CIWP Team & Schedules

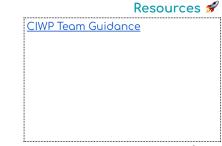Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the CPS Spectrum of Inclusive Partnerships (from the CPS Equity Framework).

CIWP Team Guidance

Name ✍	Role ✍	Email ✍
Michele Sellers	Principal	mlsellers@cps.edu
James Smith	AP	jhsmith@cps.edu
Tontaneshia Jones	Other [Type In]	tljones1@cps.edu
Adrianela Valentin	Connectedness & Wellbeing Lead	avalentin1@cps.edu
Angeliki Sakarakis	Teacher Leader	asakarakis@cps.edu
Nikki Gatsios	Teacher Leader	ngatsios@cps.edu
Alisha Warren	LSC Member	alishabeblessed@gmail.com
Marvin Sykes	Other [Community]	nlpaba@yahoo.com
Michelle Rooks	Teacher Leader	marooks@cps.edu
Chynine Richardson	Teacher Leader	ccrichardson@cps.edu
Chris Villa	Teacher Leader	crvilla@cps.edu
Ahmad Bridget	Teacher Leader	abridget@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	5/24/23	5/24/23
Reflection: Curriculum & Instruction (Instructional Core)	5/31/23	6/9/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/31/23	6/9/23
Reflection: Connectedness & Wellbeing	6/7/23	6/9/23
Reflection: Postsecondary Success	6/7/23	6/9/23
Reflection: Partnerships & Engagement	6/7/23	6/9/23
Priorities	6/7/23	8/18/23
Root Cause	6/7/23	8/18/23
Theory of Acton	6/7/23	8/18/23
Implementation Plans	6/7/23	8/18/23
Goals	6/7/23	8/18/23
Fund Compliance	7/11/23	8/18/23
Parent & Family Plan	7/11/23	8/18/23
Approval	9/1/23	9/15/23

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	9/27/2023
Quarter 2	11/29/2023
Quarter 3	2/21/2024
Quarter 4	5/8/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Skyline curriculum for grades 6-8, K-5 Skyline ELA, Science , Envision Math, Skyline Social Science unofficially. ✍️ Need to think about Preparatory classes and their curriculum to make them culturally relevant. Students experience grade level standards aligned instruction, but to what capacity is the concern. Due to students' scores indicating that they are a grade level or so below this drives teachers to focus on student deficits . There are concerns about readiness for grade level instruction. Rigor Walk data indicates there are some inconsistencies with the alignment of the objective, learning targets and student tasks.	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
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	**P-2 areas of concern: phonemic awareness, vocabulary** IAR: no students in exceeding categories, grades 6 & 8 more than 60% of students did not meet in math, as a building, more growth in reading than in math across all three assessments STAR 360: 3rd grade had highest growth in reading, 6th grade declined in math, 8th grade reading went up, 7th grade math dropped iReady: all grade levels increased in "above grade level" students in both subjects, K decreased the gap from 98% to 53% 'not meeting' in reading, 2nd grade had highest growth in reading, 1st grade had growth	
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** There are concerns that more support is needed for teachers to embrace and seek alternative strategies for ensuring that culturally responsive powerful practices ensures that the learning environment meets the conditions that are needed for students to learn. Flexibility in teacher delivery of instruction and flexibility of gathering student interests for the purpose of them seeing value in the educational process is an area for growth. ✍️	
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership	A concern for the ILT with regards to improvement through distributed leadership is not all grade levels have representatives that actively support the ILT. Another concern is that many of the members that make up the ILT are in the same grade band which means other grade bands may not recieve the information a expediently as those who had representation. An additonal concern is that there is "representative burnout"- the same individuals who have been on the ILT for the last ten years are still on the ILT. Teachers want more strategies for differentiation and helping their students access grade level content.	
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	Cultivate: W22 and S23 both elevated Feedback for growth and classroom community, and S23 elevated supportive teaching.	
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**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?** There is conversation and PDs to engage teachers around how we are assessing students and what this data is saying about instruction. Administratiion and teachers have agreed that there should be at least one weekly assessement as well as a 5th and 10th week assessment based on the tier 1 curriculum such as the Skyline Unit Assessment. There is inconsistency with school wide evidence based assessment for learning practices, however teachers are moving toward implementation of entrance and exit slips, taking notes for review during small group instruction, and offering feedback as students work on standards based tasks daily. ✍️ Additionally, while ILT members do indeed take shared information back to their grade level counterparts, it has not been established that teachers voluntarily assume the responsibility of following through on ensuring that the action items discussed are being addressed and or implemented by their grade level teammates. Rigorwalks focused on reading, reading block was prioritized, and monitored small group instruction in reading.	

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

Students are not experiencing differentiated strategies to access grade level content consistently. ✍️
Students have difficulty applying grade level learning to grade level standards.
Students are not being assessed using the curriculum based assessments.

