

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
Tyrese Graham	Principal	tlgraham@cps.edu
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Eleanor Kemp	Curriculum & Instruction Lead	ehkemp@cps.edu
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Robert Wallace	Connectedness & Wellbeing Lead	rwallace4@cps.edu
Katherine Tun	Connectedness & Wellbeing Lead	kford19@cps.edu
TJ Pavlov	Postsecondary Lead	tjpavlov@cps.edu
Brian Yuhas	Teacher Leader	byuhas@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	5/3/23	8/31/23
Reflection: Curriculum & Instruction (Instructional Core)	5/4/23	5/17/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/4/23	5/17/23
Reflection: Connectedness & Wellbeing	5/4/23	5/17/23
Reflection: Postsecondary Success	5/4/23	5/17/23
Reflection: Partnerships & Engagement	5/4/23	5/17/23
Priorities	6/7/23	8/31/23
Root Cause	6/7/23	8/31/23
Theory of Acton	6/7/23	8/31/23
Implementation Plans	6/7/23	8/31/23
Goals	6/7/23	8/31/23
Fund Compliance		
Parent & Family Plan		
Approval		

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates

Quarter 1	
Quarter 2	
Quarter 3	
Quarter 4	

Indicators of a Quality CIWP: Reflection on Foundations

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

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





Stakeholders are consulted for the Reflection of Foundations.

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


Resources 

[Reflection on Foundations Protocol](#)

[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	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p>We are implementing Skyline curriculum in all our content areas, however our implementation of the curriculum to meet the needs of all students, as well as pacing are ongoing issues that need to be addressed. Data from benchmark assessments indicate varied and inequitable levels of growth amongst different student populations and demographics. </p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p>
Partially	<p>Students experience grade-level, standards-aligned instruction.</p>	<p>The curriculum that we use is not universally Skyline, there some exceptions in the non-core areas as well as Dual Credit and Adanced Placement courses, which use either the college learning targets or the College Board Course and Exam Description.</p> <p>Another element that needs to be considered as we further evaluate the curriculum and instruction at Uplift, is how we are incorporating student identity and experience in their learning. While many times we are utilizing structured curriculum from 3rd parties, we need to be mindful about how adapting that curriculum to be speak to our student population and the issues that are important them.</p> <p>As an Early College STEAM school, it is imperative that project based learning (PBL) is authentically intergrated into our instructuion and we believe that this is the most productive vehicle to individualize learning to meet the needs of all students, create space for real-world application that is guided and framed by student agency and experience and that promotes learning for the 21st century.</p>	<p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Partially	<p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p>	<p>What is the feedback from your stakeholders?</p> <p>Teachers are asking for support with instructional moves that support implementation of the Skyline curriculum and adapting it for the context of the school. Specifically, adapting a yearlong curriculum to a semester long course in the four by four schedule. Additionally, using Skyline to make rigorous project based instruction. Teachers have requested additional support for designing and implementing project based units. </p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p>
Partially	<p>The ILT leads instructional improvement through distributed leadership.</p>	<p>Teachers have also shared that Skyline PL offered by the district are not aligned to the four by four schedule and often lack relevance.</p>	<p>Cultivate</p> <p>Grades</p> <p>ACCESS</p>
Partially	<p>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.</p>	<p>Students have cited pacing and rigor as causes of disengagement. Due to our small school status, students have also mentioned that choice in course offerings is a limitation.</p>	<p>TS Gold</p> <p>Interim Assessment Data</p>
Partially	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</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> <ul style="list-style-type: none"> - Individual and group coaching with support staff  - Professional learning through the Skyline Support team - Partners with Facing History, Chicago History Museum, Goodman Theater for professional learning to support curriculum design - Staff have been invited to the Buck Institute for the Fall of 2023 to build capacity around designing relevant, rigorous project based learning 	
<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>			
<ul style="list-style-type: none"> - Rigor in the classroom  - Pacing in the classroom - Student opportunity to demonstrate mastery -Students do not always have the opportunity to authentically apply their learning to real world scenarios and demonstrate their mastery of the content. This leads to a disconnect in student learning and less than optimal student engagement. 			

