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 ✍
Turan Crockett	Principal	tccrockett@cps.edu
Brittany Tidwell	AP	batidwell@cps.edu
Anglense Jones	Curriculum & Instruction Lead	acjones@cps.edu
Zulekha Robinson	Teacher Leader	zpendleton@cps.edu
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Tarchinana Cochran	Connectedness & Wellbeing Lead	tmccrary@cps.edu
Vehyon Cartman	Postsecondary Lead	vocartman@cps.edu
Jonia Jackson	Partnerships & Engagement Lead	jjackson65@cps.edu
Nekita Britt	Teacher Leader	nsbritt@cps.edu
Jennifer Battee	Teacher Leader	jntucker1@cps.edu
Celeste Lao	Teacher Leader	cmlao@cps.edu
Otis Sistrunk	Connectedness & Wellbeing Lead	osistrunk@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	7/12/23	8/3/23
Reflection: Curriculum & Instruction (Instructional Core)	7/19/23	8/3/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/19/23	8/3/23
Reflection: Connectedness & Wellbeing	7/26/23	8/3/23
Reflection: Postsecondary Success	7/26/23	8/3/23
Reflection: Partnerships & Engagement	7/26/23	8/3/23
Priorities	8/2/23	8/17/23
Root Cause	8/2/23	8/17/23
Theory of Acton	9/7/23	9/7/23
Implementation Plans	9/7/23	9/7/23
Goals	9/7/23	9/7/23
Fund Compliance	9/13/23	9/13/23
Parent & Family Plan	9/13/23	9/13/23

Approval	9/13/23	9/13/23

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	10/27/2023
Quarter 2	12/13/2023
Quarter 3	3/13/2024
Quarter 4	5/29/2024

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](#)

[Return to Top](#)

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](#)	The ILT analyzed various data sets (On-Track, IAR, I-ready), and we found that the quantitative data did not represent the qualitative data. The team identified that the root cause was inconsistent implementation of rigorous grade level instruction. Many teachers do not feel confident to teach math content as the grade level increases. There are also inconsistent implementation of progress monitoring (using formative assessments) to gauge student learning to inform student progress towards mastery prior to summative assessment. Based on the 5E data, there is a need to strengthen teacher to teacher trust, which the team identified as the root cause to the lack of collaboratiion and cohesiveness throughout the classrooms. ✏️	[IAR (Math)](#) [IAR (English)](#) Rigor Walk Data (School Level Data) [PSAT (EBRW)](#) [PSAT (Math)](#) [STAR (Reading)](#) [STAR (Math)](#) [iReady (Reading)](#) [iReady (Math)](#) [Cultivate](#) [Grades](#)
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](#)	**What is the feedback from your stakeholders?** 5essentials display that ambitious instruction is trending upward and student discussion and teacher/teacher trust trending downward. Students took the BOY cultivate survey and began to highlight student voice, classroom community, and supportive learning as areas of work that we need to focus on. Parents and community stakeholders have become more willing to support students and the school community. They have asked for support in assisting them with supporting the curriculum demands for their student/s. We have several dates built out in the yearly calendar to support ELA and Math. ✏️	
Partially	The ILT leads instructional improvement through distributed leadership.	[Continuum of ILT Effectiveness](#) [Distributed Leadership](#)		

			ACCESS
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	TS Gold Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	

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

-Students already on grade level have little to no access to academic enrichment ✍️

-Students require more differentiation with an emphasis on acceleration instead of remediation

-Students require a variety of instructional practices to align to their individual learning styles and needs

-DL learners continue to perform lower than their peers

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?

To build a more collaborative school culture, the ILT consists of staff from various grade levels and content specialties. Through the ILT we will leverage distributed leadership to have grade band leads to support the instructional improvements that will take place. ✍️

-The ILT will be trained on coaching and establishing effective teams.

-Partnerships with iReady and the network will provide professional learning opportunities to build the staff's capactiy to provide rigourous grade level instruction that focuses on accleration and differentiation. --

-Building the staff's instructional capacity to teach grade level standards will provide an opportunity for various student groups to have more access to those standards.

-incorporating data cycle protocols and aligning professional learning time after BOY, MOY and EOY assessment cycles to analyze, interpret data and adjust instruction

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process for	MTSS Integrity Memo	As a school, we did not implement MTSS consistently and with fidelity in SY23 and we have begun this academic school year with ensuring that we have a robust MTSS plan that will be implements in SY24. We will need to ensure that all staff are ✍️	Unit/Lesson Inventory for Language Objectives (School Level Data)

Partially	implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	[MTSS Continuum](#) [Roots Survey](#)
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.	[MTSS Integrity Memo](#)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	[LRE Dashboard Page](#)
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	[IDEA Procedural Manual](#)
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	[EL Placement Recommendation Tool ES](#) [EL Placement Recommendation Tool HS](#)
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

trained, enter and implement protocols from branching minds. IEPs & DL students have benefitted from having a stable case manager and having all DL teachers return for this school year. We have planned monthly DL meetings and out ELPT is prepared to support our incoming EL students and teachers with PD opportunities.

