

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
Dr. Shontell Smith	Principal	snsmith@cps.edu
Shani Boone	AP	saboone@cps.edu
Sangai Turner	Teacher Leader	saturner5@cps.edu
Tracey Kidd	Curriculum & Instruction Lead	tykidd@cps.edu
Felicia Cavitt	Teacher Leader	fcavitt@cps.edu
Roxanne Sherley	Connectedness & Wellbeing Lead	rnyoung@cps.edu
Danielle Aiken	Inclusive & Supportive Learning Lead	dysmith-aike@cps.edu
Darah Fox	Other (Support)	dmandrews@cps.edu
Eunique Taylor	Curriculum & Instruction Lead	ewebb10@cps.edu
Jerry Fenderson	LSC Member	
Lawanna Brown	LSC Member	
Cordelia Hickman	LSC Member	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	3/27/23	4/3/23
Reflection: Curriculum & Instruction (Instructional Core)	4/3/23	4/18/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/3/23	4/18/23
Reflection: Connectedness & Wellbeing	4/18/23	5/1/23
Reflection: Postsecondary Success	4/18/23	5/1/23
Reflection: Partnerships & Engagement	4/18/23	5/1/23
Priorities	5/1/23	5/23/23
Root Cause	5/23/23	7/11/23
Theory of Action	7/11/23	7/27/23
Implementation Plans	7/27/23	8/8/23
Goals	8/8/23	8/15/23
Fund Compliance	8/15/23	8/15/23
Parent & Family Plan	8/15/23	8/15/23
Approval	8/18/23	8/18/23

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	10/20/2023
Quarter 2	12/21/2023
Quarter 3	3/22/2024
Quarter 4	6/6/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.


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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Skyline curriculum is used in ELA for grades K-8. Skyline engages students in rigorous and relevant tasks that promotes discussion and engagement in culturally relevant experiences. Foundational skills are embedded in to ensure each student has access to sequential and explicit teaching in targeted areas of need. Teacher team meetings occur weekly to discuss and share instructional best practices. Lesson plan reviews, student work samples, SEL, etc. are all revolving agenda items that allow peers to share ideas and provide feedback. In the classrooms, teachers cultivate a framework for positive learning conditions (ie, student voice, teacher positive and constructive feedback to students for growth measure, setting learning targets and goals, and structures and protocols for engagement, behavior expectations, transitions, etc. The ILT leads instructional improvements efforts through distributed leadership roles in various content areas (ie, BHT, Attendance, Culture/Climate, ELA, Math, Science, MTSS, Calm Classroom, etc.). Balanced assessments are implemented by school teams to inform decision making	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Students experience grade-level, standards-aligned instruction.	<p>What is the feedback from your stakeholders?</p> <p>Students have been observed by teachers as having difficulties will maintaining their attention and focus during instructional delivery. Daily explicit instruction in the areas of asking questions, making connections, and summarizing is paramount to students having a more well-rounded and flexible set of comprehension and critical thinking skills.</p>	STAR (Math) iReady (Reading) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>We will continue to adjust instructional practices to ensure all students needs are accommodated appropriately and timely. We will maintain the progress around differentiated instruction and fully intergrated instruction for all students. The curriculum remains aligned to the expectations of student standards. Balanced assessments will continue to be used to measure growth and attainment.</p>	
Yes	The ILT leads instructional improvement through distributed leadership.		
Yes	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.		
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			
<p>Students are not able to apply and use knowledge in specific situations or tasks which includes generating and defending a claim through knowledge application. </p>			

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented? References What are the takeaways after the review of metrics? Metrics

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	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 1 instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

The MTSS lead manages school-wide implementation of school-wide interventions and supports. Content Leads of MTSS, BHT, and Culture/Climate collaborate to problem solve to ensure that supports are aligned to the students needs. The intervention plans are housed in Branching Minds and monitored by teachers in 5-week intervals to determine if interventions are working or need to be adjusted. Diverse learner students are instructed in their least restrictive environment as outlined in their IEPs. High quality IEPs are written by the IEP team to provide individualized supports and services. Implementation of IEPs are monitored. EL student receive the supports they need as indicated by the ACCESS test recommendations.

