CIWP Team & Schedules

Resources 🚀

CIWP Team Guidance

Name ✏️	Role ✏️	Email ✏️
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Carla Williams-Hudson	Parent	cjwilliams@cps.edu
Jeanine Donaldson	LSC Member	jldonaldson@cps.edu
April Woodard	Prek Teacher Leader	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	7/3/23	7/14/23
Reflection: Curriculum & Instruction (Instructional Core)	7/13/23	7/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/17/23	7/18/23
Reflection: Connectedness & Wellbeing	7/19/23	7/19/23
Reflection: Postsecondary Success	7/20/23	7/20/23
Reflection: Partnerships & Engagement	7/21/23	7/21/23
Priorities	7/24/23	7/28/23
Root Cause	7/31/23	7/31/23
Theory of Acton	8/1/23	8/1/23
Implementation Plans	8/2/23	8/2/23
Goals	8/3/23	8/3/23
Fund Compliance	8/4/23	8/4/23
Parent & Family Plan	8/7/23	8/7/23
Approval	8/7/23	8/11/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✏️	
Quarter 1	10/27/2023
Quarter 2	12/22/2023
Quarter 3	4/1/2024
Quarter 4	6/7/2024

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

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	For IAR , 52% of students did not meet expectations on Language Conventions and Writing Conventions. Modeling and application are our weakest area in math -70% of students did not meet expectations in this area ✏️	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	Star 360 Reading: BOY UI 39.55% ~ EOY UI 28.03% ~ change in UI % -11.52% BOY AT/ABOVE 19.40% ~ EOY AT/ABOVE 30.30% change in AT/Above% +10.90% BOY ON WATCH 20.15% ~ EOY ON WATCH 15.91% change in OW -4.24% BOY INTERVENTION 20.90% ~ EOY INTERVENTION 25.76% change in IV +4.86% Further in depth study is needed to determine movement from one category to another BOY to MOY movement may need analyzation for decrease/increase in student movement through all levels. Overall from BOY- EOY movement is moving in the right direction looking at the highest and the most at risk IReady Reading K-2 takeaways: Fall results showed that the effects of the pandemic were still relevant, as 80% of students were one to two grades below level. This was very evident, especially in first and second grade. By the end of the year, 33% of K-2 students were at mid/above grade level, 23% were at grade level(early on), 39% were one grade level below, and 5% were at two grade levels below. The gains the students made show that the teaching strategies and curriculum are working to make students successful. IReady Math K-2 takeaways: Fall results showed that the effects of the pandemic were still relevant, as 95% of the students were one to two grade levels below. By the end of the school year, 31% were at mid to above grade level, 17% were at grade level(early on), 45% were one grade level below, and 7% were two grade levels below. The gains the students made to get from below level to on or above shows that the math	

			What is the feedback from your stakeholders?	
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	Cultivate Survey ✏️ 99% of students view Wells Prep as a supportive environment with ambitious instruction. 80% of teachers noted that our school leadership team sets high standards for teaching and student learning (increase of +15 from last year). 80% of students participate in classroom discussions that build critical thinking skills (increase of +21 from last year). 66% of teachers identified collaborative practices amongst their colleagues as beneficial to review assessments, develop instructional strategies and observe each other's practices for reflective purposes (increase of +41 from last year).	STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness 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.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		

			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?	
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	All four learning cycles were devoted to improving cognitive engagement and meaningful discourse among students and its impact could seen in student achievement growth in Star 360 ✏️	

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.

(1). Compared to Reading, middle school students do not have enough instructional minutes for consistent rigorous instruction at the level of Analysis and Knowledge Utilization in Math instruction (2). Students do not have a Writing curriculum and do not have consistent rigorous instruction in language and writing conventions. ✏️

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	According to our 2023 5 Essential Survey, we are noted as well-organized for improvement. 94% of our respondents viewed instruction as very strong with a growth of 6 points. ✏️ -79% of our respondents viewed our supportive environment as strong (the percentage stayed the same from 2022-2023). -67% of teachers viewed opportunities for collaboration as strong (grew by 15 points). - 66% of respondents viewed	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum