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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
No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem-solving process to form...	MTSS Integrity Memo	Teachers continue to require support strategies on engagement as well as PDs to address consistent progress monitoring and intervention. Teachers are challenged with the process and require more support in strategizing on how to effectively support students in the MTSS process. Within... ✍️	Unit/Lesson Inventory for Language Objectives (School Level Data)

No	implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Continuum Roots Survey	to effectively engage students in the MTSS process. Within teacher teams, there is some inconsistency with drilling down to the root causes for student deficits. Also, the STAR 360 data is not being utilized with total fidelity to the intent of engaging students in the process. Planning and time is a concern with regards to effectively using recommendations and suppports embedded in Star 360. Teachers do not utilize the MTSS process as a precurser to the evaluation process (domain meetings) for special education. There are concerns with regards to teachers documenting observations of students who potentially would benefit from special support services early on. The wondering is often how did a student get all the way to intermediate or middle school without having been identified as a candidate for diverse learner support.	MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
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		
Partially	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	**What is the feedback from your stakeholders?**	
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	Teachers feel they need more time to become adept with the Branching Minds Platform . Teachers fear that they are not using the Branching Minds platform correctly thus causing ineffectiveness in their intervention attempts. Teachers express the difficulty of documenting information that could initiate the process for specialized services due to having to stop what they are doing as far as instruction for the majority of the class to create anecdotals for the few. Teachers are uncertain of which documents to use even though in many cases they are given many options. Students recognize that they need various types of supports but when not provided such supports consistently, they act out. An MTSS team is needed and should not necessarily consists of the same people who are on the ILT. ✍	
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	**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?**	
No	There are language objectives (that demonstrate HOW students will use language) across the content.		EL endorsed teachers are taking advantage of the Skyline Curriculum trainings in all grade levels to better support EL learners with tier 1 instruction. EL endorsed teachers will receive support from the lead coach with regards to the Skyline curriculum as needed. ✍	

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.

As a result of students not receiving consistent MTSS support, students continue to show ✍ a decline in on level and above achievement. EL students need tier 3 support, however the teacher to student ratio for EL students exceed what is considered tier 3 support. EL students take longer to test out of the program and do not fully master the ACCESS assesment.

<table>
<tr><td colspan="4" align="center"><a>Return to Top   Connectedness & Wellbeing</td></tr>
<tr>
<th colspan="2">Using the associated references, is this practice consistently implemented?</th>
<th>References</th>
<th>What are the takeaways after the review of metrics?</th>
<th>Metrics</th>
</tr>
<tr>
<td>Partially</td>
<td>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</td>
<td>BHT Key Component Assessment

SEL Teaming Structure</td>
<td>Based on the cultivate data for both Spring and Winter, the findings indicated that students were challenged with academic risk taking and growth mindset across content areas for grades 5-8. (We need to put in quantities) ✍</td>
<td>% 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

Reconnected by 20th Day, Reconnected after 8 out of 10 days absent

Cultivate (Belonging & Identity)

Staff trained on alternatives to exclusionary discipline (School Level Data)</td>
</tr>
<tr>
<td>Partially</td>
<td>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</td>
<td></td>
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<tr>
<td>Yes</td>
<td>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.</td>
<td></td>
<td>What is the feedback from your stakeholders?

Students are invited to attend student- centered enrichment and Out of School Time programs such as homework center, arts and crafts, Art, ESL/Spanish support, Math Literacy, ELA support, Foundational skills, Basketball, FUSE (technology), Pre-K and KDG reinforcement skills such as story time, sight word instruction, and Chess. Parents are infromed abaut all of the programs offered, but specifically for academic based programs, parents are informed and encouraged to enroll their students especially if i-Ready or Star 360 data as well as teacher observations suggests additional support is needed. Parents appreciate the Safe-Haven for their students and the fact that students can get started with homework and address academic concerns with actual teachers. Teachers have to be ✍</td>
<td></td>
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creative with the OST time as well as flexible with students especially those that teach the academic component because students have already experienced a long academic day.

No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

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?

Students who may need to be considered for review by the BHT often times get their reviews pushed back for lack of data gathered to support the need for the review. As a result of students not having the necessary documentation, their deficit is sometimes not addressed and they move through the system without being provided what they need for success as productive citizens. Students who do not have an intentional re-entry plan tend to perform poorly in class and on assessments because they have missed so much learning. This results in students not being motivated to continue to come to school and the chronic absenteeism cycle continues. Students are unable to catch up and face the need to attend summer school or even retention. ✍️

Efforts are being consistently made to address attendance matters, however the school at large needs support in determining what a re-entry plan looks like and determine who is ultimatley responsible for developing a re-entry plan since the ultimate goal is for students to attend school for achievement as welll as a balance of social experiences deemed appropriate for the school environment. Staff will receive ongoing PD with regards to the SEL curricula including the Second Step Program. The Climate and Culture Team is in the process of developing a building wide action plan to implement strategies learned through Conscious Discipline to support mental wellness and behavioral shifts in our building with staff first and then students. ✍️

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
No	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)	N/A ✍️	Graduation Rate
No	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		Program Inquiry: Programs/participation/attainment rates of % of ECCC
N/A	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		3 - 8 On Track
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).			Learn, Plan, Succeed
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		% of KPIs Completed (12th Grade)
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		College Enrollment and Persistence Rate
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		9th and 10th Grade On Track

Metrics column (continued): Cultivate (Relevance to the Future); Freshmen Connection Programs Offered (School Level Data)

What is the feedback from your stakeholders?
N/A ✍️

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?
N/A ✍️

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.