What is the feedback from your stakeholders?

Teachers have appreciated students receiving access to their LRE. Having all DL teachers in place, this has allowed for more advocacy on behalf of our DL stduents by the DL team to be given more opportunities in an inclusive environment. Teachers are concerned about the usage of branching minds and its implications on the identification of students with diverse needs in SY24.

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?

In SY23, we did not have any students who classified as EL based on the screeners, but we had our ELPT prepared to assist and ensure that stduents were to be supported. Due to the change in our enviornment, we are concerned but preparing to support all students who enter our community.

[MTSS Continuum](#)

[Roots Survey](#)

[ACCESS](#)

[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.

MTSS was not being provided to students with fidelity based on their tiers and this impacted how instruction was delivered and received to students. There were missed opportunities to implement interventions and monitor those interventions in order to identify if it was successful or additional support was required. ✍️

Connectedness & Wellbeing

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](#)	BHT is led by our counselor team, teachers had the curriculum of second step and calm classroom, but did not utilize it with fidelity, all teachers utilize restorative practices and as a school we leverage the support of outside agencies to provide 1:1 therapy sessions for students in need. ✍️	[% 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](#)

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.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What is the feedback from your stakeholders?

In SY23 we were granted the opportunity to be able to identify OST opportunities for many of our stduents. This was built on one hour of individualized academic support and one hour of enrichment. As a school these opportunities for students can be more powerful with having teachers and staff be intentional with their time and how they support and identify students for the program. Students with chronic absenteeism are supported upon return and provided with individualized support that enables them to function.

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.

Does the staff feel equipped to incoporate intentional and appropriate interventions to students based on their indivudalized tier? How can branching minds track and help us monitor stduent needs? What a child is underperformming or requires tier 2 or tier 3 academic/social emotional support, does staff feel equipped to provide that to them?

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?

Maintianing a full-time interventionist that is a part of the ILT, who supports teacher learning around MTSS. Before/After school and dedicated cluster time that will provide trainings on branching minds and MTSS. Restorative practice trainings for students with diverse learning needs.

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
Partially	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)	School counselors assisted with ensuring success bound was being implemented in the classrooms, but teachers lacked clarity and the necessary tools to make sure that the curriculum was being adhered to. Students attend trips to colleges with the counselors. SY24 there are hopes that SB curriculum will be supported by the counselors in collaboration with the teachers. ✍️	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)
Partially	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		
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** Students, parents and teachers were not familiar with the process of goal setting, high school & college selectivity and post secondary opportunities for stduents. Many stakeholders expressed concern over how postsecondary work was communicated by the counselors as well as limited opportunities to support students in this process. ✍️	
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
	Industry Recognized Certification Attainment is	ECCE Certification List		

	Using the associated references, is this practice consistently implemented?	References
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	[PLT Assessment Rubric](#)
N/A	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, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

We have two new counselors who have already partnered up with a school that works effectively in this domain. As a school we have already begun the post secondary dicussions with parents and community stakeholders via the 8th grade expectations meeting as well as open house for all other grades. Our counselor team has devised a plan to support teachers and students by modeling lessons as well as monitoring student pathways.

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

Students struggled with self-advocacy, goal setting, data analysis and being able to explain the post secondary process and the importance of in regards to supporting them in their trajectory as well as decision making process.

Partnership & Engagement

[Return to Top](#)