		References		Metrics
		Roots Survey	strong (grew by 18 points). - 60% of respondents viewed leadership as effective which slated the school as strong (we grew by 3 points). -65% of vested stakeholders viewed our level of family involvement as strong (we grew by 5 points).Ensure that MTSS Team meetings are scheduled for a minimum of once a month that is agenda driven and consistent roles and responsibilities. -Consistently visit our Root Survey to identify school strengths and areas of improvement. -Plan to ensure that Branching Minds is being used and build the capacity of the MTSS Team	Roots Survey
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		ACCESS
				MTSS Academic Tier Movement
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		Annual Evaluation of Compliance (ODLSS)
			What is the feedback from your stakeholders?	Quality Indicators of Specially Designed Curriculum
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	Administration is open and vocal about their commitment to diversity and inclusion. - Encourages collaboration in the workplace by way of PLC's, ILT Teams, PAC, and LSC. - Creates a safe space for communicating and inviting employees to share and exchange ideas without judgment. -Makes professional development opportunities available to all employees. -Recognizes employees' contributions and shows they are valued. -Takes an interest in others' thoughts and ideas, listens to employees and acknowledges their opinions/perspectives.	EL Program Review Tool
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		
			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?	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		The transition to branching minds (as school's intervention platform) has started. Teachers have been trained to navigate branching minds	

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.

(1). Students do not receive consistent and cohesive tierred systems of support.

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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	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	K-2 teachers used the Second Step curriculum to teach the SEL program. Students were also involved in Morning Meetings to help include SEL first thing as a check in before the school day began. During weekly PLC meetings, the culture and climate of the K-2 classrooms were discussed and, and improvements were made when needed. An extra program, Life Score, was added to give specific students, 2 hours a week, more time to work on SEL issues. Students in Grades 3rd-5th look forward to daily Second Step SEL lessons. Lessons focusing on bullying helped all stakeholders recognize the difference between conflict and bullying. In learning the differences, students were equipped with conflict resolution skills. Another benefit of the implementation of Second Step was that students learned how to properly respond to bullying incedents (from recognizing to reporting). Teachers learned how to appropriately respond to students and reports of bullying. "Wellsgiving" Random Acts of Kindness Behavioral/Attendance Days sponsored by the Attendance/Culture Team promoted community and showing kindness toward fellow classmates and collegues. Grade Cyles created Unity Trees displaying leaves created by students with positive messages of community and connectedness. Students reflected on moments in which they received or showed kindness in their classroom, school, and community in which they live.	% of Students receiving Tier 2/3 interventions meeting targets
				Reduction in OSS per 100
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Reduction in repeated disruptive behaviors (4-6 SCC)
				Access to OST
				Increase Average Daily Attendance
				Increased Attendance for Chronically Absent Students
			What is the feedback from your stakeholders?	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.		Students in the K-2 grade band were very involved and excited about all of the Second Step activities that were in the curriculum. Students were engaged daily, and weekly with the curriculum. Parents were also involved through home activities that are sent home to be completed. The Second Step program allows for students to feel comfortable sharing, and expressing themselves through the different activities. Students that were involved in the Life Source program, twice a week, were excited to attend the program. Teachers were able to see some of the changes that this extra program was bringing to those specific students. Parents of the students selected were eager to sign them up to be a part of the program. OST programming at Wells Prep is made available to every student throughout the school year. Academic and social enrichment programming allowws studnets opportunities to receive academic interventions/enrichment/ acceleration. Social programs engage students in music, dance, art, STEM/STEAM, culinary, team building, character building, and SEL activities. According to the high number of students enrolled in OST programs, parents and students seem to rely on our school community to offer a safe space where students are able to learn, play, engage, and grow to become productive members of our school community that contribute to the growth of our school.	Cultivate (Belonging & Identity)
				Staff trained on alternatives to exclusionary discipline (School Level Data)
Yes	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.	**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?**
Majority of our students do not receive consistent quality tier one SEL (2nd Step) instruction on a daily.basis	In addition to the use of second step for SEL tier 1 curriculum, we have developed partnerships (HELP & Lifescore) that provide tier 2 & 3 supports.

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**
Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	MYP ~ In alignment with our school's motto, " All Roads Lead to College" MYP students incorporate the IB Learner Profile Attributes to help students commit to learning how to respect themselves, others and the world around them. MYP students complete 20 hours of Service Learning Projects, Personal Projects and Community Projects annually during the middle school years. Students and parents are given direct guidance though the high school selection process. Students and parents are encouraged to attend the High School Fair to help with the selection process. Wells has a 95% promotion rate from 8th grade to high school.	Graduation Rate / Program Inquiry: Programs/participation/attainment rates of % of ECCC / 3 - 8 On Track / Learn, Plan, Succeed / % of KPIs Completed (12th Grade) / College Enrollment and Persistence Rate / 9th and 10th Grade On Track / Cultivate (Relevance to the Future) / Freshmen Connection Programs Offered (School Level Data)
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		
No	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** Parents are very supportive of administration and teachers in transitioning their child from 8th grade to high school. Teachers are very supportive through collaboration for supplying our students with the tools and resources for a successful transition from 8th grade to enter into high school.	
Partially	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	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** We have identitifed South Shore International College Prep as our potential IB partner school	
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 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.