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>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.</p>	<ul style="list-style-type: none"> - Finding ways to center EL, DL, and cluster students in instructional decisionmaking. Voices representing various departments on ILT, Instructional Support Team.  - Standing structure for instructional support team that is inclusive of various stakeholders that support the various subgroups in the building (eg. ELPT, DL, Dean of Instruction) - Tools for understanding student progress are not being 	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p>

		Roots Survey
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS 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
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
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

- Tools for understanding student progress are not being utilized by teachers to make instructional decisions.
 - Dedicated MTSS lead is required to support teachers in meeting the varied needs of students.
 - Model MTSS implementation and guidance around how to overcome the various logistical and personnel issues around developing such a program.
 - Structures that need to be retrofitted or reimagined to better support academic and SEL support teams.
 - Teachers need continued training on progress monitoring tools of Branching Minds.

What is the feedback from your stakeholders?

Students are arriving at our school with a broad range of various performance levels. Teachers would like more tools to support newcomers and ELs in their classrooms. The 4x4 schedule presents new challenges in finding the time and space to pull students from instruction to engage in MTSS supports.

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

We are using STAR 360 in both reading and math.. EL provides ongoing PD to staff. We utilize benchmark assessments to evaluate student progress. Freshmen Success Team is in place to support student learning and transition resulting in higher student on track rates. We've been intentional about including students in our cluster program in more diverse elective offerings with their neurotypical peers. Implementation of the Math Corp tutoring program. ELPT, Estrada Paz, supporting EL students with both push/pull out supports

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 in cluster program being fully integrated into the learning environment at Uplift. Specifically in terms of Early College and STEAM
- Students are not getting appropriately language development appropriate instruction. One cause is a knowledge gap around EL instructional strategies.
- Appropriate student academic press is constrained by limited MTSS learning and structures

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

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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	BHT and CCLT are active teams. Reentry planning has not been effective for a large group of students. There needs to be better alignment between the attendance team and BHT to connect students with more intentional partner services.	% 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? Chronic student absenteeism and tardiness has effected academic press in the classroom and teacher's ability to authentically implement Skyline or PBL aligned curriculum.	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data)
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Enrichment Program Participation; Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY

What student-centered problems have surfaced during this reflection?

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

Chronic absenteeism continues to be a problem with specific students. We see this problem exacerbated when factoring in the distance students are from school. There is a need for onsite mental health services that students can take advantage of as a part of our menu of supports.



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?

Dedicated attendance clerk
OST programming derived by needs assessment to increase engagement and connectedness.
Reentry planning.



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Postsecondary Success

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

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

References

What are the takeaways after the review of metrics?

Metrics

Yes	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)
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
Yes	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).	
Yes	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
Yes	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
Yes	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

Uplift has prioritized post-secondary learning and experience for our students through our Early College program and partnership with Embarc. However, there needs to be more focus on industry based experience either through work-based learning opportunities, interships or through identifying a strong corporate partner. Students enrolled in the Uplift cluster program need to have more opportunities for post-secondary experience (certifications and work opportunities) that can be supported while they are in the transition group (ages 18-22).

- [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](#)
- [9th and 10th Grade On Track](#)
- [Cultivate \(Relevance to the Future\)](#)
- Freshmen Connection

What is the feedback from your stakeholders?

Ensuring we focus equally on the success of all Uplift students is top priority (E.g. ELs, Cluster and high incidence DLs). There is a clear articulation and focus on college, but we need to ensure more parents understand how the pathways functions and have the information needed to advocate on behalf of their students.



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?

Uplift is in the process of exploring a sustainability pathway with a corporate partner and CCC. This pathway is designed to support more of our students earn eligibility for college coursework, but also better position them for the jobs of the future. In general, our focus on early college has led to increased student engagement and investment in their learning.



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.

Uplift needs to identify opportunities to support students in the cluster program, who represent a significant portion of our student body, in post-secondary experiences and planning.



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Partnership & Engagement

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	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
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit

While community engagement opportunities have increased over the last triennium and there has in general been more parent involvement due to the structures that have been put into place, this has not transferred to our parent community. There is still no functional PAC, BAC and the LSC has three parent vacancies. The work around community involvement should continue, but there needs to be a laser like focus on specific parent engagement opportunities.