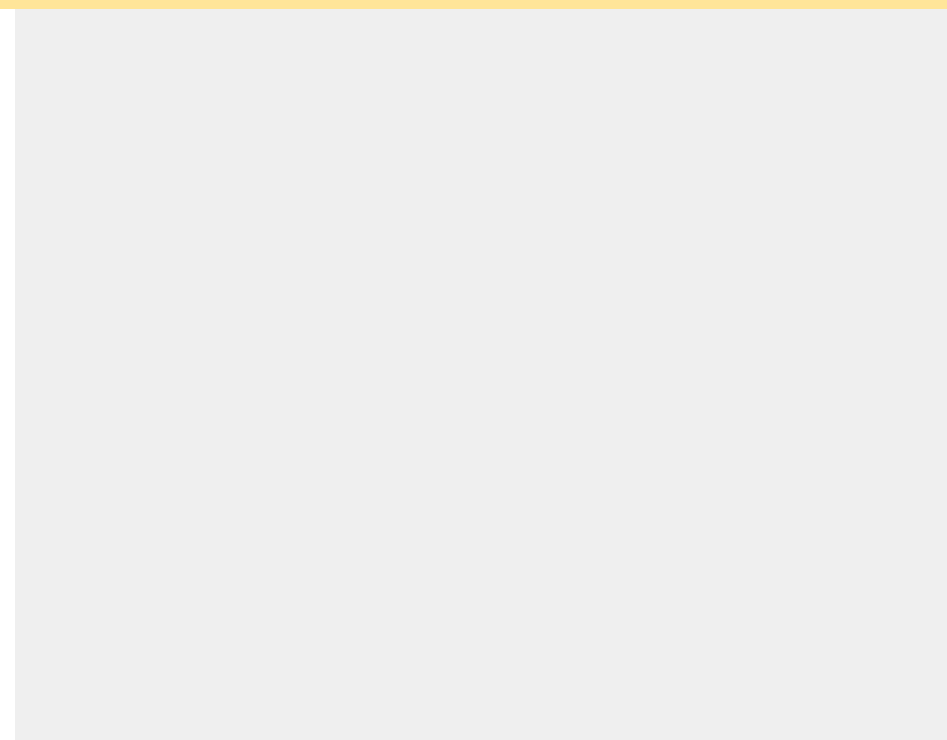| Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	[Spectrum of Inclusive Partnerships](#)	Smith privides easy to use two way communication methods for families and staff to engage. We utilized Smore for monthly newsletters, Remind app, weekly robo calls, weekly BAG reports and letters sent home via stduents. As a school, we are still working on repairing relationships with our commmity stakeholders and having them become a true partner.	[Cultivate](#) [5 Essentials Parent Participation Rate](#)

				5E: Involved Families
				5E: Supportive Environment
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) |
| Partially | 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 | | Formal and informal family and community feedback received locally. (School Level Data) |

What is the feedback from your stakeholders?

5essentials survey has shown that teacher-teacher trust & collaboration are decreasing. Teachers have shared that relationships between groups of teachers could be negative and communication has been lacking. Teachers have spoken to the thought that the school is segregated between primary and upper, thus impacting relationships as well as the lack of vertical planning due to the school schedule. Parents have been reluctant to volunteer at the school due to their own personal trauma and the lack of parent involvement. ✍️

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

Students have a sense of not being viewed as an active member of the school community. ✍️

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

We have formed an active student council that have been elected by their peers ✍️

Students on their own present to the entire school the week of events

Students still struggle with gaining the trust of staff to lead inniatives independently

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

As a school, we did not implement MTSS consistently and with fidelity in SY23 and we have begun this academic school year with ensuring that we have a robust MTSS plan that will be implements in SY24. We will need to ensure that all staff are trained, enter and implement protocols from branching minds. IEPs & DL students have benefitted from having a stable case manager and having all DL teachers return for this school year. We have planned monthly DL meetings and out ELPT is prepared to support our incoming EL students and teachers with PD opportunities.

What is the feedback from your stakeholders?

Teachers have appreciated students receiving access to their LRE. Having all DL teachers in place, this has allowed for more advocacy on behalf of our DL stduents by the DL team to be given more opportunities in an inclusive environment. Teachers are concerned about the usage of branching minds and its implications on the identification of students with diverse needs in SY24.

What student-centered problems have surfaced during this reflection?

MTSS was not being provided to students with fidelity based on their tiers and this impacted how instruction was delivered and received to students. There were missed opportunities to implement interventions and monitor those interventions in order to identify if it was successful or additional support was required.

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?

In SY23, we did not have any students who classified as EL based on the screeners, but we had our ELPT prepared to assist and ensure that stduents were to be supported. Due to the change in our enviornment, we are concerned but preparing to support all students who enter our community.

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

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

Inclusive & Supportive Learning Environment

Determine Priorities

[Return to Top](#)

Resources: 🚀

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

[Determine Priorities Protocol](#)

Students...

Students in tier 2 & 3 are not consistently provided with instructional intervention that would support them and could be measured thus impacting the tier 1 instruction that they receive ✍️

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

[Return to Top](#)

Resources: 🚀

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

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

As adults in the building, we...

struggle with releasing ownership and voice to our stduents. Though this is not done in a malicious way, our students struggle with self-advocacy, communication, and aren't regulalry included in the decision making of the school. ✍️

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

[Return to Top](#)

What is your Theory of Action?

Resources: 🚀

If we....