1. For high school, students have limited IB options and the probability of continuing their IB education in an IB high school is very slim.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	CHIS&E STEM The K-8TH grade students have an advance knowledge in math and science The students are being prepared to be accepted in STEM and collegiate programs. The students have a greater interest in the STEM fields UChicago STEM Education The Pre-K & Kin students actively participate as scientists and engineers to systematically explore, describe, changes in	Cultivate / 5 Essentials Parent Participation Rate

engineers to systematically explore, describe, changes in various STEM Projects.

The students practice and apply a variety of mathematics skills, incl   including counting, comparing, measuring, categorizing, graphing, and describing shapes and other attributes..

NASA

The Pre-K - 8th grade students are able to participate in various NASA Programs in the summer and during the school year.

Students discuss the next science investigations bound for the international Space Station.

These programs help students develop and support their developing skills in many areas in mathematics and science.

ADA S. McKINLEY

supports Wells 5th - 8th grade students through incentive programs for the IB-MYP students and our intermediate students.

They sponsor academic cultural field trips and expose our students to other cultures, plays, operas, etc.

They sponsored students and chaperones to go to Segal, West Africa.

They supply workshops with parents 4X's a year

Director and Lead staff are planning to sponsor more students and chaperones on our upcoming IB-MYP cultural/academic learning excursion

Per Director they will sponsor us for the next decade

Believes in the mission, vision, and academic goal of Wells Prep and want to support in any way possible

CRADLE -TO- CRAYONS

Supports our students from PRE-K - 8th grade providing them with school supplies, book bags filled with school supplies, coats, clothes (shirts, pants, underwear, socks, uniforms, dress clothes, books

Feedback from Stakeholders

CTC is willing to meet the needs of our school and supply

Yes

Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.

Reimagining With Community Toolkit

Partially

School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

Student Voice Infrastructure Rubric

5E: Involved Families

5E: Supportive Environment

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

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

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

What is the feedback from your stakeholders?

Overall our vested stakeholders view Wells Prep as a culture and climate in which positive relationships between parents, teachers, and administrators facilitate a learning environment that is safe and secure. Student voice and parent Trelationships provide the platform for social and academic skills as well as impact learner outcomes. Student voice survey's and feedback from parent committees revealed that not only do positive teacher relationships provide a sense of closeness, warmth, and well-being for the child, but they also play a fundamental role in academic success and social skills here at Wells.

What student-centered problems have surfaced during this reflection?
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Parent involment is limited and inconsistent.

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 currently working on a partnership (Parent Mentor Program) that will pay parents to participate in guided reading groups in the classroom. We have engaged a vendor (Corporate Break up) to teach enterpreneurship course in our middle school- student create a business plan at the end of the course

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
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?

For IAR , 52% of students did not meet expectations on Language Conventions and Writing Conventions. Modeling and application are our weakest area in math -70% of students did not meet expectations in this area

Star 360 Reading: BOY UI 39.55% ~ EOY UI 28.03% ~ change in UI % -11.52%
BOY AT/ABOVE 19.40% ~ EOY AT/ABOVE 30.30% change in AT/Above% +10.90%
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Further in depth study is needed to determine movement from one category to another
BOY to MOY movement may need analyzation for decrease/increase in student movement through all levels. Overall from BOY- EOY movement is moving in the right direction looking at the highest and the most at risk

IReady Reading K-2 takeaways: Fall results showed that the effects of the pandemic were still relevant, as 80% of students were one to two grades below level. This was very evident, especially in first and second grade. By the end of the year, 33% of K-2 students were at mid/above grade level, 23% were at grade level(early on), 39% were one grade level below, and 5% were at two grade levels below. The gains the students made show that the teaching strategies and curriculum are working to make students successful.

IReady Math K-2 takeaways: Fall results showed that the effects of the pandemic were still relevant, as 95% of the students were one to two grade levels below. By the end of the school year, 31% were at mid to above grade level, 17% were at grade level(early on), 45% were one grade level below, and 7% were two grade levels below. The gains the students made to get from below level to on or above shows that the math curriculum and teaching strategies we are using is working to make students successful

What is the feedback from your stakeholders?

