

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 
Pedro Beiza	Principal	pbeiza@cps.edu
Sharon Herod Jones	AP	sdherodjones@cps.edu
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Cynthia Cristobal	Inclusive & Supportive Learning Lead	ccristobal@cps.edu
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	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	6/20/23	6/20/23
Reflection: Curriculum & Instruction (Instructional Core)	6/20/23	6/20/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/20/23	6/20/23
Reflection: Connectedness & Wellbeing	6/21/23	6/21/23
Reflection: Postsecondary Success	6/21/23	6/21/23
Reflection: Partnerships & Engagement	6/21/23	6/21/23
Priorities	6/22/23	6/22/23
Root Cause	6/22/23	6/22/23
Theory of Acton	6/26/23	6/26/23
Implementation Plans	6/27/23	6/27/23
Goals	6/28/23	6/28/23
Fund Compliance	8/21/23	8/25/23
Parent & Family Plan	8/21/23	8/25/23
Approval	9/6/23	9/6/23

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	10/23/23
Quarter 2	1/8/24
Quarter 3	3/11/24
Quarter 4	6/3/24

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.
 Stakeholders are consulted for the Reflection of Foundations.
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

iReady - Very little urgent intervention needed after EOY testing, students benefit from intervention services and small group instruction in the classroom. Small group planning most evident with K-2.

Star - Noticed a pattern of growth in reading grades 3-6. Concern with math growth across all grade levels.

IAR - Concern with upper grade growth in both ELA and math.

EL's across assessments (IAR + Star) - growth is limited.

What is the feedback from your stakeholders?

Staff needs to be consistent with messaging to students that everything associated with on-track data is important and will lead to success (e.g. grades in all core content areas & enrichment content).

How can we begin to consistently incorporate writing in all subjects?

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?

Small group instruction in primary grades is progressing, purchase of iReady toolbox/connect to assist with grouping and targeted instruction

Strategic rollout of district provided resources Freckle & Amira.

Increased collaboration between interventionist and primary teachers to address needs of students with greatest needs to allow for targeted assistance in a separate setting and in the classroom.

K-6, set intervention schedule/blocks (within the master schedule) is happening to address specific needs of students.

Purchase and initial training in the use of Nearpod to assist upper grade with small group planning and small group instruction.

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

What student-centered problems have surfaced during this reflection?

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

Student attendance is a concern for a significant number of our lowest performing students, across grade levels.

Motivation, buy-in, accountability, goal setting for upper grade students

Same approach (whole group instruction), expecting different results in upper grades

7-8, set intervention schedule/blocks (within the master schedule) is needed to address specific needs of students.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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

MTSS Leadership team meets consistently to address teacher and student needs

Most teachers use the Branching Minds platform to set goals, create interventions and monitor student progress.

Interventionist who provides tier 2 intervention to students in K-2 as well as provide instructional support to primary teachers

Teachers analyze multiple data sets to inform instruction and determine academic supports needed.

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

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.	
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
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

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.

Not all students are receiving high quality Tier 1 instruction with fidelity. Small group supports and interventions are most evident in the primary grades, 3-8 is a concern. How do we address Newcomer students and their varied needs, given their unique situations. 🍌

What is the feedback from your stakeholders?

We need to ensure that there are school-wide standards/benchmarks for inclusion and resource instruction. 🍌

Allocate adequate planning time and resources for staff so that they can support all students.

Continued outreach to the WP community and families so that they can partner with us to better meet the needs of students.

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

Ensure and provide teachers with support in utilizing strong and /or research-based supports and interventions to support student progress. 🍌

Create an outlining equity- based MTSS letter to share with all parents at the beginning of the school year.

Ensure all teachers are providing quality tier 1 instruction and small group interventions with more targeted support from Lead Coach and ILT to monitor implementation.