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

Inclusive & Supportive Learning Environment

Implement a school-wide framework that provides tiered support for students' academic and ✍
social-emotional needs

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.

then we see....

teachers providing effective core (Tier1) academic and behavioral supports for all students. ✍
For tier 2 &3 students, the teachers will implement research based academic and
social-emotional interventions that will captured (branching minds) and progress monitored
over time by teachers and staff.

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...

academically, students moving to the next index score quartile on the on-track matrix. For ✍
students receiving social-emotional support, there will be a decrease in student infractions
as a result of the support and interventions being provided.

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 ✍

MTSS TEAM

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	3/13/2024
Q2	12/13/2023	Q4	5/29/2024

SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1 — Establish criteria and strenghten teacher pracitces for Tier 1 academic and social emotional learning interventions	ILT, MTSS, BHT	ongoing	In Progress

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

Inclusive & Supportive Learning Environment

Action Step 1	Create dedicated learning time on PDs that incorporate building teacher capacity with regards to the branching Minds platform	Admin Team	ongoing	Not Started
Action Step 2	Provide professional development on tier 1 (Core) instructional and social emotional supports	Admin Team, BHT	ongoing	In Progress
Action Step 3	Develop an evaluation system to monitor the progress and effectiveness of MTSS tiered supports.	MTSS Team	10/27	Not Started
Action Step 4	Develop Tier 1 instruction and SEL look fors to develop cohesive school practices	MTSS Lead, ILT, BHT	9/22	In Progress
Action Step 5	Develop MTSS progress monitoring schedule via school-wide calendar	MTSS Lead Jones	9/27	Not Started
Implementation Milestone 2	Establish criteria for identifying Tier 2 and Tier 3 students	MTSS, BHT	9/22	Not Started
Action Step 1	Provide professional development on Branching Minds MTSS documentation training	MTSS Lead Jones	9/27	Not Started
Action Step 2	Build bank of exmplars for academic and social emotional learning interventions	MTSS BHT Team	10/27	Not Started
Action Step 3	Develop an evaluation system to monitor the progress and effectiveness of MTSS tiered supports	MTSS Lead Jones	10/27	Not Started
Action Step 4	Implement School-wide MTSS schedule school-wide	MTSS Lead Jones	10/27	Not Started
Action Step 5	Implement class structures to support Tier 2/3 students e.g. small group, tutoring	Teacher Teams	10/27	In Progress
Implementation Milestone 3	Support Tier 2 & Tier 3 students	Tutors, Interventionists, Teacher Teams	ongoing	Not Started
Action Step 1	identify and store exemplars for tier 2 & tier 3 social emotional learning interventions	MTSS Lead Jones	3/13	Not Started
Action Step 2	Identify and store exemplars for tier 2 & tier 3 academic interventions	MTSS Lead Jones	3/13	Not Started
Action Step 3	Create, design and monitor a plan for students who meets Tier 2 and Tier 3 intervention criteria	MTSS/BHT Team	11/17	Not Started
Action Step 4	Provide PD to teachers on how to use the Branching Minds tool regularly to record interventions and measure the effectiveness of the strategies.	MTSS Lead Jones	Monthly	Not Started
Action Step 5	Identify students off track e.g., due to low attendance and or poor course performance and provide intensive supports to address root causes of why students have low grades and or poor attendance.	Admin, BHT	weekly	In Progress
Implementation Milestone 4	Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy	BHT	ongooing	Not Started

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

Inclusive & Supportive Learning Environment

Action Step 1	Provide PD to teachers on how to develop student PLP, goals and interventions	BHT	ongoing	Not Started
Action Step 2	Communicate with parents re: student tier and supports provided	MTSS/BHT	ongoing	Not Started
Action Step 3	Students actively particpate in data analysis and personal goal development	Teacher teams, MTSS Team	weekly	Not Started
Action Step 4	implement school-wide the use the Branching Minds tool regularly to record interventions and measure the effectiveness of the strategies.	Teacher Teams, MTSS Team, Tutor Corps	Monthly	Not Started
Action Step 5	Develop tier 2 & tier 3 indicators based on IAR/Star/iReady data	MTSS Lead Jones	ongoing	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Developing a tracking system that allows for us to monitor tier 2&3 student intervention progress throughout their tenure at Smith.	✍️
SY26 Anticipated Milestones	increasing teacher capacity in strong tier 1 instruction, thus reducing the amount of tier 2 & tier 3 students who require more intensive support and interventions	✍️

[Return to Top](#)

Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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] ✍️

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

Inclusive & Supportive Learning Environment

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
Increase the number of AA male students in grades 3-8 on-track	Yes	3 - 8 On Track	African American Male	42			
			Overall	42			
Increase the number of AA female students in grades 3-8 on-track	Yes	3 - 8 On Track	African American Female	56			
			Overall	56			