Cultivate Survey
99% of students view Wells Prep as a supportive environment with ambitious instruction.
80% of teachers noted that our school leadership team sets high standards for teaching and student learning (increase of +15 from last year).
80% of students participate in classroom discussions that build critical thinking skills (increase of +21 from last year).
66% of teachers identified collaborative practices amongst their colleagues as beneficial to review assessments, develop instructional strategies and observe each other's practices for reflective purposes (increase of +41 from last year).

What student-centered problems have surfaced during this reflection?

(1). Compared to Reading, middle school students do not have enough instructional minutes for consistent rigorous instruction at the level of Analysis and Knowledge Utilization in Math instruction (2). Students do not have a Writing curriculum and do not have consistent rigorous instruction in language and writing conventions.

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?

All four learning cycles were devoted to improving cognitive engagement and meaningful discourse among students and its impact could seen in student achievement growth in Star 360

Determine Priorities

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

Students...

Compared to ELA, MVP/grades 6-8 students lack adequate instructional minutes needed for consistent rigorous instruction at the level of Analysis and Knowledge Utilization in Math

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

Lack of interdisciplinary instruction that adds to math instructional minutes other than what's explicitly provided by the master schedule

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5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

Implement interdisciplinary units of study that integrate math in other core subjects, and also IB ATL skills in the daily implementation of balanced Math instruction

then we see....

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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.

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

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

Curriculum & Instruction

Students make connections across disciplines as they represent and solve real-word problems with symbols We will also see additional math instructional minutes adequate to keep instruction rigorous and consistent at grade level and at the level of Analysis and Knowledge Utilization/Aplication

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

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

which leads to...

Increase in the percentage of students meeting or exceeding expectations in math IAR from 9% to 20% and percentage of students meeting expectations in modeling & applicationincreasing from 30%to 50%

Return to Top   **Implementation Plan**

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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 ✏️

Dr. Izuegbu

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	4/1/2024
Q2	12/22/2023	Q4	6/7/2024

SY24 Implementation Milestones & Action Steps	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1 — 100% of teachers integrating Wells Prep grade level math standard practices with core math curriculum/Envision math	ILT	12/22/2023	In Progress
Action Step 1 — Provider refresher course on Wells Prep grade level math standard practices	Dr. Izuegbu	8/31/2023	Completed
Action Step 2 — Schedule internal walkthrough to monitor implementation	Dr. Walker	9/15/2023	In Progress
Action Step 3 — Provide class coverage to ensure teacher leaders participate in the walkthrough	AP Toney	9/13/2023	In Progress
Action Step 4 — Provide gradeband teacher feedback	ILT	9/15/2023	Not Started
Action Step 5 — Provide individual teacher feedback	Dr. Izuegbu	9/15/2023	Not Started
Implementation Milestone 2 — 100% of middle school students receiving at least 420 minutes weekly in math instruction	AP Toney	10/2/2023	In Progress
Action Step 1 — Review master schedule with AP Toney to explore ways to increase math instructional minutes	Dr. Izuegbu	9/5/2023	Completed
Action Step 2 — Engage MYP teachers and discuss possible scheduling options	Dr. Izuegbu	9/7/2023	In Progress
Action Step 3 — Hold one-one meetings with impacted teachers as applicable	Dr. Izuegbu	9/16/2023	In Progress
Action Step 4 — Present draft of new master schedule to Senior Leadership Team	AP Toney	9/25/2023	In Progress
Action Step 5 — Approve and publish new master schedule	AP Toney	10/2/2023	Not Started
Implementation Milestone 3 — 100% of students receiving small group instruction in the classroom	Dr. Izuegbu	10/13/2023	In Progress
Action Step 1 — Teachers present their class BOY data	All teachers	09/22/2023	In Progress
Action Step 2 — Implement data protocol to inform grouping	Dr. Walker	09/22/2023	Not Started
Action Step 3 — Teachers post student groups in their classrooms	Lead Teachers	09/29/2023	Not Started
Action Step 4 — Teachers present their group rotation schedule duriing PLC for discussion and approval	Dr. Izuegbu	09/29/2023	Not Started
Action Step 5 — Teachers develop and post group rotation schedules in their classrooms	Lead Teachers	10/06/2023	Not Started
Implementation Milestone 4 — 100% of Tier 2&3 students receiving additional support at OST programs	Dr. Walker	3/22/2024	In Progress
Action Step 1 — Establish criteria for Tier II & Tier III supports	Dr. Walker	09/29/2023	In Progress
Action Step 2 — Engage familes and enroll all Tier II & III students in math OST intervention programs	Dr. Walker	09/29/2023	Not Started
Action Step 3 — Engage teachers and assign teachers to appropriate math OST intervention programs	Dr. Walker	10/06/2023	In Progress
Action Step 4 — Engage teachers and create 6-8 Saturday math OST intervention program	Dr. Walker	1/12/2024	Not Started
Action Step 5 — Ensure effective Saturday school implementation until after IAR math assessemnt	Dr. Walker	3/21/2024	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	100% of middle school teachers integrating Wells Prep standard math gradel level practices with core curriculum/Envision math and consistently providing rigorous grade level math instructional at the level of Analysis and Knowledge Utilization/Application	✏️
SY26 Anticipated Milestones	100% of middle school teachers integrating IB ATL skills with balanced math instruction as well as integrating math in other core subjects via interdisciplinary units of study	✏️