- [Unit/Lesson Inventory for Language Objectives \(School Level Data\)](#)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)
- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)

What is the feedback from your stakeholders?

Most parents have been receptive in partnering with the school to ensure students requiring Tier 3 supports are in attendance for 6 weeks of Saturday school. 97% of parents of diverse learners attend IEP meetings.

- [EL Program Review Tool](#)

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?

10% of students receiving specialized instruction LRE minutes have decreased in atleast one core subject (ELA or Math) from LRE 2 to LRE 1. We have increased intervention blocks with our Three's Company program allowing Tier 2 and Tier 3 students to receive targeted interventions in ELA. Deficit skills are determined using STAR 360 data.



What student-centered problems have surfaced during this reflection?

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

Ongoing Tier 2 and Tier 3 instruction using Three's Company. Three's Company is a reading and math intervention program that offers students targeted interventions aligned to student specific needs to decrease the learning achievement gap. The program identifies learning levels, measures progress, and makes adjustments around specific components as needed.

[Return to Top](#) **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	Tier 1, 2 and 3 structures are in place to support student connectedness via the BHT and Culture/Climate Team, and Calm Classroom strategies. Restorative practices are in place to restore positive interactions and provide students strategies to resolve conflict. All students are encouraged and invited to attend tutoring, mentoring, and OST programs to address deficit areas and increases acceleration to students interests and needs. Students with chronic absences and tardies are addressed by parent communication and family support where needed and classroom/school-wide incentives. We have an active student elected by peers as student council president. We have an active student elected by peers as student council president to exercise student voice across the school setting.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Access to OST
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula. Skilling integrated SEL		

Jump to...	Curriculum & Instruction	Inclusive & Supportive Learning	Connectedness & Wellbeing	Postsecondary	Partnerships & Engagement
Partially	Including SEL curricula, Skyline integrated SEL instruction, and restorative practices.				Increase Average Daily Attendance
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.			<p>What is the feedback from your stakeholders?</p> <p>Students in grades 5-8 have expressed an interest in having a consistent student representative in place via a student voice committee to express their concerns. 🗨️</p>	<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p>
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.				<p>Staff trained on Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Establishing a strong and effective connection and communication stream between culture/climate team and student council members to cultivate more cohesion around relational respect and trust between staff/student and student/student interactions. 🗨️</p>			<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Universal norms in character traits and behavior expectations are posted around the building and practiced by most students. Steps for referrals to BHT regarding safety concerns (bullying, mental health issues, etc.) have been shared with staff. The attendance team will continue to monitor attendance metrics outlined via measures outlined in the attendance plan (ie ASPEN, teacher/parent logs, observations, etc.). Success Bound classes have been implemented to teach students how to communicate effectively with adults and peers. In addition, the curriculum also provides students with proper guidance on positive peer interactions. 🗨️</p>		

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	College and Career Competency Curriculum (C4) 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).	Students in grades PK-8 grade have access to college and career readiness opportunities and skills with and emphasis on grades 6-8. Students in grades 6-8 have begun the process of developing individual learning plans for postsecondary pathways. Students in grades 6-8 were able to participate in career readiness tasks such as resume development, mock interviews, and entrepreneur workshops developing powerpoints and communication skills. 🗨️	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p>
Yes	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
Yes	Work Based Learning Toolkit Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	<p>What is the feedback from your stakeholders?</p> <p>Parents were appreciative of the flexible calendar created to have the opportunity to participate in virtual and in-person meetings about the high school application. Due to the flexibility, we had 100% parent participation. 🗨️</p>	<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>

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

The school counselor in collaboration with the 6-8 grade teacher team have solid structures in place to ensure students awareness, readiness, and success as they prepare to transition to secondary and post secondary education. Our students attend annual highschool and career fairs and informationals throughout the school year to increase students and families access to equitable education and resources across the city. 🍌

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.