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

[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	Structures and systems are in place to support BHT and Climate and Culture teams, ensuring student wellbeing and supports are in place. 🍌 SEL curricula is in place. Teachers are provided Calm Classroom, as well as Second Step to support mindful practices.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? Additional enrichment programs have been established to provide activities accessible to all students, especially those fragile populations. 🍌 Structures and systems put in place to ensure Parent Staff Student Connections (PSSC). Additional programs that focus on SEL, throughout the school. Additional access to emotional supports within the building.	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data)
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure

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.

Identifying a dedicated team responsible for re-entry plans for students with chronic absenteeism. 🍌

Monitoring schedule of SEL Second Step implementation in classrooms. Inconsistent grade level options for every grade in the afterschool offerings, more program options for upper grade and not as many options for primary.

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?

New partnership with CIS will add program offerings for all grade levels. 🍌

Plan for more attendance incentives that are targeted (hot days) and planned for the year in different cycles.

Chronic absenteeism concerns and Identifying a dedicated re-entry team will be on the ILT agenda.

[Reduction in number of students with dropout codes at EOY](#)

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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
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).
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).
N/A	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).
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	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
N/A	PLT Assessment Rubric 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).
N/A	Alumni Support Initiative One Pager 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).

What are the takeaways after the review of metrics?

Off-track students have lower attendance. Schoolwide EOY attendance rate of 90.66%. 🍌

Every five weeks there is a shift in data due to grade entry from teachers.

5 Essentials Trends - Supportive environment and ambitious instruction decreased; effective leaders, involved families, and collaborative teachers increased.

100% Graduation rate!

100% success rate for the AEE (Algebra Exit Exam).

[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](#)

What is the feedback from your stakeholders?

The meeting that is specific to 8th grade families for high school application during Open House is greatly appreciated. Consider having one meeting in Spanish and the other in English. 🍌

Continue with personal sessions with families to help guide families with choosing the right high school and to better understand the application process.

[Cultivate \(Relevance to the Future\)](#)

Freshmen Connection Programs Offered (School Level Data)

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?

Additional counselor to support student needs, on-track incentives. 🍌

Students benefit from Success Bound implementation in grades 3-8. Grades 7th and 8th are monitoring their on-track data on a weekly basis.

Monthly class discussions for grades 3-6 and weekly for 7th and 8th grades. Monthly guest career speakers. High School fair. Post-secondary fair 6-8th grade.





Our school-wide STEAM success goals incorporate college and career activities.

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.

Improving overall school attendance. Students and parents need to understand how on-track data will affect them and connect it to their current and future academic success. 🍌

Distractions such as social media negatively affect student engagement. Students have difficulty completing the 5 Essentials Survey because of the length. Familiarity with the 5 Essential survey languages and discourse.

[Return to Top](#) **Partnership & Engagement**

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Limited parent participation in committees such as PAC and BAC.  Limited participation from parents as equal partners (with the school) in the education of their children. Limited outreach to families from some staff. We need to increase communication efforts so that parents have a better understanding of how they can participate or contribute.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		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)
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	<p style="text-align: center;">What is the feedback from your stakeholders?</p> Consider a back to school STEAM night to assist with engaging families more.  Fix issues with Seesaw to improve communication with families. When can IEP meetings be offered in-person again? This is an opportunity to bring families into the building to communicate with staff.	Formal and informal family and community feedback received locally. (School Level Data)
	<p style="text-align: center;">What student-centered problems have surfaced during this reflection?</p> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		<p style="text-align: center;">What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> Strategic use of specific messaging platforms to communicate with parents.  A high percentage of parents have signed up for Seesaw but their participation is limited (low percentage of parents use Seesaw to initiate communication with staff). Reaching out to parents to solicit their willingness to serve in various capacities to assist (room parent, chaperone, assisting during school events). Increase school-wide opportunities for students to elevate their voice so it is more prominent and visible.	
	Intentional efforts should be made (school wide) to make student speaking and oral presentations a focus. 			
	Implementing strategies to make students feel safe is a priority.			
	Using student friendly language to help student better understand survey language and the importance of student voice.			

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

iReady - Very little urgent intervention needed after EOY testing, students benefit from intervention services and small group instruction in the classroom. Small group planning most evident with K-2.