- [Cultivate](#)
- [5 Essentials Parent Participation Rate](#)
- [5E: Involved Families](#)
- [5E: Supportive Environment](#)
- Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

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 style="text-align: right;">Student Voice Infrastructure Rubric</p>

	<p style="text-align: center;">What is the feedback from your stakeholders?</p> <p>Parents are active and involved when speaking with them about specific needs and opportunities for their children. We need to capitalize off of this to build a strong engagement programs and parent community. Parents feel like they have knowledge of the tools that we have as a school community to reach out and advocate for their students. Student voice structures are in place, but there are no concrete examples of recent ways we have enabled students to shape policy or the direction of the school.</p>

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

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

	<p style="text-align: center;">What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Uplift has low parent engagement which effects student academic performance and success. Uplift needs to identify parent engagement opportunities that lead to parents feeling a sense of ownership in the school and their child's education. This requires us to be forward thinking and developing programs and partnerships that allow parents to feel like an authentic part of the educational experience of their students.</p>

	<p style="text-align: center;">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>A fulltime parent and community coordinator has now been hired to lead this work and help us develop structures and strategies for parental involvement.</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.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

We are implementing Skyline curriculum in all our content areas, however our implementation of the curriculum to meet the needs of all students, as well pacing are ongoing issues that need the ba addressed. Data from benchmark assessments indicate varied and inequitable levels of growth amongst different student populations and demographics.

The curriculum that we use is not universally Skyline, there some exceptions in the non-core areas as well as Dual Credit and Adanced Placement courses, which use either the college learning targets or the College Board Course and Exam Description.

Another element that needs to be considered as we further evaluate the curriculum and instruction at Uplift, is how we are incorporating student identity and experience in their learning. While many times we are utilizing structured curriculum from 3rd parties, we need to be mindful about how adapting that curriculum to be speak to our student population and the issues that are important them.

As an Early College STEAM school, it is imperative that project based learning (PBL) is authentically intergrated into our instructuion and we believe that this is the most productive vehicle to indidualize learning to meet the needs of all students, create space for real-world

What is the feedback from your stakeholders?

Teachers are asking for support with instructional moves that support implementation of the Skyline curriculum and adapting it for the context of the school. Specifically, adapting a yearlong curriculum to a semester long course in the four by four schedule. Additionally, using Skyline to make rigorous project based instruction. Teachers have requested additional support for designing and implementing project based units.

Teachers have also shared that Skyline PL offered by the district are not aligned to the four by four schedule and often lack relevance.

Students have cited pacing and rigor as causes of disengagement. Due to our small school status, students have also mentioned that choice in course offerings is a limitation.

What student-centered problems have surfaced during this reflection?

- Rigor in the classroom
- Pacing in the classroom
- Student opportunity to demonstrate mastery
- Students do not always have the opportunity to authentically apply their learning to real world scenarios and demonstrate their mastery of the content. This leads to a disconnect in student learning and less than optimal student engagement.

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

- Individual and group coaching with support staff
- Professional learning through the Skyline Support team
- Partners with Facing History, Chicago History Museum, Goodman Theater for professional learning to support curriculum design
- Staff have been invited to the Buck Institute for the Fall of 2023 to build capacity around designing relevant, rigorous project based learning

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Resources:

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

[Determine Priorities Protocol](#)

Students...

Students do not always have the opportunity to authentically apply their learning to real world scenarios and demonstrate their mastery of the content. This leads to a disconnect in student learning and less than optimal student engagement.



Indicators of a Quality CIWP: Determine Priorities

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

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Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

- teachers do not know how to create authentic opportunities for student learning
- teachers don't know the depth & breadth of the standards and curriculum to backwards design (lack of understanding of the why)
- teachers struggle to disentangle skills vs. content within standards
- teachers need support in adapting Skyline curriculum for students (relevancy, scaffolds, etc)
- student voice is not prioritized, validated or acted upon in the classroom



Indicators of a Quality CIWP: Root Cause Analysis

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

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What is your Theory of Action?

If we....

support teachers in prioritizing discipline specific embedded skills within curricular planning & instruction



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....

students and teachers having a better understanding of what "counts" in learning, increasing opportunities for student voice & choice in lessons



which leads to...

students reporting an increased level of academic rigor and press as measured by student responses on the 5Essentials (Classroom Rigor: Connectedness of content, explanation of answer, productive struggle).