Return to Top   **Goal Setting**

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

IL-EMPOWER Goal Requirements

Curriculum & Instruction

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

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 ✍	SY24	SY25	SY26
Increase in the percentage of students meeting or exceeding expectation in math IAR	Yes	IAR (Math)	Overall	9	15	20	25
			African American	9	15	20	25
Increase in weekly math instructional minutes for middle school/6-8 students	Yes	Other	Other [6-8 students]	300 minutes	360 minutes	400 minutes	420 minutes
			African American	300 minutes	360 minutes	400 minutes	420 minutes

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:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing grade level high quality rigorous math curriculum (Envision) via internal walkthroughs, landscape walks, and rigor walks	Most teachers are integrating Wells Prep grade level math instructional practices with core curriculum/Envision	All teachers are integrating Wells Prep grade level math instructional practices with core curriculum/Envision
C&I:4 The ILT leads instructional improvement through distributed leadership.	All ILT (including teacher leaders) collaborates and implements learning cycles to monitor the develpment of grade level common unit plans and its implementation	100 % of teachers collaborating in developing and implementing common unit plans	100 % of teachers collaborating in developing and implementing common common unit assessments
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase in the percentage of students meeting or exceeding expectation in math IAR	IAR (Math)	Overall	9	15	On Track	Select Status	Select Status	Select Status
		African American	9	15	On Track	Select Status	Select Status	Select Status
Increase in weekly math instructional minutes for middle school/6-8 students	Other	Other [6-8 students]	300 minutes	360 minutes	On Track	Select Status	Select Status	Select Status
		African American	300 minutes	360 minutes	On Track	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing grade level hi	On Track	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	All ILT (including teacher leaders) collaborates and implements lear	On Track	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

According to our 2023 5 Essential Survey, we are noted as well-organized for improvement. 94% of our respondents viewed instruction as very strong with a growth of 6 points. -79% of our respondents viewed our supportive environment as strong (the percentage stayed the same from 2022-2023). -67% of teachers viewed opportunities for collaboration as strong (grew by 15 points). - 66% of respondents viewed leadership as effective which slated the school as strong (we grew by 3 points). -65% of vested stakeholders viewed our level of family involvement as strong (we grew by 5 points).Ensure that MTSS Team meetings are scheduled for a minimum of once a month that is agenda driven and consistent roles and responsibilities. -Consistently visit our Root Survey to identify school strengths and areas of improvement. -Plan to ensure that Branching Minds is being used and build the capacity of the MTSS Team

What is the feedback from your stakeholders?

Administration is open and vocal about their commitment to diversity and inclusion. - Encourages collaboration in the workplace by way of PLC's, ILT Teams, PAC, and LSC. - Creates a safe space for communicating and inviting employees to share and exchange ideas without judgment. -Makes professional development opportunities available to all employees. -Recognizes employees' contributions and shows they are valued. -Takes an interest in others' thoughts and ideas, listens to employees and acknowledges their opinions/perspectives.

What student-centered problems have surfaced during this reflection?

(1). Students do not receive consistent and cohesive tierred systems of support.

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?

The transition to branching minds (as school's intervention platform) has started. Teachers have been trained to navigate branching minds

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Determine Priorities

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

Students…

do receive tierred systems of support but the supports and interventions lack cohesion and consistency

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

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

As adults in the building, we…

need to prioritize tierred supports and interventions for students and also streamline the various intervention platforms and resources for our tier 1 and tier 2 supports

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we….

screen students with research-based universal screeners and use data to provide on-going tiered supports and progress monitoring

then we see….

a learning environment and school culture where teachers and staff are responsive to the academic, social, and emotional needs of all students. Learning becomes wholistic and personalized for all students.

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.