Brainstorming the benefits of developing a PLT (post-secondary leadership team). The team can help support the School Counselor in more effective ways to copyure the progress the school is making towards post secondary success for students when organizing and preparing students for highschool. 🍌

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Spectrum of Inclusive Partnerships	The fosters relationships with families via various modes of communications. Parents are provided surveys throughout the school year to leverage collaboration, input, and feedback of a variety of school needs and goals. Parents and and community stakeholders participate in monthly LSC meetings. Parents and community stakeholders are invited to a host of school wide event during the school day and after school hours (ie, awards assembly, STEAM night, open house, Literacy night, parent/teacher conferences, etc.). Parents receive several communications notifications via different modalities; email, phone call, memo, robocall, in person during drop-off/pick-up, etc. Using some of the communication methods mentioned, school wide attendance meetings are held twice a year to increase attendance and decrease truancy. One-to-one meetings are held with families who require individualized support and resouces to increase attendance and decrease truancy. We have an active student elected by peers as student council president. We have partnerships with The Museum of Science and Industry, The Nature Museum, Project Lead the Way and The Good News Club. 🍌	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ..</p> <p>Formal and informal family and community feedback received locally. (School Level Data)</p>
Yes	Reimagining With Community Toolkit		
Partially	Student Voice Infrastructure Rubric	What is the feedback from your stakeholders?	
		Increase student voice to build staff-student partnerships in school-wide decisions. Making space for staff to evaluate and reflect on decisions, initiatives, and data around school-wide initiatives with students. 🍌	

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 need to have a designated protocol of how, where, and when to give suggestions and feedback on school-wide initiatives. Teachers needs structured and consistent strategies for including student perspective around a sense of trust and belonging in the classroom 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 will continue to welcome families and community partners and stakeholders in our school community to participate in academic showcases and exhibitions, and actively contribute in decision-making discussions. 📌

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.
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Yes	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?

Skyline curriculum is used in ELA for grades K-8. Skyline engages students in rigorous and relevant tasks that promotes discussion and engagement in culturally relevant experiences. Foundational skills are embedded in to ensure each student has access to sequential and explicit teaching in targeted areas of need. Teacher team meetings occur weekly to discuss and share instructional best practices. Lesson plan reviews, student work samples, SEL, etc. are all revolving agenda items that allow peers to share ideas and provide feedback. In the classrooms, teachers cultivate a framework for positive learning conditions (ie, student voice, teacher positive and constructive feedback to students for growth measure, setting learning targets and goals, and structures and protocols for engagement, behavior expectations, transitions, etc. The ILT leads instructional improvements efforts through distributed leadership roles in various content areas (ie, BHT, Attendance, Culture/Climate, ELA, Math, Science, MTSS, Calm Classroom, etc.). Balanced assessments are implemented by school teams to inform decision making and monitor academic and SEL progress (ie, Star 360 BOY/MOY/EOY, Interim assessments, IAR, etc.

What is the feedback from your stakeholders?

Students have been observed by teachers as having difficulties will maintaining their attention and focus during instructional delivery. Daily explicit instruction in the areas of asking questions, making connections, and summarizing is paramount to students having a more well-rounded and flexible set of comprehension and critical thinking skills.

What student-centered problems have surfaced during this reflection?

Students are not able to apply and use knowledge in specific situations or tasks which includes generating and defending a claim through knowledge application.

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 will continue to adjust instructional practices to ensure all students needs are accommodated appropriately and timely. We will maintain the progress around differentiated instruction and fully intergrated instruction for all students. The curriculum remains aligned to the expectations of student standards. Balanced assessments will continue to be used to measure growth and attainment.

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

are not consistently receiving quality and rigorus instruction in core subject areas with fidelity.



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

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Root Cause

Resources: 

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

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

As adults in the building, we...

recognize that teachers in the bulding may have varying perspectives and ideas about what rigorus instruction looks like. Adults in the building may have limit understanding of how to effectively differentiate and deliver instruction via different modalities of learning. (ADD DATA from WAI KTHRI I)



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...

Through professional learning cycles, we will provide a culture of high expectations by implementing rigorous standard-based instruction through cognitively engaging with the content and real-world application



Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

Resources:

then we see...

teachers improving instructional outcomes by providing real-world examples, modeling asking/answering higher order thinking techniques through the use of level 3 & 4 DOK questioning for students who are provided the opportunity to deepen their thinking skills through productive struggle to develop problem solving strategies



which leads to...

overall 15% increase in EOY i-Ready data will result in students becoming critical thinkers, increased student voice, students connecting their thinking to their peers thinking, and defending their stance with evidence and reasoning.