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Resources:

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

Team/Individual Responsible for Implementation Plan

Csilla Kosa, Nell Kemp, Rosenberg

Dates for Progress Monitoring Check Ins

Q1 Q3
 Q2 Q4

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	ILT and CCATs identify specific practice shifts for SY24 to focus learning cycles around related to PBL Teacher Practices/STEAM Standards for Success.	CCAT Leaders	1/15	<input type="text" value="Select Status"/>
Action Step 1	Data gathering and analysis of current instructional practices	ILT and CCATs and Student Group	1/15	<input type="text" value="Select Status"/>
Action Step 2	Data gathering and analysis of current planning practices	ILT and CCATs	1/15	<input type="text" value="Select Status"/>
Action Step 3	Discussion and research around high quality instructional practices	ILT and CCATs and Student Group	1/15	<input type="text" value="Select Status"/>
Action Step 4	Draft proposed practice shifts and develop a classroom observation tool to measure impact on instruction	ILT and CCATs	1/15	<input type="text" value="Select Status"/>
Action Step 5				<input type="text" value="Select Status"/>
Implementation Milestone 2	50% of classrooms observed are rating as proficient on the established classroom observation tool (milestone 1).	All teachers	5/15	<input type="text" value="Select Status"/>
Action Step 1	Teachers engage in safe practice and reflection around identified practice shift as supported by CCATs	All teachers	2/15	<input type="text" value="Select Status"/>
Action Step 2	CCATs use data gathering tools and protocols to measure impact of practice shifts (peer observations, student feedback, looking at student work, etc)	All teachers	3/15	<input type="text" value="Select Status"/>
Action Step 3	ILT engages in consultancy with CCAT facilitators to problem solve around challenges in learning cycles and implementation	ILT	3/15	<input type="text" value="Select Status"/>
Action Step 4				<input type="text" value="Select Status"/>
Action Step 5				<input type="text" value="Select Status"/>
Implementation Milestone 3	A team of teachers will be recruited to pilot standards based grading.	Pilot teachers, Dean of Instruction	5/15	<input type="text" value="Select Status"/>
Action Step 1	Teachers on the pilot team engage in learning on the what/how/why of standards based grading and adopted a consensus grading approach	Pilot team of teachers	1/15	<input type="text" value="Select Status"/>
Action Step 2	Communication grading practice shift to students, parents that are associated with pilot classroom	Pilot team of teachers, Dean of Instruction, Admin Team	2/15	<input type="text" value="Select Status"/>
Action Step 3	Target team engages in safe practice with standards based grading practices	Pilot team	3/1	<input type="text" value="Select Status"/>
Action Step 4	Adoption of SBG platform (JumpRope) that will be used to interimly assess and report grades, prior to submission in Aspen.	School Leadership	3/1	<input type="text" value="Select Status"/>
Action Step 5	Feedback from students, parents, teachers used to develop next steps around broader implementation	Pilot team of teachers, Dean of Instruction, Admin Team	5/15	<input type="text" value="Select Status"/>
Implementation Milestone 4				<input type="text" value="Select Status"/>
Action Step 1				<input type="text" value="Select Status"/>
Action Step 2				<input type="text" value="Select Status"/>
Action Step 3				<input type="text" value="Select Status"/>
Action Step 4				<input type="text" value="Select Status"/>
Action Step 5				<input type="text" value="Select Status"/>

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 Broader implementation of Standards Based Grading
 80% of classrooms observed are rating as proficient on the established look-for tool

SY26 Anticipated Milestones
 90%+ of classrooms observed are rating as proficient on the established look-for tool
 Teachers developing clear individualized professional learning plans aligned to the PBL practices and STEM Standards for Success

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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).

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

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.