Inclusive & Supportive Learning Environment

which leads to...

increase in on-track data (from 40%-60%), improved attendance rate from 90.70% to 92%, and improved overall student wellbeing. ✍️

Implementation Plan

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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 ✍️

Qiana Smith-Walker

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	4/1/2024
Q2	12/22/2023	Q4	6/7/2024

SY24 Implementation Milestones & Action Steps	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 Streamline school academic intervention supports and identify academic intervention programs/platforms that would provide the best support for our students	MTSS Team	10/27/2023	In Progress
Action Step 1 Develop academic intervention/MTSS flowchart specific to Wells	MTSS TEAM	12/22/2023	In Progress
Action Step 2 Develop/implement a criteria for student progress through each MTSS Tier	MTSS TEAM	12/22/2023	In Progress
Action Step 3 Develop/implement MTSS team meeting schedule	MTSS TEAM	12/22/2023	Completed
Action Step 4 Outline and distribute supplemental supports per TIER	MTSS TEAM	12/22/2023	In Progress
Action Step 5 Develop a check-in schedule to evaluate student progress to determine intensfying/minimizing student support	MTSS TEAM	12/22/2023	In Progress
Implementation Milestone 2 Ensure that all teachers and staff are trained and familiar with all school intervention programs	MTSS Lead/Interventionist	12/22/2023	In Progress
Action Step 1 Provide MTSS training for primary POD (pre-K-2)	MTSS Lead/Interventionist	12/22/2023	Not Started
Action Step 2 Provide MTSS training for intermediate POD (3rd-5th)	MTSS Lead/Interventionist	12/23/2023	Not Started
Action Step 3 Provide MTSS training for middle school POD (6th-8th)	MTSS Lead/Interventionist	12/23/2023	Not Started
Action Step 4 Survey staff on effectivess of training/identify/address immediate concerns with implementation	MTSS Lead/Interventionist	12/23/2023	Not Started
Action Step 5 Observe fidelity of implementation	MTSS Lead/Interventionist	12/23/2023	Not Started
Implementation Milestone 3 Streamline school behavior intervention supports and develop partnerships with community orginizations and businesses that would provide the best support for our students	BHT/SEL Lead	10/27/2023	In Progress
Action Step 1 Develop behavior intervention flowchart that is specific to Wells and encompasses all the supports availale at Wells	BHT/SEL Lead	12/23/2023	In Progress
Action Step 2 Establish communication/develop rapport with community partners	BHT/SEL Lead	12/23/2023	In Progress
Action Step 3 Provide each classroom teacher information/training around all TIER and the support available in each Tier	BHT/SEL Lead	12/23/2023	In Progress
Action Step 4 Develop monthly check-in system with classroom teachers to observe/revise implementation of Tier 1 supports	BHT/SEL Lead	12/23/2023	In Progress
Action Step 5 Review/Revise PBIS incentives and incentive scheulde and review with teachers and staff	BHT/SEL Lead	12/23/2023	Not Started
Implementation Milestone 4			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	100% of teachers trained and proficient in using school approved intervention platforms to provide tierred and documented systems of support to their students.	✍️
SY26 Anticipated Milestones	40% of teachers trained and examplary in using school approved intervention platforms to provide tierred and documented systems of support to their students	✍️

Goal Setting

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Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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 the required targets

Inclusive & Supportive Learning Environment

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 goals include numerical targets
-Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

| Specify the Goal ✍ | Can this metric be frequently monitored? | Metric | Student Groups (Select 1-2) | Baseline ✍ | Numerical Targets [Optional] ✍ | | |
					SY24	SY25	SY26
Increase the percentage of students in grades 3-8 who are on-track	Yes	3 - 8 On Track	Overall	35	40	45	50
			African American	35	40	45	50
Reduce the percentage of benchmark students (grades 2, 5, & 8) needing Summer school intervention	Yes	Promotion rate	Other [benchmark students]	20	17	14	10
			African American	20	17	14	10

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:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	100% of teachers are grouping students based on most recent assessment data and are creating and implementing the interventions in the Branching Minds platform based	Some teachers are and the MTSS teams are progress monitoring interventions using multiple types of data.	All teachers, te;acher teams, and MTSS teams are interpreting data, progress monitoring, and adjusting instruction based on interventions and multiple types of data.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	The BHT and all teachers are providing SEL support via Second Step in whole group and small group settings	Some teachers are providing SEL support via Second Step in whole group setting	BHT has systems and structures in place that provide SEL support via Second Step in small group settings
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the percentage of students in grades 3-8 who are on-track	3 - 8 On Track	Overall	35	40	On Track	*Select Status*	*Select Status*	*Select Status*
		African American	35	40	On Track	*Select Status*	*Select Status*	*Select Status*
Reduce the percentage of benchmark students (grades 2, 5, & 8) needing Summer school intervention	Promotion rate	Other [benchmark students]	20	17	On Track	*Select Status*	*Select Status*	*Select Status*
		African American	20	17	On Track	*Select Status*	*Select Status*	*Select Status*

Practice Goals / Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	100% of teachers are grouping students based on most recent asse	*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.	The BHT and all teachers are providing SEL support via Second Ste	*Select Status*	*Select Status*	*Select Status*	*Select Status*
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
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?