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Purchase and initial training in the use of Nearpod to assist upper grade with small group planning and small group instruction.

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Determine Priorities

Resources:

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

Students... will have access to consistent, high quality tier 1 instruction, curriculum and interventions that will yield student growth.

[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... Lack intentional use of data to plan for instruction that accounts for the needs of all learners.

[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.... Provide differentiated support for teachers via PD, learning walks, coaching, peer observations and learning cycles, we will deliver engaging instruction aligned to STEAM and Common Core State Standards (CCSS) cognitive complexity and monitor the effects of teaching and learning through formative assessments.

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.

then we see...
 students as independent critical thinkers, good communicators, and teachers as facilitators of aligned tasks that require high level student thinking and explanation of their thinking

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...
 an increase in students' engagement in the lesson and conceptual understanding of content in all subjects which will lead to higher student growth in all assessments.

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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
 Pedro Beiza/WPSA ILT

Dates for Progress Monitoring Check Ins
 Q1 10/23/23 Q3 3/11/24
 Q2 1/8/24 Q4 6/3/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers effectively implement core curriculum	Instructional Coach/ILT	May 10, 2024	In Progress
Action Step 1	A cadence of lesson plan checks, providing feedback to ensure use of the core curriculum	ILT members	October 20, 2023	In Progress
Action Step 2	First internal rigorwalk to observe, collect data and provide feedback in regards to implementation of core curriculum	ILT members	December 20, 2023	Not Started
Action Step 3	Identify teachers for individualized recommendations for guidance, support, teacher training and/or learning cycles to improve implementation of core curriculum usage (based on ILT findings)	ILT members	December 20, 2023	Not Started
Action Step 4	Second internal rigorwalk to observe, collect data and provide feedback in regards to implementation of core curriculum	ILT members	February 28, 2024	Not Started
Action Step 5				Select Status
Implementation Milestone 2	100% of teachers are providing students daily opportunities to write across all content areas	Instructional Coach/ILT	May 10, 2024	In Progress
Action Step 1	Identify expectations for what this looks like in practice, across different content areas	ILT members	September 19, 2023	In Progress
Action Step 2	Provide professional development on writing instruction	ILT members	October 10, 2023	In Progress
Action Step 3	ILT will identify where writing is addressed in lesson plans	ILT members/Teachers	November 3, 2023	Not Started
Action Step 4	Writing samples will be shared and discussed during teacher team meetings	Lead Coach/Teachers	December 6, 2023	Not Started
Action Step 5	Learning walks that specifically target writing instruction	ILT members	February 23, 2024	Not Started
Implementation Milestone 3	100% of teachers are providing EL supports via strong tier 1 instruction and targeted strategies	ELPT	May 10, 2024	In Progress
Action Step 1	BOY PD: Understanding, Promoting, and Planning for academic language across language domains and core content Part 1	ELPT	August 16, 2023	Completed
Action Step 2	Observe teachers providing EL supports BOY	ELPT	August-October 2023	Not Started
Action Step 3	MOY PD: BOY PD: Understanding, Promoting, and Planning for academic language across language domains and core content Part 2	ELPT	September 22, 2023	Not Started
Action Step 4	Observe teachers providing EL supports MOY, provide feedback and determine additional supports needed	ELPT	November-February 2024	Not Started
Action Step 5	Observe teachers providing EL supports EOY	ELPT	March-May 2024	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
 75% of teachers providing small group intervention with targeted support, across all grade levels.