The CIWP includes a main 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
50% of students tested meeting benchmark proficiency.	Yes	PSAT (EBRW)	Overall	0	5	25	50
			Select Group or Overall				
50% of students tested meeting benchmark proficiency.	Yes	PSAT (Math)	Overall	0	5	25	50
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🏆	Specify your practice goal and identify how you will measure progress towards this goal. 🏆		
	SY24	SY25	SY26
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Teachers engage in cycles of inquiry (COI) in their CCATs focused on building Project Based Learning classroom instructional practice	Teachers deepen their engagement with Project Based Learning classroom instructional practices, leveraging school drafted observation tools to progress monitor growth towards full implementation, growth areas, and strengths.	Full school adoption of both PBL and SBG. Teachers COI are built around improving practice and strengthening units that are aligned to grade level standards and responsive to student needs.
C&I:2 Students experience grade-level, standards-aligned instruction.	Pilot team of teachers engages in safe practice around Standards Based Grading. Learning from this team is used to support learning for the staff in SY25.	Standards based grading and standards aligned classroom tasks help to support classes that are more tightly aligned with grade-level, standards aligned instruction.	All staff adoption of standards based grading and standards aligned classroom tasks. This work helps to foster a learning culture that focuses on student growth and master of skills.
C&I:4 The ILT leads instructional improvement through distributed leadership.	CCAT Leads are selected and lead their teams through the COI process, identifying a specific problem of practice.	CCAT leads continue to develop PBL/STEAM practices through implementation of COIs.	Staff continues to build and master practices for each portion of the cycle of inquiry process, building more robust structures for distributive leadership across the building.

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
50% of students tested meeting benchmark proficiency.	PSAT (EBRW)	Overall	0	5	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
50% of students tested meeting benchmark proficiency.	PSAT (Math)	Overall	0	5	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Teachers engage in cycles of inquiry (COI) in their CCATs focused on building Project Based Learning classroom instructional practice	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Pilot team of teachers engages in safe practice around Standards Based Grading. Learning from this team is used to support learning for the staff in SY25.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	CCAT Leads are selected and lead their teams through the COI process, identifying a specific problem of practice.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
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.
Yes	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?

- Finding ways to center EL, DL, and cluster students in instructional decisionmaking. Voices representing various departments on ILT, Instructional Support Team.
- Standing structure for instructional support team that is inclusive of various stakeholders that support the various subgroups in the building (eg. ELPT, DL, Dean of Instruction)
- Tools for understanding student progress are not being utilized by teachers to make instructional decisions.
- Dedicated MTSS lead is required to support teachers in meeting the varied needs of students.
- Model MTSS implementation and guidance around how to overcome the various logistical and personnel issues around developing such a program.
- Structures that need to be retrofitted or reimagined to better support academic and SEL support teams.
- Teachers need continued training on progress monitoring tools of Branching Minds.

What is the feedback from your stakeholders?

Students are arriving at our school with a broad range of various performance levels. Teachers would like more tools to support newcomers and ELs in their classrooms. The 4x4 schedule presents new challenges in finding the time and space to pull students from instruction to engage in MTSS supports.

What student-centered problems have surfaced during this reflection?

- Students in cluster program being fully integrated into the learning environment at Uplift. Specifically in terms of Early College and STEAM
- Students are not getting appropriately language development appropriate instruction. One cause is a knowledge gap around EL instructional strategies.
- Appropriate student academic press is constrained by limited MTSS learning and structures

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

We are using STAR 360 in both reading and math. EL provides ongoing PD to staff. We utilize benchmark assessments to evaluate student progress. Freshmen Success Team is in place to support student learning and transition resulting in higher student on track rates. We've been intentional about including students in our cluster program in more diverse elective offerings with their neurotypical peers. Implementation of the Math Corp tutoring program. ELPT, Estrada Paz, supporting EL students with both push/pull out supports

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Appropriate student press is constrained by limited MTSS learning and structures.



Indicators of a Quality CIWP: Determine Priorities

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

Return to Top Root Cause

Resources:

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

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

As adults in the building, we...

- we don't use accurate, up to date information on student skill gaps for appropriate tiering
- we don't have clear referral structures for teachers & specialists to communicate the academic supports students need, receive and are applied
- literacy based interventions are not present
- teachers do not know how to appropriately log interventions and progress monitoring in BM
- teachers do not recognize the elements of their instructional practice that are T1 interventions
- teachers do not know the tools that are available in each Tier & therefore cannot leverage them



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?

Resources:

If we....

develop clear systems and structures around identifying student strengths and areas of academic growth and create strong tier one progress monitoring protocols



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...

teachers better able to differentiate and support students within the classroom setting



which leads to...

fewer students being referred to tier two and three supports via the BHT, dean and case manager and stronger culture of learning where all students participate fully as evidenced by consistent high student on-track rates.