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Develop MTSS team that regularly meets with a clear agenda, updates and next steps. We will measure this by monitoring the meeting cycles and membership participating	MTSS team will regularly participate in grade level meetings to provide updates and profesisonal learning opportunties. We will measure this by monitoring participation in grade level meetings	MTSS team will develop a MTSS profile/binder to support teachers and parents. We will be able to monitor usage of suggestions within the profile that will enable MTSS team members to focus in on ensuring MTSS is being provided.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	MTSS will identify school-wide dedicated SEL time that can be monitored for implementation. We will measure this by the amount of classrooms that provide SEL opportunities for stduents during their dedicated times	Clinicians will readily provide tier 1 healing centered supports to students. This will be monitored via branching minds and school-wide data catcher	Clinicians will provide PD opportunities for teachers and staff that allows for them to be able to include SEL via the SEL curriculum. This will be monitored via school walk throoughs during SEL time to monitor implementation and effectiveness.
Select a Practice			

Inclusive & Supportive Learning Environment

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 the number of AA male students in grades 3-8 on-track	3 - 8 On Track	African American Male	42		On Track	*Select Status*	*Select Status*	*Select Status*
		Overall	42		On Track	*Select Status*	*Select Status*	*Select Status*
Increase the number of AA female students in grades 3-8 on-track	3 - 8 On Track	African American Female	56		On Track	*Select Status*	*Select Status*	*Select Status*
		Overall	56		On Track	*Select Status*	*Select Status*	*Select Status*

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Develop MTSS team that regularly meets with a clear agenda, updates and next steps. We will measure this by monitoring the meeting cycles and membership participating	Limited Progress	*Select Status*	*Select Status*	*Select Status*
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	MTSS will identify school-wide dedicated SEL time that can be monitored for implementation. We will measure this by the amount of classrooms that provide SEL opportunities for stduents during their dedicated times	On Track	*Select Status*	*Select Status*	*Select Status*
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

Curriculum & Instruction

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?

The ILT analyzed various data sets (On-Track, IAR, I-ready), and we found that the quantitative data did not represent the qualitative data. The team identified that the root cause was inconsistent implementation of rigorous grade level instruction. Many teachers do not feel confident to teach math content as the grade level increases. There are also inconsistent implementation of progress monitoring (using formative assessments) to gauge student learning to inform student progress towards mastery prior to summative assessment. Based on the 5E data, there is a need to strengthen teacher to teacher trust, which the team identified as the root cause to the lack of collaboratiion and cohesiveness throughout the classrooms.

What is the feedback from your stakeholders?

5essentials display that ambitious instruction is trending upward and student discussion and teacher/teacher trust trending downward. Students took the BOY cultivate survey and began to highlight student voice, classroom community, and supportive learning as areas of work that we need to focus on. Parents and community stakeholders have become more willing to support students and the school community. They have asked for support in assisting them with supporting the curriculum demands for their student/s. We have several dates built out in the yearly calendar to support ELA and Math.

What student-centered problems have surfaced during this reflection?

-Students already on grade level have little to no access to academic enrichment

-Students require more differentiation with an emphasis on acceleration instead of remediation

-Students require a variety of instructional practices to align to their individual learning styles and needs

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?

To build a more collaborative school culture, the ILT consists of staff from various grade levels and content specialties. Through the ILT we will leverage distributed leadership to have grade band leads to support the instructional improvements that will take place.

-The ILT will be trained on coaching and establishing effective teams.

-Partnerships with iReady and the network will provide professional learning opportunities to

-DL learners continue to perform lower than their peers

-group work, partner work and student discourse varies by classroom

build the staff's capactiy to provide rigourous grade level instruction that focuses on accleration and differentiation. --

-Building the staff's instructional capacity to teach grade level standards will provide an opportunity for various student groups to have more access to those standards.

-incorporating data cycle protocols and aligning professional learning time after BOY, MOY and EOY assessment cycles to analyze, interpret data and adjust instruction

-instructional coaching cycles (planning, observation, feedback) with teachers

Determine Priorities

Return to Top

Resources: 🚀

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

[Determine Priorities Protocol](#)

Students...

are inconsistently engaging in productive struggle, challenging and quesitoning each other, and inconsistent in productively engaging in teams.

✍️

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

Return to Top

Resources: 🚀

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

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

As adults in the building, we...

do not have a shared understanding of the Rigor walk rubric, having varying levels of proficiency with engaging students in productive struggle, different expectations and norms around classroom discussion and varied levels of explicit teaching of student collaboration skills and group work norms.

✍️

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

Return to Top

Curriculum & Instruction

What is your Theory of Action?