For IAR , 52% of students did not meet expectations on Language Conventions and Writing Conventions. Modeling and application are our weakest area in math -70% of students did not meet expectations in this area

Star 360 Reading: BOY UI 39.55% ~ EOY UI 28.03% ~ change in UI % -11.52%
BOY AT/ABOVE 19.40% ~ EOY AT/ABOVE 30.30% change in AT/Above% +10.90%
BOY ON WATCH 20.15% ~ EOY ON WATCH 15.91% change in OW -4.24%
BOY INTERVENTION 20.90% ~ EOY INTERVENTION 25.76% change in IV +4.86%
Further in depth study is needed to determine movement from one category to another
BOY to MOY movement may need analyzation for decrease/increase in student movement through all levels. Overall from BOY- EOY movement is moving in the right direction looking at the highest and the most at risk

IReady Reading K-2 takeaways: Fall results showed that the effects of the pandemic were still relevant, as 80% of students were one to two grades below level. This was very evident, especially in first and second grade. By the end of the year, 33% of K-2 students were at mid/above grade level, 23% were at grade level(early on), 39% were one grade level below, and 5% were at two grade levels below. The gains the students made show that the teaching strategies and curriculum are working to make students successful.

IReady Math K-2 takeaways: Fall results showed that the effects of the pandemic were still relevant, as 95% of the students were one to two grade levels below. By the end of the school year, 31% were at mid to above grade level, 17% were at grade level(early on), 45% were one grade level below, and 7% were two grade levels below. The gains the students made to get from below level to on or above shows that the math curriculum and teaching strategies we are using is working to make students successful

What is the feedback from your stakeholders?

Cultivate Survey
99% of students view Wells Prep as a supportive environment with ambitious instruction.
80% of teachers noted that our school leadership team sets high standards for teaching and student learning (increase of +15 from last year).
80% of students participate in classroom discussions that build critical thinking skills (increase of +21 from last year).
66% of teachers identified collaborative practices amongst their colleagues as beneficial to review assessments, develop instructional strategies and observe each other's practices for reflective purposes (increase of +41 from last year).

What student-centered problems have surfaced during this reflection?

(1). Compared to Reading, middle school students do not have enough instructional minutes for consistent rigorous instruction at the level of Analysis and Knowledge Utilization in Math instruction (2). Students do not have a Writing curriculum and do not have consistent rigorous instruction in language and writing conventions.

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?

All four learning cycles were devoted to improving cognitive engagement and meaningful discourse among students and its impact could seen in student achievement growth in Star 360

Determine Priorities

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

Students...

do not have a Writing curriculum and do not have consistent rigorous instruction in language and writing conventions. Also compared to Reading, middle school students do not have enough instructional minutes for consistent rigorous instruction at the level of Analysis and Knowledge Utilization

Resources: 🚀

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

have not focused on Writing and we tend to assume that Writing is adequately integrated with reading as long as student achievement scores in reading are above average.

Resources: 🚀

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

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

adopt a research-based rigorous writing curriculum (independent of Reading) and independently teach language and writing conventions in K-8 (especially middle school)

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.

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

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

Curriculum & Instruction

then we see....

students think independently and authentically in ways that will improve their cognitive abilities and also raise the level of cognitve engagement and meaningful discourse among students and across subjects ✍️

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

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

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

which leads to...

increase in student achievemtn data in IAR ELA from 31% to 40% ✍️

Implementation Plan

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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 ✍️

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	4/1/2024
Q2	12/22/2023	Q4	6/7/2024

