scholars to connect with the purpose of the signs and what they relate to.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<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>We have partnerships that potentially support the needs of our scholars and their families. We need to ensure that the partnerships are aligned to our priorities. Connectedness and wellbeing will include more student voice to determine the programs and partnerships that we will engage. Our CIS (Community In Schools) partnership includes priorities which allows the</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</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>What is the feedback from your stakeholders?</p> <p>No cost Mental health partnerships are limited in availability, to provide tier 3 supports in school for our scholars who have experienced trauma</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</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>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>Lack of consistent Tier 3 mental health support</p>		<p>We are relaunching our BHT (Behavior Health Team), providing a menu of interventions school-wide and leveraging our school-wide restorative practices.</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
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?

We utilize Skyline and IReady, which are both high-quality curricula. Last year, we adjusted the format of our small group instruction to incorporate the Gradual Release of Responsibility. We recognized that Skyline and IReady provided indirect instruction, and we needed to provide a model for our scholars. Therefore, we asked our teachers to incorporate a model when necessary for scholars. We provided year-wide professional development for teachers around supporting scholars at grade level. Last year, our small group instruction supported grade-level standards, and we will continue to deliver our small group instruction that way this year.

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Return to Top Determine Priorities

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

Students...

Student Agency: Our plan creates a more flexible classroom experience where our scholars are able to engage in meaningful educational pedagogy that promote student to student discourse, engage in meaningful learning opportunities that addresses learning loss and providing developmentally appropriate practice to promote high quality learning experiences that are inclusive and culturally responsive that impacts all students within our learning environments.



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...

are still learning how to use and implement indirect instruction that best fits the needs of our scholars. Skyline and IReady cause a learning curve for new teachers and scholars. Therefore, through our "Great First Teaching" components, we want scholars to take ownership of their learning. The district and our ILT provided professional learning throughout the year; however, teacher buy-in was low. We plan to differentiate our professional learning this year. We will focus on curricular concerns and collaborate to improve teacher practice monthly.



Resources:

[5 Whys Root Cause Protocol](#)

Indicators of a Quality CIWP: Root Cause Analysis

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

Return to Top Theory of Action

What is your Theory of Action?

If we....

use clear and relevant grade-level learning standards and provide regular responsive feedback that is aligned to Great First Teaching (GFT) - Planning, Strong- Start, Instruction Strategies, Student to Student discourse and feedback,



Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

strategic instructional methods that will increase Tier 1 on-track data, relevant and responsive core instructional identity which is leveraged to increase student ownership over their learning.



which leads to...

increased mastery in grade-level standards, student efficacy, and reduce the number of scholars needing Tier 2 and Tier 3 support. This will promote our vision of our scholars being critical thinkers who are confident, capable and compassionate in order to be motivated to strive for excellence.



[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

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/6/2023	Q3	2/1/2024
Q2	11/1/2023	Q4	4/1/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Implementation of Great First Teaching with Fidelity	Teachers	On-going	In Progress
Action Step 1	PD on Review of GFT Components	Pollard	Summer PD	Completed
Action Step 2	Planning - Lesson plans and GRR	Pollard	Week 0	Completed
Action Step 3	PD on GFT Components	ILT	Bi-Weekly	In Progress
Action Step 4	Leadership Book Study (Teach Like a Champion)	SLT	Bi-weekly	In Progress
Action Step 5				Select Status
Implementation Milestone 2				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
Implementation Milestone 3				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
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 Establish a culture of feedback through the use of the components of Great First Teaching

SY26 Anticipated Milestones Create a culture of feedback through the use of the components of Great First Teaching

[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
Decrease the number of scholars who require Tier 2 and Tier 3 services by improving Tier 1 instruction	Yes <input type="checkbox"/>	% of Students receiving Tier 2/3 interventions meeting targets	Overall <input type="text" value="15%"/>	15%			
			Select Group or Overall <input type="text"/>				
Provide authentic feedback to support scholars improvement and allow improved access to instructional strategies	Yes <input type="checkbox"/>	Learn, Plan, Succeed <input type="text"/>	Overall <input type="text" value="30%"/>	30%			
			Select Group or Overall <input type="text"/>				

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.