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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

Eunique Taylor, Sangai Turner, and Jeaninne Owens, and Danielle Aiken

Dates for Progress Monitoring Check Ins

Q1 10/20/2023

Q3 3/22/2024

Q2 12/21/2023

Q4 6/6/2024

SY24 Implementation Milestones & Action Steps

Who



By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Build teacher capacity around depth of knowledge planning in order to deliver instruction to students to acquire foundation, use questions to connect, deepen, construct meaning, extend, and transfer meaning of content.	Content Leads	May 17, 2024	Not Started
Action Step 1	ILT team members will research evidence-based instructional practices.	ILT members	October 27, 2023	Select Status
Action Step 2	ILT team members will collaborate with core content leads to disseminate and demonstrate rigorous pedagogical teaching methods to teachers during content meetings.	ILT members	January 17, 2023	Select Status
Action Step 3	Teachers will receive professional development at the network, district and national level on best practices in delivering rigorous instruction in core subject areas.	ILT members	May 10, 2024	Select Status
Action Step 4	Teachers will partake in discussions during teacher team meetings that focus on critical areas of need according to balanced assessment data to deduce meaningful outcomes.	ILT members	weekly meetings after BOY, MOY, EOY assessments in SY24	Select Status
Action Step 5	ILT review data monthly.	ILT members	Monthly	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	
Reflection	Root Cause	Implementation Plan				
Implementation Milestone 2	Engage teachers in best practices around differentiated learning environment with an emphasis on the students modality of learning to maximize students growth opportunities			Content Leads	May 24, 2024	Not Started
Action Step 1	ILT team members will research evidence-based instructional practices.			ILT members	November 17, 2023	Select Status
Action Step 2	ILT team members will collaborate with core content leads to disseminate and demonstrate rigorous pedagogical teaching methods to teachers during content meetings.			ILT members	February 21, 2023	Select Status
Action Step 3	Teachers will receive professional development at the network, district and national level on best practices in delivering rigorous instruction in core subject areas.			ILT members	May 24, 2024	Select Status
Action Step 4	Teacher team meetings that focus on critical areas of need according to balanced assessment data to deduce meaningful outcomes.			ILT members	weekly meetings after BOY, MOY, & EOY assessments in SY24	Select Status
Action Step 5	ILT will review data monthly.			ILT members	Monthly	Select Status
Implementation Milestone 3	Engage teachers in best practices when making connections between the curriculum content and real-world experiences.			Content Leads	May 24, 2024	Select Status
Action Step 1	ILT team members will research evidence-based instructional practices.			ILT members	October 4, 2023	Select Status
Action Step 2	ILT team members will collaborate with ELA content leads to disseminate and demonstrate rigorous pedagogical teaching methods to teachers during content meetings.			ILT members	December 14, 2023	Select Status
Action Step 3	Teachers will receive professional development at the network, district and national level on best practices in delivering rigorous instruction in core subject areas.			ILT members	May 15, 2024	Select Status
Action Step 4	Teacher team meetings that focus on critical areas of need according to balanced assessment data to deduce meaningful outcomes.			ILT members	weekly meetings after BOY, MOY, & EOY assessments in SY24	Select Status
Action Step 5	ILT will review data monthly.			ILT members	Monthly	Select Status
Implementation Milestone 4	Engage teachers in best practices when making connections between the curriculum content and real-world experiences aligned to STEAM focus and rigorous tasks.			Content Leads	May 15, 2024	Select Status
Action Step 1	ILT team members will research evidence-based instructional practices to build teacher capacity to deliver high-quality instruction to all learners to STREAM driven tasks.			ILT members	October 13, 2023	Select Status
Action Step 2	ILT team members will collaborate during content meetings with Science and Math content leads to improve instructional practices and protocols by teachers incorporating intentional targeted and differentiated instruction and strategies.			ILT members	February 10, 2023	Select Status
Action Step 3	Teachers will receive professional development at the network, district and national level on best practices in delivering rigorous instruction in core subject areas.			ILT members	May 3, 2024	Select Status
Action Step 4	Teacher team meetings that focus on critical areas of need according to balanced assessment data to deduce meaningful outcomes.			ILT members	weekly meetings after BOY, MOY, & EOY assessments in SY24	Select Status
Action Step 5	ILT will review data monthly.			ILT members	Monthly	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Building teacher capacity around depth of knowledge planning in order to deliver instruction to students to acquire foundation, use questions to connect, deepen, construct meaning, extend, and transfer meaning of content.	
SY26 Anticipated Milestones	Engaging teachers in best practices around differentiated learning environment with an emphasis on the student's modality of learning to maximize students growth opportunities when making connections between the curriculum content and real-world experiences.	