SY24 Implementation Milestones & Action Steps

	SY24 Implementation Milestones & Action Steps	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Adoption of a reasearch-based and district approved writing curriculum	ILT	10/12/2023	In Progress
Action Step 1	Recommend a district-approved writing curriculum to ILT	Senior Leadership Team	9/18/2023	In Progress
Action Step 2	Review and approve a district-approved writing curriculum	ILT	9/25/2023	In Progress
Action Step 3	Allocate funds and complete requsition for the purchase of approved wiritng curriculum	Dr. Izuegbu	9/28/2023	In Progress
Action Step 4	Present requisition and secure LSC approval to purchase writing curriculum	Dr. Izuegbu	10/10/2023	In Progress
Action Step 5	Include writing in the masterschedule independent of ELA schedule	AP Toney	10/12/2023	In Progress
Implementation Milestone 2	100% of ILT members and teachers trained in the implementation of the new selected writing curriculum	Senior Leadership Team	10/20/2023	In Progress
Action Step 1	Develop a PD plan for ILT and teachers	ILT	10/13/2023	In Progress
Action Step 2	Schedule PD based on the PD plan	ILT	10/13/2023	In Progress
Action Step 3	Contact vendor for PD quote/invoice	Dr. Walker	10/20/2023	In Progress
Action Step 4	Develop requisition for approval	Dr. Izuegbu	10/20/2023	In Progress
Action Step 5				Select Status
Implementation Milestone 3	For grades 6-8, identify, train, and assign a writing teacher independent of the reading/ELA teacher	Senior Leadership Team	12/21/2023	In Progress
Action Step 1	Meet with MYP teachers to create buy-in for in house search for 6-8 writing teacher	Senior Leadership Team	11/1/2023	In Progress
Action Step 2	Review teaching credentials to evaluate possible options	Dr. Izuegbu	11/3/2023	In Progress
Action Step 3	Evaluate adjusting middle school grade band as an option for a writing teacher	Senior Leadership Team	11/8/2023	In Progress
Action Step 4	Review master schedule to identiy possible teaching assignment combinations for MVP teachers	AP Toney	12/7/2023	In Progress
Action Step 5	Discuss all options and create buy-in from all impacted teachers	Senior Leadership Team	12/14/2023	In Progress
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	- Independent writing curriculum utilized in 100% of all MVP/6-8 classes - Writing scheduled independent of ELA in the master schedule in all MVP/6-8 classes - 100% of all MVP/6-8 teachers fully trained and fully implementing the new writing curriculum	✍️
SY26 Anticipated Milestones	- Independent writing curriculum utilized in 100% of all intermediate classes/3-5 classes - Writing scheduled independent of ELA in the master schedule in all intermediate classes/3-5 classes - 100% of all intermediate classes/3-5 classes fully trained and fully implementing the new writing curriculum	✍️

Goal Setting

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Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

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

Curriculum & Instruction

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.

-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 ✍	SY24	SY25	SY26
Increase the percentage of grades 3-8 classes or students receiving independent writing instruction	Yes	Other	Overall	30	50	75	100
			African American	30	50	75	100
Increase in the percentage of grades 3-8 students meeting or exceeding expectations in IAR ELA	Yes	IAR (English)	Overall	31	36	43	50
			African American	31	36	43	50

Numerical Targets [Optional] ✍

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:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing grade level high quality writing curriculum via internal walkthroughs, landscape walks, and rigor walks	Most teachers are following the block schedule and implementing high quality grade level writing curriculum	All teachers are following the block schedule and implementing high quality grade level writing curriculum
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers are trained and have access to grade level high quality writing curriculum	Most teachers have fully embraced the new writing curriculum and are very comfortable with its fully implementation.	All teachers have fully embraced the new writing curriculum and are very comfortable with its fully implementation.
Select a Practice			

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Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the percentage of grades 3-8 classes or students receiving independent writing instruction	Other	Overall	30	50	On Track	Select Status	Select Status	Select Status
		African American	30	50	Select Status	Select Status	Select Status	Select Status
Increase in the percentage of grades 3-8 students meeting or exceeding expectations in IAR ELA	IAR (English)	Overall	31	36	On Track	Select Status	Select Status	Select Status
		African American	31	36	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:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing grade level high quality writing curriculum via internal walkthroughs, landscape walks, and rigor walks	Limited Progress	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers are trained and have access to grade level high quality writing curriculum	Limited Progress	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

	☑	**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.

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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

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

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

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

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

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

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

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

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

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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	**IAR (Math): Increase in the percentage of students meeting or exceeding e...**	**Overall**	9	15	20	25
		African American	9	15	20	25
Required Reading Goal	**IAR (English): Increase in the percentage of grades 3-8 students meeting ...**	**Overall**	31	36	43	50
		African American	31	36	43	50
Optional Goal	**Other: Increase the percentage of grades 3-8 classes or students receiving i...**	**Overall**	30	50	75	100
		African American	30	50	75	100

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

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

☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

- Seminar, Fees, Subscriptions, Professional Memberships - $1330
- Refreshment $250
- Supplies $250

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