Identified Practices	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.	We will provide improved tier 1 instruction through the components of GFT. Teacher leaders will provide coaching to build capacity of teachers	We will provide improved tier 1 instruction through the components of GFT. Teacher leaders will provide coaching to build capacity of teachers	Decrease the number of scholars who are receiving Tier 2 and/or Tier 3 instruction
C&I:4 The ILT leads instructional improvement through distributed leadership.	Build capacity of SLT to build capacity of teachers and staff	SLT will lead work to impact teacher practice to impact student achievement	Strengthen coaching capacity of teacher leaders
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers will continue to utilize Skyline curriculum with fidelity	All teachers will continue to utilize Skyline curriculum with fidelity	All teachers will continue to utilize Skyline curriculum with fidelity

[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	Progress Monitoring			
					Quarter 1	Quarter 2	Quarter 3	Quarter 4
Decrease the number of scholars who require Tier 2 and Tier 3 services by improving Tier 1 instruction	% of Students receiving Tier 2/3 interventions meeting targets	Overall	15%		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Provide authentic feedback to support scholars improvement and allow improved access to instructional strategies	Learn, Plan, Succeed	Overall	30%		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices

SY24

Quarter 1

Quarter 2

Quarter 3

Quarter 4

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction				
Reflection	Root Cause	Implementation Plan								
C&I:2 Students experience grade-level, standards-aligned instruction.	We will provide improved tier 1 instruction through the components of GFT. Teacher leaders will provide coaching to build capacity of teachers				Select Status	Select Status	Select Status	Select Status		
C&I:4 The ILT leads instructional improvement through distributed leadership.	Build capacity of SLT to build capacity of teachers and staff				Select Status	Select Status	Select Status	Select Status		
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers will continue to utilize Skyline curriculum with fidelity				Select Status	Select Status	Select Status	Select Status		

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	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.
Partially	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?

Our dedicated teams, BHT and CC, have demonstrated their strength and commitment in supporting our students' learning and attendance objectives. Their Tier 1 strategies have proven effective and are tailored to meet the unique needs of our scholars. However, we believe that there is always room for improvement and expansion. As such, we are actively exploring new and exciting opportunities to offer our students in areas such as dance, robotics, and tutoring. These additions will better align with our instructional priorities and provide even more ways for our students to achieve growth and success. During our reflection, we realized that we must improve our attendance support system for scholars who face chronic or extended absences. This will help ensure that they can continue their enrollment without any hindrances.

What is the feedback from your stakeholders?

We have carefully gathered feedback from our students via the cultivate survey, which has been focused on creating a student-centered academic environment. Additionally, we have taken into account the valuable input from our PAC and LSC teams, which will help us promote an inclusive atmosphere for all. Together, these inputs will guide us in our efforts to provide an exceptional academic experience for our students.

What student-centered problems have surfaced during this reflection?

At the end of the year 2023, our attendance percentage reached 89%, which is a great achievement. However, we have identified a student-centered problem that needs to be addressed. We have noticed that the relationships between teachers and students are not as strong as we would like them to be. We believe that nurturing these relationships is essential for creating a positive learning environment in which students feel valued and supported.

In addition, we have also identified a need for more opportunities for students to voice their opinions and be heard. This will help to promote agency and efficacy among our students, which is aligned with our academic culture. By creating more touchpoints for our students to share their thoughts and ideas, we can enhance their learning environment and help them to succeed.

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?

Our school is working to reduce the number of absences among our scholars. We have created a team to keep track of attendance and take action when necessary. We are also developing our teachers to use Social and Emotional Learning strategies and cultivate strong connected relationships that will reach beyond the lesson to creating an inclusive learning environment. Our curriculum is taught effectively through Great First Teaching. Our aim is to increase our attendance, improve our instructional practices and increase student achievement.