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 an 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 C&I includes a minimum 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
Students in grades K-2 will become critical thinkers by including level 3 and 4 DOK questioning that allow students to use complex reasoning, draw conclusions from observations, design and conduct experiments, and encourage debates amongst peers to increase ELA scores by 10%.	Yes	iReady (Reading)	African American Male	60	70	80	85
			African American Female	60	70	80	85
Students in grades 3-8 will become critical thinkers by including level 3 and 4 DOK questioning that allow students to use complex reasoning, draw conclusion from observations, design and conduct experiments, and encourage debates amongst to increase ELA scores by 10%.	Yes	iReady (Reading)	Overall	10	10	20	30
			Overall	10	10	20	30

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. 📌

	Specify your practice goal and identify how you will measure progress towards this goal. 📌		
	SY24	SY25	SY26
<i>C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</i>	Grades K-8 will use a universal assessment system to measure student learning, reflect on trends across grade levels. We will utilize OST funding for students grades K-8 for after school programming to ensure high quality core instruction and supplementary instruction to close achievement gaps.	Teachers in grade K-8 will engage in professional developments for rigorous instruction, teachers will increase instructional planning time, supplement district-centralized formative assessments, as well as analyze school wide data to determine instructional effectiveness. Teachers will hold data driven instructional cycles where teachers review formative assessments and balanced grading during teacher team meetings. We will utilize OST funding for students grades K-8 for after school programming to ensure high quality core instruction and supplementary instruction to close achievement gaps.	Teachers will provide real world applications, interdisciplinary connections, and expand student access to a wide range of rigorous texts including texts of appropriate grade level complexity that allow students to use complex reasoning, draw conclusions from observation, design and conduct experiments, and encourage debates amongst peers. We will utilize OST funding for students grades K-8 for after school programming to ensure high quality core instruction and supplementary instruction to close achievement gaps.
<i>C&I:2 Students experience grade-level, standards-aligned instruction.</i>	Teachers will provide rigorous instruction using Webb's DOK Levels of Questions 3 & 4 that provides student centered learning in which they collaborate with peers. This will lead to students' ability to create a written or tangible product. Teachers will use rubrics along with CheckPoint and IReady Assessments to measure growth.	Based upon the data collected from assessments, teachers will attend training at the national level. These trainings will inform teachers how to engage students in higherlevel thinking using best practices. If teachers implement their training with fidelity then students will be create products that reflect standard based learning at their grade level.	Teachers will provide real world applications, interdisciplinary connections, and expand student access to a wide range of rigorous texts including texts of appropriate grade level complexity that allow students to use complex reasoning, draw conclusions from observation, design and conduct experiments, and encourage debates amongst peers. We will utilize OST funding for students grades K-8 for after school programming to ensure high quality core instruction and supplementary instruction to close achievement gaps.
<i>C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</i>	Teachers in grades K-8 will engage in professional developments at the state and national level with a focus on culturally responsive curriculum to effectively integrate culturally relevant teaching into their existing teaching practices.	Teachers will provide a culturally relevant curriculum that connects to researched-based, real-word text, and best practices for all students to access applicable resources and engage in a wide range of grade level complex text.	Teachers will prioritize students intellectual growth creating an environment where students affirm and appreciate multiple perspectives shared during peer-to-peer discourse to reflect attributes of critical thinking such as: strategic thinking and extending thinking.