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Implementation Plan

Resources:

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

Team/Individual Responsible for Implementation Plan

Culture and Climate Team and the MTSS Lead

Dates for Progress Monitoring Check Ins

Q1 Q3
 Q2 Q4

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Teachers are routinely logging tier 2 supports in Branching Minds	All Teachers	Weekly	Not Started
Action Step 1	Professional learning about the technical logging aspects of Branching Minds.	All Teachers, MTSS Lead	9/30/23	In Progress
Action Step 2	Developing a menu of interventions that clearly specifies Tier 1-3 supports that are appropriate for students based on their presenting need.	MTSS Lead, School Counselor	9/15/23	In Progress
Action Step 3	Grade level teams will review Branching Minds to identify trends and effective interventions and supports for students (e.g. Freshman Success team).	GLT Team Leads	Twice Monthly	In Progress
Action Step 4	Teachers will receive weekly reports on their Branching Mind usage with routine audits on the quality of information logged.	Graham/Bailey	Weekly	Not Started
Action Step 5				Select Status
Implementation Milestone 2	Teachers are updating Branching Minds with data collected from routine progress monitoring.	All Teachers	Weekly	Not Started
Action Step 1	Teachers are provided professional learning around formative assessment data collection.	All Teachers, MTSS Lead	9/30/23	In Progress
Action Step 2	Teachers engage in quarterly data meetings to review instructional data and student supports.	School Leadership	Quarterly	Not Started
Action Step 3	Grade level teams will review progress monitoring data to determine the effectiveness of interventions and any modifications that need to be made.	Grade Level Teams	Twice Monthly	Not Started
Action Step 4	Formative assessment occurring in all classrooms at least once a week that is documented and monitored.	All Teachers	Weekly	Not Started
Action Step 5	Teachers leverage flexible grouping structures to drive instruction	All Teachers	2-3 Times per Week	Not Started
Implementation Milestone 3	Culture and Climate team develops and identifies appropriate tier 1 supports to be implemented in the classroom setting and develops systems for providing feedback and support to teachers as they implement them.	Culture and Climate	Twice Monthly	In Progress
Action Step 1	A SVC representative will be identified and an active member of the CCLT.	Administration	One time	Not Started
Action Step 2	The CCLT will create a tier 1 menu of supports and develop and provide professional learning to support its implementation.	CCLT Team	10/15/23	Not Started
Action Step 3	The CCLT will engage in quarterly learning walks to understand the implementation of tier 1 supports and interventions and provide school leadership with guidance around targeted professional learning.	CCLT Team	9/30/23	Not Started
Action Step 4	The CCLT will issue regular updates to faculty on tier 1 interventions and recommendations for improvement.	CCLT Team	Twice Monthly	Not Started
Action Step 5				Select Status
Implementation Milestone 4	BHT and Culture and Climate Team utilize teacher intervention data to identify appropriate supports and interventions for tier 2 and 3 students and work alongside referring classrooms teachers to implement supports.	BHT and CCLT	Twice Monthly	In Progress
Action Step 1	BHT will share with teachers referral protocols for academic/behavioral concerns with clear criteria on the data needed to determine the appropriate interventions.	BHT	Counselor, Social Worker	Completed
Action Step 2	BHT/MTSS Lead will identify what information/documentation can be inputted into Branching Minds to communicate with referring classroom teacher (and others) student progress in the identified intervention.	BHT, MTSS Lead	9/30/23	In Progress
Action Step 3	The counselor (BHT lead) and MTSS Lead will serve on both the BHT and CCLT to inform practice and ensure alignment of MTSS guidance and support.	Counselor and BHT Lead	8/15/23	Completed
Action Step 4	BHT will provide referring faculty with clear guidance of ongoing progress monitoring data that needs to be logged in Branching Minds necessary to determine the effectiveness of Tier 2 and Tier 3 supports.	BHT Team	Ongoing	In Progress
Action Step 5	BHT/CCLT will develop structures to support and coach teachers in implementing higher tier intervention strategies.	BHT/CCLT	10/15/23	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Tier 2 and tier 3 structures are further expanded (core content tutoring, including social science and science) and time and space is allocated for in-day MTSS interventions for students.