If we....

provide professional development to teachers on the Rigor Walk Rubric, productive struggle and shared strategies and expectations around student to student discourse ✍️

then we see....

more effective collaborative group work, students engaging in productive struggle, more student to student discourse, group discussions with the teacher as facilitator, student to student assessment and student self assessment. ✍️

which leads to...

Growth as measured by iReady & Star360 assessments and IAR and improvements to our rigor walk data ✍️

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.

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 ✍️

ILT

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	3/13/2024
Q2	12/13/2023	Q4	5/29/2024

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

Curriculum & Instruction

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	Create a professional learning (PL) plan centered on rigor rubric metrics through the teaching and learning cycle	Admin Team, ILT	9/22	In Progress
Action Step 1	Create dedicated learning time on full day PDs to revisit CPS instructional core, targeted universalism and rigor walk rubric	Admin Team	ongoing	In Progress
Action Step 2	Create dedicated learning time in grade level clusters for teaching and learning cycle centered on Question 5 of Rigor Rubric tool	ILT	10/27	In Progress
Action Step 3	https://docs.google.com/forms/d/e/1FAIpQLScE1Z6HU0qjzpVavrK85GMP1RuTgKeDkEzh5dvC6up4BzHSzw/viewform?usp=sf_link for all teachers to identify strengths and areas for focus based on Rigor Walk Rubric, identify trends in grade level focus areas	ILT	10/27	In Progress
Action Step 4	Create resource bank for all areas of focus	Battee	10/27	In Progress
Action Step 5	Create agendas with learning cycles for each grade level team	Jones	10/27	In Progress
Implementation Milestone 2	Grade level teams utilize the teaching and learning cycle to embed instructional practices aligned to their area of focus for the Rigor Walk Rubric tool.	ILT	12/13	Not Started
Action Step 1	ILT leads utilize survey data to identify a focus area for grade level learning	ILT	8/18	Completed
Action Step 2	ILT leads begin to research and bank resources for their priority area	ILT	10/27	Not Started
Action Step 3	ILT leads create agendas that include learning/norming on an instructional practice tied to their focus area of #5 on Rigor Walk Tool, scheduled time to enact the practice and reflection time on implementation	ILT	ongoing	Not Started
Action Step 4	Instructional Coaching for 1st -3rd year teachers focus on setting up small groups, partner work and productive struggle through questioning and discussion	ILT Members	ongoing	In Progress
Action Step 5				*Select Status*
Implementation Milestone 3	Grade Level teams review data from team meetings and STAR/iReady/IAR assessment data regularly to adjust instructional strategies or implementation	Admin Team	Monthly	In Progress
Action Step 1	Schedule data cycle meetings in PL calendar in cadence with BOY, MOY, EOY STAR assessments and BOY PD utilizing IAR data from SY23	Admin Team, ILT	Ongoing	In Progress
Action Step 2	Create data analysis protocols for use in clusters for data PLs	Admin, BHT	10/27	Not Started
Action Step 3	Utilize Looking at Student work protocols as part of the learning cycle in grade level agendas	ILT	12/13	Not Started

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

Curriculum & Instruction

Action Step 4	Complete a reflection survey each quarter to analyze progress towards grade level goal	ILT	10/27	Not Started
Action Step 5	Review progress towards Rigor Rubric Goal in grade level teams and adjust grade level PL goal if needed	ILT	ongoing	Not Started
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	Professional learning on teachers monitoring and tracking evidence of students meeting the learning target (rigor rubric #6) Explicit teaching of learning standards and criteria for success for students Teaching and Learning Cycles to identify growth areas and implementation gaps	✍️
SY26 Anticipated Milestones	Professional learning on student to student assessment and feedback. Explicit teaching of learning standards and criteria for success for students Teaching and Learning Cycles to identify growth areas and implementation gaps	✍️

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 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

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

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

Curriculum & Instruction

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	Numerical Targets [Optional] ✍		
					SY24	SY25	SY26
By SY26 Students who were identified as did not meet on IAR ELA will decrease from 39% to 20% in grades 3-8	Yes	IAR (Math)	African American	39	30		
			Overall	39	30		
By SY26 Students who were identified as did not meet on IAR Math will decrease from 51% to 25% in grades 3-8	Yes	% of Students receiving Tier 2/3 interventions meeting targets	African American	51	41		
			Students with an IEP	51	41		

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:4 The ILT leads instructional improvement through distributed leadership.	ILT will develop cycles of inquiry based on results of school wide walk throughs utilizing the prescribed instructional rubrics	ILT will provide learning opportunities for teachers and staff arond the focus area(s) of the learning walk rubric.	ILT will monitor learning that was provided and led by the team that will allow for ILT to monitor implementation, provide feedback and identify trends