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
critical thinkers by including level 3 and 4 DOK questioning that allow students to use complex reasoning, draw conclusions from observations, design and conduct experiments, and encourage debates amongst peers to critical thinkers by including level 3 and 4 DOK questioning that allow students to use complex reasoning, draw conclusion from observations, design and conduct experiments, and encourage debates amongst to	iReady (Reading)	African American Male	60	70	Select Status	Select Status	Select Status	Select Status
		African American Female	60	70	Select Status	Select Status	Select Status	Select Status
	iReady (Reading)	Overall	10	10	Select Status	Select Status	Select Status	Select Status
		Overall	10	10	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Grades K-8 will use a universal assessment system to measure student learning, reflect on trends across grade levels. We will utilize OST funding for students grades K-8 for after school programming to ensure high quality core instruction and supplementary instruction to close achievement gaps.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will provide rigorous instruction using Webb's DOK Levels of Questions 3 & 4 that provides student centered learning in which they collaborate with peers. This will lead to students' ability to create a written or tangible product. Teachers will use rubrics along with CheckPoint and IReady Assessments to measure growth.	Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers in grades K-8 will engage in professional developments at the state and national level with a focus on culturally responsive curriculum to effectively integrate culturally relevant teaching into their existing teaching practices.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Tier 1, 2 and 3 structures are in place to support student connectedness via the BHT and Culture/Climate Team, and Calm Classroom strategies. Restorative practices are in place to restore positive interactions and provide students strategies to resolve conflict. All students are encouraged and invited to attend tutoring, mentoring, and OST programs to address deficit areas and increases acceleration to students interests and needs. Students with chronic absences and tardies are addressed by parent communication and family support where needed and classroom/school-wide incentives. We have an active student elected by peers as student council president. We have an active student elected by peers as student council president to exercise student voice across the school setting.

What is the feedback from your stakeholders?

Students in grades 5-8 have expressed an interest in having a consistent student representative in place via a student voice committee to express their concerns.

What student-centered problems have surfaced during this reflection?

Establishing a strong and effective connection and communication stream between culture/climate team and student council members to cultivate more cohesion around relational respect and trust between staff/student and student/student interactions.

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?

Universal norms in character traits and behavior expectations are posted around the building and practiced by most students. Steps for referrals to BHT regarding safety concerns (bullying, mental health issues, etc.) have been shared with staff. The attendance team will continue to monitor attendance metrics outlined via measures outlined in the attendance plan (ie ASPEN, teacher/parent logs, observations, etc.). Success Bound classes have been implemented to teach students how to communicate effectively with adults and peers. In addition, the curriculum also provides students with proper guidance on positive peer interactions.

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Determine Priorities

Resources: 

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

Students... do not feel that their voices are heard and matter when decisions are made when recognizing celebrations/acknowledgements and recitifying challenges/conflicts consistently across the school community.

[Determine Priorities Protocol](#)



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

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Root Cause

Resources: 

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

As adults in the building, we... recognize that student voice is an important componet within the school community. When barriers are present and students don't feel the environment is trusting or feel supported it



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

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Barriers are present and students don't feel the environment is trusting or feel supported, it can lead to a wide-spread of both physical and mental outbursts that heavily impacts the overall well-being of students academically, socially, and emotionally. The universal opportunity for student voice allows for student input, ideas, and concerns to consider during the decision-making process.

Connectedness & Wellbeing

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

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Theory of Action

What is your Theory of Action?

If we...

ensure all staff receive professional learning around Tier 1 SEL curricular and engage students



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...

teachers implementing SEL strategies and curricular such as Calm Classroom, Second Step, etc., students will feel a sense of belonging, value, respect, and support from all staff members



which leads to...

a 10% decrease in unproductive behaviors by reinforcing positive student development such as constructive peer-to-peer interactions, and effective risk prevention. This culminates into a safe, academically engaged, responsive environment.