SY26 Anticipated Milestones	Clear structures for tracking and monitoring student movement through academic tiers that is consistently reviewed during TCT time and that is used to support comprehensive support plans for students.	
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[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
Freshman on track rate will be at least 95% during SY24.	Yes	9th and 10th Grade On Track	Overall	92	95	100	100
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
I&S: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.	MTSS Structures are in place that support student academic growth and teachers are implementing strong tier 1 academic supports for all students. Students are being properly referred to Tier 2 and Tier 3 based on instructional and formative assessment data.	Embedded tier 1 and well articulated and implemented tier 2 and tier 3 supports are in place that enable 100% of students to be academically successful in their 9th and 10th grade classes.	SAME AS SY25.
Select a Practice			
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
					Select Status	Select Status	Select Status	Select Status
Freshman on track rate will be at least 95% during SY24.	9th and 10th Grade On Track	Overall	92	95	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
		Select Status	Select Status	Select Status	Select Status
I&S: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.	MTSS Structures are in place that support student academic growth	Select Status	Select Status	Select Status	Select Status

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

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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?

While community engagement opportunities have increased over the last triennium and there has in general been more parent involvement due to the structures that have been put into place, this has not transferred to our parent community. There is still no functional PAC, BAC and the LSC has three parent vacancies. The work around community involvement should continue, but there needs to be a laser like focus on specific parent engagement opportunities.

What is the feedback from your stakeholders?

Parents are active and involved when speaking with them about specific needs and opportunities for their children. We need to capitalize off of this to build a strong engagement programs and parent community. Parents feel like they have knowledge of the tools that we have as a school community to reach out and advocate for their students. Student voice structures are in place, but there are no concrete examples of recent ways we have enabled students to shape policy or the direction of the school.

What student-centered problems have surfaced during this reflection?

Uplift has low parent engagement which effects student academic performance and success. Uplift needs to identify parent engagement opportunities that lead to parents feeling a sense of ownership in the school and their child's education. This requires us to be forward thinking and developing programs and partnerships that allow parents to feel like an authentic part of the educational experience of their students.

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?

A fulltime parent and community coordinator has now been hired to lead this work and help us develop structures and strategies for parental involvement.

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Uplift has not been effective in engaging parents, which effects student academic performance and success. Uplift needs to identify parent engagement opportunities that lead to parents feeling a sense of ownership in the school and their child's education.

Indicators of a Quality CIWP: Determine Priorities

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

Return to Top Root Cause

Resources:

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

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

As adults in the building, we...

- being a city wide school, families may have difficulty in attending school events due to transportation
- families with different demographic groups with specific needs (STLS, migrant families, etc) that we do not know how to fully support & engage
- we have not prioritized the needs of our cluster families to be involved in the academic success with their students
- we do not distribute family communications through all social platforms that parents may be using
- we don't plan for parent & family participation for existing events
- we don't plan events for parent convenience - i.e. couple events together - have a parent meeting during a football game, etc.
- DO LESS TO DO MORE - streamline events, communications, etc
- teachers need to build stronger relationships with parents & families

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....

create opportunities for authentic parent engagement, which prioritize the needs of various demographic groups within our school community

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)"

then we see....

increased levels of parent engagement and partnership around student academic and social experiences

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

which leads to...

increased school connectedness, student retention and a stronger teacher-parent partnership, as measured by the 5Essentials.



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Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

Team/Individual Responsible for Implementation Plan

Dates for Progress Monitoring Check Ins

Q1	<input type="text"/>	Q3	<input type="text"/>
Q2	<input type="text"/>	Q4	<input type="text"/>