SY26 Anticipated Milestones	100% of teachers providing small group intervention with targeted support, across all grade levels.	
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Indicators of a Quality CIWP: Goal Setting

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

Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Implementation of writing milestone will result in growth of students approaching expectations in written expression by 20%.	Yes	IAR (English)	Overall	16	19	23	28
			NA				
Implementation of writing milestone will result in growth of students approaching expectations in language expression by 20%.	Yes	IAR (English)	Overall	19	23	27	32
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Most teachers are utilizing instructional materials to implement and adjust instruction, including differentiation based on groups of students.	Majority of teachers are utilizing instructional materials to implement and adjust instruction, including differentiation based on groups of students.	All teachers are utilizing instructional materials to implement and adjust instruction, including differentiation based on individual students.
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Teachers begin to identify the difference between a language objective and content objective. This is reflected in unit plans ans/or lesson plans.	Most teachers incorporate 2 or more language objectives that are complimentary to content objectives.	All teachers are incorporating language objectives that fully align with and compliment content objectives.
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
Implementation of writing milestone will result in growth of students approaching expectations in written expression by 20%.	IAR (English)	Overall	16	19	Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
Implementation of writing milestone will result in growth of students approaching expectations in language expression by 20%.	IAR (English)	Overall	19	23	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Identified Practices	Practice Goals SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Most teachers are utilizing instructional materials to implement and adjust instruction, including differentiation based on groups of students.	Select Status	Select Status	Select Status	Select Status
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Teachers begin to identify the difference between a language objective and content objective. This is reflected in unit plans ans/or lesson plans.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Structures and systems are in place to support BHT and Climate and Culture teams, ensuring student wellbeing and supports are in place.

SEL curricula is in place. Teachers are provided Calm Classroom, as well as Second Step to support mindful practices.

What is the feedback from your stakeholders?

Additional enrichment programs have been established to provide activities accessible to all students, especially those fragile populations.

Structures and systems put in place to ensure Parent Staff Student Connections (PSSC).

Additional programs that focus on SEL, throughout the school.

Additional access to emotional supports within the building.

What student-centered problems have surfaced during this reflection?

Identifying a dedicated team responsible for re-entry plans for students with chronic absenteeism.

Monitoring schedule of SEL Second Step implementation in classrooms. Inconsistent grade level options for every grade in the afterschool offerings, more program options for upper grade and not as many options for primary.

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?

New partnership with CIS will add program offerings for all grade levels.

Plan for more attendance incentives that are targeted (hot days) and planned for the year in different cycles.

Chronic absenteeism concerns and Identifying a dedicated re-entry team will be on the ILT agenda.

Determine Priorities

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

Students...
with chronic absenteeism and frequent tardiness miss critical instructional minutes.



[Determine Priorities Protocol](#)

Resources:

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

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

As adults in the building, we...
Lack a consistent practice of building community with students and parents when a pattern of absence or chronic tardiness is evident.



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

Resources:

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

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What is your Theory of Action?

If we....
form an attendance committee (comprised of all stakeholders) to increase overall attendance focusing on data analysis of whole school trends, evaluation of student beliefs about the importance of attendance, identification of chronically absent and tardy students



[Indicators of a Quality CIWP: Theory of Action](#)

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

Resources:

then we see....
 multifaceted response to low attendance, including efforts to change student beliefs about the importance of school, strategic incentives to counter whole school trends and organized supports provided to chronically absent and tardy students and families

Theory of Action is an impactful strategy that counters the associated root cause.
 Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
 Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
 All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...
 an increase in attendance, less tardies and improved student beliefs about the importance of school and their presence at school via student ownership of on-track data

[Return to Top](#) **Implementation Plan**

Resources:

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

Team/Individual Responsible for Implementation Plan
 WPSA Attendance Team

Dates for Progress Monitoring Check Ins
 Q1 10/23/23 Q3 3/11/24
 Q2 1/8/24 Q4 6/3/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Establish a community to support and meet school wide attendance goals.	Staudohar + Rose + Cristobal + Pineda + Povsner + Mallard	August 14, 2023	Completed
Action Step 1	Communication to solicit participation among staff	Staudohar + Rose + Cristobal + Pineda + Povsner + Mallard	August 14, 2023	Completed
Action Step 2	Establish an initial meeting to create norms and develop a regular cadence of monthly meeting dates	WPSA Attendance Team	August 21, 2023	In Progress
Action Step 3	Develop school-wide calendar of incentives for the year	WPSA Attendance Team	September 1, 2023	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Develop a system to track and monitor chronic absenteeism and truancy.	WPSA Attendance Team	August 21, 2023	Select Status
Action Step 1	Use data to identify and track at-risk students	BHT	August 28, 2023	In Progress
Action Step 2	Use school wide communication tools to engage families in data collection of potential obstacles and barriers to student's attendance	WPSA Attendance Team	August 28, 2023	In Progress
Action Step 3	Assigning a mentor to at-risk students and establish procedures to monitor weekly and inform team members and mentors of chronic absentees	BHT, Attendance Team, and Mentors	Ongoing	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Develop a Connectedness Plan that centers student voice.	WPSA Attendance Team	August 14, 2023	In Progress
Action Step 1	Analyze fall Cultivate data for baseline data about student beliefs, attendance/connection to school	WPSA Attendance Team + ILT	November 6, 2023	Not Started
Action Step 2	Develop an internal tool to obtain baseline data for students in grades 1-4.	WPSA Attendance Team + ILT	October 16, 2023	Not Started
Action Step 3	Intentional emphasis of on-track data to increase student ownership and self-monitoring.	WPSA Attendance Team + Counseling Department	September 11, 2023	In Progress
Action Step 4	Hold informational sessions for parents so that they can better understand on-track data.	WPSA Attendance Team + administration	Ongoing	Not Started
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 Refinement of incentive schedule in response to lessons learned from implementation in SY24. Focus on how to transition from extrinsic motivators, to intrinsic motivation (alignment with age-appropriate development). Identify students that can become mentors for other students. Draw on student voice to identify criteria and parameters for mentoring.

SY26 Anticipated Milestones	Attendance team is established and the focus will be on how to improve cadence of meetings, team structure, and distributive leadership. Mentoring of students is completely led by upper grade students.	
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[Return to Top](#) **Goal Setting**

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

Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Incremental increases in daily schoolwide attendance data	Yes <input type="checkbox"/>	Increase Average Daily Attendance	Overall	90.05%	92%	93%	95%
			African American	87.50%	90%	93%	95%
Incremental increases in OST/enrichment programming	Yes <input type="checkbox"/>	Enrichment Program Participation: Enrollment & Attendance	Overall				
			African American				

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&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Tracking of school-wide attendance data on a weekly, monthly, and quarterly basis. Attendance clerk will coordinate effort for re-entry plan. Re-entry plan will involve a meeting with student, parents, teacher, and other key stakeholders.	Tracking of school-wide attendance data on a weekly, monthly, and quarterly basis. Re-entry plan is refined and implemented with fidelity.	Tracking of school-wide attendance data on a weekly, monthly, and quarterly basis.
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Offering programming that specifically targets priority group interests.	Use Cultivate data to increase student programming, driven by student voice and interest - 25% of programming.	Use Cultivate data to increase student programming, driven by student voice and interest - 50% of programming.
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Incremental increases in daily schoolwide attendance data	Increase Average Daily Attendance	Overall	90.05%	92%	Select Status	Select Status	Select Status	Select Status
		African American	87.50%	90%	Select Status	Select Status	Select Status	Select Status
Incremental increases in OST/enrichment programming	Enrichment Program Participation: Enrollment & Attendance	Overall			Select Status	Select Status	Select Status	Select Status
		African American			Select Status	Select Status	Select Status	Select Status

Identified Practices	Practice Goals SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Tracking of school-wide attendance data on a weekly, monthly, and quarterly basis. Attendance clerk will coordinate effort for re-entry plan. Re-entry plan will involve a meeting with student, parents, teacher, and other key stakeholders.	Select Status	Select Status	Select Status	Select Status
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Offering programming that specifically targets priority group interest	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



Select a Goal					
Select a Goal					
Select a Goal					

Parent and Family Plan

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



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.

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.

The following areas are a priority for parent engagement and skill development:

SEL - Strengthen family structures so that individual needs are met as a precursor to sustained academic success

STEAM - reinforce the lens under which our school operates via hands-on activities that align with STEAM implementation

Use of technology - Strengthen parent skills with tools such as Google suite, to support student engagement



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