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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

Roxanne Young-Sherley, Felicia Cavitt, Darah Fox, and Tracey Kidd

Dates for Progress Monitoring Check Ins

Q1 10/20/2023

Q3 3/22/2024

Q2 12/21/2023

Q4 6/6/2024

SY24 Implementation Milestones & Action Steps

Who



By When

Progress Monitoring

Implementation Milestone	Build Culture/Climate team capacity around student survey data to identify norms and trends for discussions and planning the implementation of goal setting in bridging the communication gap between staff and students.	BHT LEAD & Culture/Climate Lead	May 10, 2024	Select Status
Action Step 1	Culture/Climate team and BHT will identify priorities using data from surveys to establish talking points between staff and students.	BHT Lead	October 4, 2023	Select Status
Action Step 2	Culture/Climate team and BHT will take a deep dive into the building a school-wide inclusive culture focused on the inner-core of the Instructional Core Vision with an emphasis on student voice.	BHT & Culture/Climate Lead	November 30, 2023	Select Status
Action Step 3	Team members will receive professional development at the network, district and national level in culturally responsive best practices to promote student growth and development.	BHT & Culture/Climate Lead	April 24, 2024	Select Status
Action Step 4	Culture/Climate team and BHT will explore research-based culturally responsive practices to create a healthy physical, emotional, and physical environment for student growth.	BHT & Culture/Climate Lead	January 11, 2024	Select Status
Action Step 5	Review ASPEN data each month.	BHT & Culture/Climate Lead	Monthly	Select Status

Implementation Milestone 2	Set intentional protocols and opportunities to build a foundation of listening that cultivates bonds of trust, equity of voice, and influence between students and staff.	BHT LEAD & Culture/Climate Lead	May 17, 2024	Select Status
Action Step 1	Culture/Climate team and BHT seek , listen to, and deeply consider the perspectives of student representatives concerns and topics relevant to relational respect and trust between staff/student and student/student interactions.	BHT Lead	October 27, 2023	Select Status
Action Step 2	Culture/Climate team and BHT will be deliberate and empowering in dialouge with student representatives.	BHT Lead, Social Worker, & Dean	December 6, 2023	Select Status
Action Step 3	Team members will receive professional development at the network, district and national level in culturally responsive best practices to promote student growth and development.	BHT & Cullture/Climate Lead	April 24, 2024	Select Status
Action Step 4	Culture/Climate team and BHT will investigate and research effective problem solving strategies relevant to a building and maintaining a positive school culture and climate.	BHT & Cullture/Climate Lead	February 22, 2024	Select Status
Action Step 5	Review ASPEN data each month.	BHT & Cullture/Climate	Monthly	Select Status
Implementation Milestone 3	Culture/Climate team and BHT will foster respectful and supportive student-to-student interactions with strong norms for responsible behaviors to encourage a sense of belonging to the school community.	BHT LEAD & Culture/Climate Lead	May 22, 2023	Select Status
Action Step 1	Culture/Climate team and BHT will identify priorities using data from surveys to establish talking points between staff and students.	Culture/Climate Lead	October 13, 2023	Select Status
Action Step 2	Culture/Climate team and BHT will dive deep into grade-band concerns from student representatives to identify root causes, and establish a coherent system for effective student voices across grade levels.	Culture/Climate Lead	December 8, 2023	Select Status
Action Step 3	Team members will receive professional development at the network, district and national level in culturally responsive best practices to promote student growth and development.	Culture/Climate Lead	May 22, 2023	Select Status
Action Step 4	Culture/Climate team and BHT will investigate and research fostering respectful and supportive student-to-student interactions within the school classroom and comminuty.	Culture/Climate Lead	January 15, 2023	Select Status
Action Step 5	Review ASPEN data each month.	Culture/Climate Lead	Monthly	Select Status
Implementation Milestone 4	Culture/Climate team and BHT will foster respectful and supportive staff to-student interactions so that each student has atleast one trusted adult in the school community.	BHT LEAD & Culture/Climate Lead	May 22, 2023	Select Status
Action Step 1	Culture/Climate team and BHT will identify priorities using data from surveys to establish talking points between staff and students.	Culture/Climate Lead	October 13, 2023	Select Status
Action Step 2	Culture/Climate team and BHT will dive deep into grade-band concerns from student representatives to identify root causes, and establish a coherent system for effective student voices across grade levels.	Culture/Climate Lead	December 8, 2023	Select Status
Action Step 3	Team members will receive professional development at the network, district and national level in culturally responsive best practices to promote student growth and development.	Culture/Climate Lead	May 22, 2023	Select Status
Action Step 4	Culture/Climate team and BHT will investigate and research fostering respectful and supportive staff-to-student interactions to increase student's trust, openness, and demonstration of care from staff in the school community.	Culture/Climate Lead	January 15, 2023	Select Status
Action Step 5	Review ASPEN data each month.	Culture/Climate Lead	Monthly	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Build Culture/Climate team capacity around student survey data to identify norms and trends for discussions and planning the implementation of goal setting in bridging the communication gap between staff and students.	
SY26 Anticipated Milestones	Set intentional protocols and opportunities to build a foundation of listening that cultivates bonds of trust, equity of voice, and influence between students and staff.	