Select a Practice

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
By SY26 Students who were identified as did not meet on IAR ELA will decrease from 39% to 20% in grades 3-8	IAR (Math)	African American	39	30	No Progress	*Select Status*	*Select Status*	*Select Status*
		Overall	39	30	No Progress	*Select Status*	*Select Status*	*Select Status*
By SY26 Students who were identified as did not meet on IAR Math will decrease from 51% to 25% in grades 3-8	% of Students receiving Tier 2/3 interventions meeting targets	African American	51	41	No Progress	*Select Status*	*Select Status*	*Select Status*
		Students with an IEP	51	41	No Progress	*Select Status*	*Select Status*	*Select Status*

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT will develop cycles of inquiry based on results of school wide walk throughs utilizing the prescribed instructional rubrics	Limited Progress	*Select Status*	*Select Status*	*Select Status*

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

Curriculum & Instruction

			Select Status	*Select Status*	*Select Status*	*Select Status*
Select a Practice			*Select Status*	*Select Status*	*Select Status*	*Select Status*

Partnership & Engagement

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

What are the takeaways after the review of metrics?

Smith privides easy to use two way communication methods for families and staff to engage. We utilized Smore for monthly newsletters, Remind app, weekly robo calls, weekly BAG reports and letters sent home via stduents. As a school, we are still working on repairing relationships with our commuity stakeholders and having them become a true partner.

What is the feedback from your stakeholders?

5essentials survey has shown that teacher-teacher trust & collaboration are decreasing. Teachers have shared that relationships between groups of teachers could be negative and communication has been lacking. Teachers have spoken to the thought that the school is segregated between primary and upper, thus impacting relationships as well as the lack of vertical planning due to the school schedule. Parents have been reluctant to volunteer at the school due to their own personal trauma and the lack of parent involvement.

What student-centered problems have surfaced during this reflection?

Students have a sense of not being viewed as an active member of the school community.

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

We have formed an active student council that have been elected by their peers

Students on their own present to the entire school the week of events

Students still struggle with gaining the trust of staff to lead inniatives independently

Partnership & Engagement

Determine Priorities

[Return to Top](#)

Resources: 🚀

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

[Determine Priorities Protocol](#)

Students...

report that they are disconnected from the school. They voice that that they lack decision making and overall impact in how the school progresses. This is evident in cultivate data and 5essentials responses from students. ✍️

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

[Return to Top](#)

Resources: 🚀

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

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

As adults in the building, we...

Strggle with allowing students voice and leadership opportunities within the school. This struggle is not one where the attempts are to limit student voice, but to maintain order and compliance. ✍️

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

[Return to Top](#)

What is your Theory of Action?

Resources: 🚀

If we....

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

Partnership & Engagement

Incorporate a student voice committee that includes 6th, 7th and 8th grade students with adult supervision and guidance that will give them the opportunity ti develop leadership compentencies by working collaboratively in a team setting where they will actively organize and coordinate school activities, voice their concerns and contribute to the student body welfare in effort to improve student experiences at school.

then we see....

Students taking responsibility for their conduct, improved student relationships, increase in participation amongst students in school activities, clubs and sports.

which leads to...

students taking in leadership roles, promotion of student voice and collaborative problem solving. This in turn will increase stduents' sense of connectedness, voice and membership in the school community and will shift the 5essentials survey and cultivate survey from weak to strong.

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.

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 ✍️

Admin Team

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	3/13/2024
Q2	12/13/2023	Q4	5/29/2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 Teach about the structures and functions of government as well as local, national and international political structures and power dynamics	Social Science teachers	5/29/2026	In Progress