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Create a robust communication plan that is accessible by all stakeholders that clearly draws a connection between parent engagement and student success.	School Leadership	Quarter 1	Select Status
Action Step 1	Initial assessment - elicit feedback from parents to measure current levels of parent engagement and parent preferences in terms of communication and types of events	Dr. Jones	Quarter 1	Select Status
Action Step 2	Use community and parent feedback to update communication strategy to inform parents of opportunities - website, social media, snap connect	School Leadership	Quarter 1	Select Status
Action Step 3	Create avenues for parents and other stakeholders to provide feedback on these initiatives, such as periodic surveys or focus group discussions	Dr. Jones	Quarter 1	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Develop year-long calendar of programs that are tailored to the specific needs of our community and parents, highlighting 6-8 key events as priority events	School Leadership	Quarter 1	Select Status
Action Step 1	regular meetings of culture and climate team, including Parent and Community Engagement Coordinator to examine success of events and build out school-wide calendar of events	Mr. Wallace	Quarter 1	Select Status
Action Step 2	identify geographic hubs for hosting events that are representative of our student population	Dr. Jones	Quarter 2	Select Status
Action Step 3	identify overlap in events in the calendar to maximize resources and benefit students/families	School Leadership	Ongoing	Select Status
Action Step 4	regular meetings of culture and climate team, including Parent and Community Coordinator to examine success of events	Mr. Wallace	Ongoing	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Establish a cluster family affinity group	Mr. Bailey/Dr. Jones	Quarter 2	Select Status
Action Step 1	Draft purpose/expectation document for affinity group	Mr. Bailey/Dr. Jones	September 2023	Select Status
Action Step 2	send interest survey to school community stakeholders	Mr. Bailey/Dr. Jones	October 2023	Select Status
Action Step 3	<i>select lead for group that sets calendar, agendas etc</i>	Mr. Bailey/Dr. Jones	November 2023	Select Status
Action Step 4	evaluate progress and reflect by EOY '24	Mr. Bailey/Dr. Jones	May 2023	Select Status
Action Step 5				Select Status
Implementation Milestone 4	Establish a newcomer affinity group	Ms. Estrada/Dr. Jones	Quarter 2	Select Status
Action Step 1	Draft purpose/expectation document for affinity group	Ms. Estrada/Dr. Jones	September 2023	Select Status
Action Step 2	send interest survey to school community stakeholders	Ms. Estrada/Dr. Jones	October 2023	Select Status
Action Step 3	<i>select lead for group that sets calendar, agendas etc</i>	Ms. Estrada/Dr. Jones	November 2023	Select Status
Action Step 4	evaluate progress and reflect by EOY '24	Ms. Estrada/Dr. Jones	May 2023	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Build up structures to empower families to organize and lead planning of events (including grade level parent affinity groups), volunteer at school and school events.

SY26 Anticipated Milestones Fully empowered and active PAC, BAC and LSC that help plan and lead schoolwide events aligned to our CIWP and instructional priorities.

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Goal Setting

Resources:

Indicators of a Quality CIWP: Goal Setting

[IL-EMPOWER Goal Requirements](#)

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.

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
Score 85 on the 5E Involved Families metric	No	5E: Involved Families	Overall	53	65	75	85
			Select Group or Overall				
PAC that meets quarterly and has a full and representative council	No	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Overall	0	5	8	12
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🏠	Specify your practice goal and identify how you will measure progress towards this goal. 🏠		
	SY24	SY25	SY26
P&E:1 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.	By the end of SY24, the school will build a calendar of programming the showcases the work of the school for the community and for families. Additionally, the team will have a draft communication strategy to help publicize these events.	By the end of SY25, the school will build on and refine the yearlong programming calendar and begin to empower parent and partner organizations to own portions of the planning and communicating (PAC, BAC, LSC, etc.)	By the end of SY26, the school will continue refining the yearlong programming calendar and fully empower parent and partner organizations to own and execute portions of the planning, communicating and implementation of parent-orientated events (PAC, BAC, LSC, etc.)
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	By the end of the 2024 school year, the school will have established a minimum of three foundational communication channels aimed at enabling two-way interaction between staff and stakeholders. Additionally, the school will have hosted at least two community involvement events, focusing on creative avenues for stakeholder participation, with a participation rate of at least 30% of families.	By the end of the SY25, the school will have refined existing communication channels based on stakeholder feedback and increased the frequency of creative community involvement events to four per year, targeting a participation rate of 50% of families.	By the end of the 2026 school year, the school aims to sustain a 50% family participation rate and will introduce at least two innovative methods for two-way communication and stakeholder involvement, based on evolving technologies or community needs.
Select a Practice			

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SY24 Progress Monitoring

Resources: 📄

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Score 85 on the 5E Involved Families metric	5E: Involved Families	Overall	53	65	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
PAC that meets quarterly and has a full and representative council	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Overall	0	5	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
P&E:1 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.	By the end of SY24, the school will build a calendar of programming	Select Status	Select Status	Select Status	Select Status
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	By the end of the 2024 school year, the school will have established	Select Status	Select Status	Select Status	Select Status

<i>Select a Practice</i>		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
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If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



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

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Parent and Family Plan

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.


SCHOOL & FAMILY COMPACT

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

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

Our academic priority areas for parent development are STEAM-aligned instructional practices that prepare students with 21st Century Skills and Habits of Mind. We also will prioritize strong literacy skill development for our students. 

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