Return to Top Determine Priorities

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

Students...
 according to the data from our cultivate and student engagement surveys we surmised that our scholars do not feel connected.

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...
 It's important for us to acknowledge and be aware of our own state of mind. By regulating our emotional state, we can improve our awareness of the environment around us. We need to become more nimble so that we can take a proactive approach to teaching and learning, which will benefit our school community as a whole. Providing different opportunities for students to learn and succeed is crucial. However, we've noticed that we sometimes struggle to connect with scholars because we've been suppressing our own social and emotional needs. It's important that we address this issue so that we can better connect with our students and help them reach their full potential.

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.

Return to Top Theory of Action

What is your Theory of Action?

If we....
 Continue to provide professional development to support adult self-efficacy and their social emotional roadblocks

Resources: [Indicators of a Quality CIWP: Theory of Action](#)
 Theory of Action is grounded in research or evidence based practices.

then we see....
Cultivated relationships that will show evidence of a conducive and nurturing learning environment an increase in the implementation of restorative practice when responding to scholars behaviors

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.

which leads to...
The connectedness and well- being of our scholars. This will also positively impact on achievement and attendance and ultimately the school community.

[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
Culture and Climate / BHT

Dates for Progress Monitoring Check Ins
Q1 10/6/2023 Q3 2/1/2024
Q2 11/1/2023 Q4 4/1/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Implementation of Restorative Practices	Staff	On-going	In Progress
Action Step 1	Conscious Discipline training	CD Trainer	8/17/23	Completed
Action Step 2	Culture and Climate Teacher leader led meetings	C/C Teacher leaders	On-going - starts 9/5/23	In Progress
Action Step 3	Cultivate survey	Culture and Climate Team	On-going	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Training on restorative practices	Staff	On-going	Select Status
Action Step 1	All Staff Summer PD	SLT	7/18/23	Completed
Action Step 2	All Staff Week 0 PD	SLT	8/15/23	Completed
Action Step 3	Monthly C/C focused PD (restorative practices)	Culture and Climate	8/15/23	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				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
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
Increase number of scholars who feel connected to at least one adult

SY26 Anticipated Milestones
All scholars are connected to at least one adult

[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
Increase the number of scholars who feel connected by 15%	Yes	Cultivate	Overall	15%			
			Select Group or Overall				
The majority of scholars are connected to at least one trusted adult	Yes	Cultivate	Overall	85%			
			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.

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.	Establish SEL embedded instruction into classroom practice	Increase SEL embedded instruction in classroom practice	Strengthen SEL embedded instruction in classroom practice
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Establish student-centered enrichment and OST programs	Increase student-centered enrichment and OST programs	Strengthen student-centered enrichment and OST programs
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Team and Culture and Climate teams will ensure that Tier 1 structures are in place for all scholars. Tier 2 and Tier 3 menu of interventions will be utilized by staff	Reduce the number of scholars needing Tier 2 and Tier 3 behavioral supports	Reduce the number of scholars needing Tier 2 and Tier 3 behavioral supports

[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
Increase the number of scholars who feel connected by 15%	Cultivate	Overall	15%		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
The majority of scholars are connected to at least one trusted adult	Cultivate	Overall	85%		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

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>
Reflection	Root Cause	Implementation Plan			

Connectedness & Wellbeing

C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Establish SEL embedded instruction into classroom practice	Select Status	Select Status	Select Status	Select Status
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Establish student-centered enrichment and OST programs	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Team and Culture and Climate teams will ensure that Tier 1 structures are in place for all scholars. Tier 2 and Tier 3 menu of interventions will be utilized by staff	Select Status	Select Status	Select Status	Select Status

Parent and Family Plan

If Checked:



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:



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.

Funds will be used to support families with SEL strategies, parenting skills and improving parent-teacher relations. We would like to continue our partnership with Doctoral moms in order to improve those skills that we began developing previously.



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