Partnership & Engagement

Action Step 1	Create a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process	Social Science teachers	Ongoing	*Select Status*
Action Step 2	Create space where everyone expresses their viewpoints, shares evidence and listens to one another	BHT	Ongoing	Not Started
Action Step 3	Design learning experiences that enable students to explore and gain insight on self-advocacy	Teacher Teams	12/13	In Progress
Action Step 4	Support engagement with civic leaders by inviting them into classrooms for students	Teacher Teams, Admin, BHT	3/13	In Progress
Action Step 5	develop schedule for stduents to share their feedback and perspectives with civic leaders			*Select Status*
Implementation Milestone 2	With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions	BHT, Teacher Teams	5/29	Not Started
Action Step 1	Design learning experiences that enable students to explore how their identities influence their experiences and perspectives	BHT, Teacher teams, Student Council	ongoing	Not Started
Action Step 2	develop systems that regularly gathers input from their peers to inform and impact school policy and decisions	BHT, Teacher Teams, Student Council	12/13	Not Started
Action Step 3	identify diverse student leaders to represent the diversity of the school	Student Council, BHT	9/1/2023	Completed
Action Step 4	Incorporate talking circles to build student capacity to managing conversaitons	Teacher Teams, BHT	ongoing	In Progress
Action Step 5	Develop student leader criteria	Teacher Teams, BHT	ongoing	In Progress
Implementation Milestone 3	Create structures and systems where students are invited to participate in shaping school's policies, goals, instruction and climate.	Student Council, Admin, BHT	Ongoing	In Progress
Action Step 1	develop systems to capture student voice to address biased issues within the school and community.	BHT	12/13	In Progress
Action Step 2	develop student voice committee that regularly meets with admin to address areas of improvement highlighted by the cultivate survey.	Admin, BHT	12/13	Not Started
Action Step 3	Student voice committee along with the admin facilitates student, teacher, and parent peace circles to increase student to teacher and teacher to parent trust.	Admin, BHT, Student Council, Student Voice Committee	Quarterly	Not Started
Action Step 4	Establish peer jury critera	Admin, BHT, Student Council, Student Voice Committee	ongoing	Not Started
Action Step 5	Develop student voice calendar of events	Admin, BHT, Student Council, Student Voice Committee	ongoing	Not Started

Partnership & Engagement

Implementation Milestone 4	Students develop school policies and goals with minimal adult input	student council, admin, bht	ongoing	Not Started
Action Step 1	Present policies to be shared and coallboarted with staff	student council	ongoing	Not Started
Action Step 2	Implement calendar events	student council	2/2/24	Not Started
Action Step 3	develop tool to capture voices of all students	student council, admin, bht	ongoing	Not Started
Action Step 4	lead peer jury conversations and determine appropriate next steps	student council, admin, bht	8/2025	Not Started
Action Step 5	Analyze student data to identify trends and ways to support students	Admin, BHT, Student Council, Student Voice Committee	9/2026	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Reduction in negative student consequences and behaviors
SY26 Anticipated Milestones	Increased sense of student belonging and increased stduent response on 5essentials survey around safety and student/teacher trust

Goal Setting

Return to Top

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]

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

Partnership & Engagement

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
Increase student voice and support by leveraging the cultivate survey data.	Yes	Cultivate (Belonging & Identity)	Overall				
			Other [Specify]				
Leverage student voice to determine effective OST programs that will increase student voice and participation, thus leading to increase in student attendance and increase reporting of belonging	Yes	Enrichment Program Participation: Enrollment & Attendance	Students with an IEP				
			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
P&E:3 School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	students have an opportunity to develop leadership by organizing and carrying out school activities and service projects. We will measure progress by analyzing school activities and service projects that are developed solely by students	Develop multiple ways for students to voice their issues or concerns as well as their input in the decision making process of the school. We will measure this by regular surveys and suggestion boxes for students, cultivate survey data and 5essentials data	Increase Networking & Communication Among Students Increasing communication between student leaders allows for an increase in student councileffectiveness because it enables students to guide each other more quickly and efficiently to the goals they set. Moreover, an increase in networking among students is essential to allowing for an environment that strives to raise communication levels.

Partnership & Engagement

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 student voice and support by leveraging the cultivate survey data.	Cultivate (Belonging & Identity)	Overall			Select Status	Select Status	Select Status	Select Status
		Other [Specify]			Select Status	Select Status	Select Status	Select Status
Leverage student voice to determine effective OST programs that will increase student voice and participation, thus leading to increase in student attendance and increase reporting of belonging	Enrichment Program Participation: Enrollment & Attendance	Students with an IEP			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

| | | Progress Monitoring | | | |
Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:3 School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	students have an opportunity to develop leadership by organizing and carrying out school activities and service projects. We will measure progress by analyzing school activities and service projects that are developed solely by students	Select Status	Select Status	Select Status	Select Status

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

Partnership & Engagement

Select Status	*Select Status*	*Select Status*	*Select Status*
Select Status	*Select Status*	*Select Status*	*Select Status*

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

If Checked:

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:

No action needed

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

		Select a Goal					
		Select a Goal					
		Select a Goal					

Parent and Family Plan

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:	☐	**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.

- [x] The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

- [x] The parents will support their children's learning.

- [x] 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.

We will leverage the voice of our parents with regards to curriculum, professional learning opportunities and their involvement in our school as stated in the budget. ✍️

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...

- [x] Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)

- [x] Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures

- [x] Assure that funds impact the majority of parents or focus on parents with students most at academic risk

- [x] Provide up to date monthly fund reports to PAC officers

- [x] Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration

- [x] Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support