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Numerical Targets [Optional] 📌			
				Baseline 📌	SY24	SY25	SY26
An elected student government will work collaboratively, therefore there will be an increase in student motivation due to the intentional inclusion of their voices as stakeholders within the school community.	Yes	5E: Supportive Environment	Overall	0	10	20	30
			Overall	0	10	20	30
Students will utilize SEL programs to differentiate productive and unproductive behaviors to facilitate positive interactions within the school community.	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	10	10	20	30
			Overall	10	10	20	30

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).	The school team will attend professional developments that educate staff on how to implement an effective student government. In addition to this the staff will collaborate with other schools to gain an understanding on their student council structures and establish a student council handbook.	The school team will implement an elected student council as well as attend professional developments and workshops to develop essential skills on peer jury implementation in order to give students more opportunities for equitable student voice within the decision-making process.	The peer jury will be selected by the Culture and Climate Team to determine balanced and equitable restorative practices to ensure student accountability for violating the student code of conduct.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Staff will attend professional developments and workshops to further enhance their knowledge base on SEL programs that aid in cultivating students to gain a better understanding of their thoughts emotions, self-awareness and development of empathy among their peers.	Staff will implement SEL curricula with adaptations that support staff and students' feedback on implementation and effectiveness of positive relationships among teachers.	Staff will continue to acquire knowledge in the development of restorative processes that restore, rebuild and reconnect by attending professional developments, workshops and conferences.
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Schools will appropriate supportive and equitable approaches to develop and sustain a learning environment that promotes the growth of self awareness, self management, social awareness, interpersonal skills and positive decision making skills that students need to facilitate positive interactions with peers.	The Behavioral and Health Team and Climate and Culture Team leaders will attend professional developments to increase effectiveness of restorative practices, empathetic communication with students, and reinforce competencies and behaviors targeted towards effective risk prevention, and a safe academically engaged and responsive environment.	The Cultural and Climate Team will facilitate student leadership committees that affirm student agency through the expression and reflection of students' thoughts, opinions, and values that they share to drive change within the school culture.

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
An elected student government will work collaboratively, therefore there will be an increase in student motivation due to the intentional inclusion of their voices as stakeholders within the school community.	5E: Supportive Environment	Overall	0	10	Select Status	Select Status	Select Status	Select Status
		Overall	0	10	Select Status	Select Status	Select Status	Select Status
Students will utilize SEL programs to differentiate productive and unproductive behaviors to facilitate positive interactions within the school community.	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	10	10	Select Status	Select Status	Select Status	Select Status
		Overall	10	10	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).	The school team will attend professional developments that educate staff on how to implement an effective student government. In addition to this the staff will collaborate with other schools to gain on understanding on their student council structures and establish a student council handbook.	Select Status	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.	Staff will attend professional developments and workshops to further enhance their knowledge base on SEL programs that aid in cultivating students to gain a better understanding of their thoughts emotions, self-awareness and development of empathy among their peers.	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Schools will appropriate supportive and equitable approaches to develop and sustain a learning environment that promotes the growth of self awareness, self management, social awareness, interpersonal skills and positive decision making skills that students need to facilitate positive interactions with peers.	Select Status	Select Status	Select Status	Select Status

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

To Increase parents professional development and parenting skills through training parents and



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