N/A ✍️

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	As we engage in LSC, PAC, BAC and meetings we solicit parents feedback on school policies and structures. We engage 8th grade parents in meetings around expectations and suggestions. The school build family engagement events throughout the year such as Daay Daughter Dance, Mother Son Dance, Back to School Events, Assemblies and celebrations.. There are coffee with the principal events to solicit parent input on expectations, suggestions for programs they would like to see for the parents and students. There is a community bulletin that goes out to families. (Need to work on a weekly basis). We send monthly calendars to inform parents of monthly activities. Parents are asked to participate in surveys. We have used POSSIP as a communication with families to provide biweekly feedback for the school. ✍️	Cultivate
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit	Teachers are to implement parent commincation from week 1. Teachers use "REMIND" as a two way communication with families. We engaged in Open House, and Parent Teacher Conferences to meet about expectations and Academic performance and how to support their student. Parents are asked to participate as chapersons for field experiences. Family Reading Night, Halloween parades, Community fair every Open House and Parent Teacher Conference.

We need to work on making sure we get the information out to families in a timely manner, a variety of events, more parent participation, work on the consistency of the time frame on the ditribution of the bulletin going out, a balance of positive and growth feedback, and 100% of teacher consistent participation in social expectations of communication protocols. | 5 Essentials Parent Participation Rate

5E: Involved Families

5E: Supportive Environment

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

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) |
| 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 | | |

What is the feedback from your stakeholders?

LSC Team had a student voice component. the goal was to have a student committee but was unsuccessful in getting an adult to make the commitment to the cause. Student surveys were included in different aspects of school events, experiences in the classroom, expectations of their teachers and school, Safety, Mental Health and their learning. Some of theses things were captured in the Cultivate Survey to inform this years CIWP, prior the 5 Essental was the only source. ✍️

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 voice of all cultures being included in school making decisions on a regular cadence and feeling included. ✍️

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?

Students being provided surveys to give suggestions on school activities. Students being surveyed on their classroom/school experiences. We have a bilingual counselor to support our EL population. Starting a BHT to support student academic and social needs. ✍️

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.
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?

Skyline curriculum for grades 6-8, K-5 Skyline ELA, Science , Envision Math, Skyline Social Science unofficially.

Need to think about Preparatory classes and their curriculum to make them culturally relevant.

Students experience grade level standards aligned instruction, but to what capacity is the concern. Due to students' scores indicating that they are a grade level or so below this drives teachers to focus on student deficits . There are concerns about readiness for grade level instruction.

Rigor Walk data indicates there are some inconsistencies with the alignment of the objective, learning targets and student tasks.

P-2 areas of concern: phonemic awareness, vocabulary
IAR: no students in exceeding categories, grades 6 & 8 more than 60% of students did not meet in math, as a building, more growth in reading than in math across all three assessments
STAR 360: 3rd grade had highest growth in reading, 6th grade declined in math, 8th grade reading went up, 7th grade math dropped
iReady: all grade levels increased in "above grade level" students in both subjects, K decreased the gap from 98% to 53% 'not meeting' in reading, 2nd grade had highest growth in reading, 1st grade had growth

What is the feedback from your stakeholders?

There are concerns that more support is needed for teachers to embrace and seek alternative strategies for ensuring that culturally responsive powerful practices ensures that the learning environment meets the conditions that are needed for students to learn. Flexibility in teacher delivery of instruction and flexibility of gathering student interests for the purpose of them seeing value in the educational process is an area for growth.

A concern for the ILT with regards to improvement through distributed leadership is not all grade levels have representatives that actively support the ILT. Another concern is that many of the members that make up the ILT are in the same grade band which means other grade bands may not recieve the information a expediently as those who had representation. An additonal concern is that there is "representative burnout"- the same individuals who have been on the ILT for the last ten years are still on the ILT.
Teachers want more strategies for differentiation and helping their students access grade level content.

What student-centered problems have surfaced during this reflection?

Students are not experiencing differentiated strategies to access grade level content consistently.
Students have difficulty applying grade level learning to grade level standards.
Students are not being assessed using the curriculum based assessments.

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?

There is conversation and PDs to engage teachers around how we are assessing students and what this data is saying about instruction. Administratiion and teachers have agreed that there should be at least one weekly assessement as well as a 5th and 10th week assessment based on the tier 1 curriculum such as the Skyline Unit Assessment. There is inconsistency with school wide evidence based assessment for learning practices, however teachers are moving toward implementation of entrance and exit slips, taking notes for review during small group instruction, and offering feedback as students work on standards based tasks daily.

Additionally, while ILT members do indeed take shared information back to their grade level counterparts, it has not been established that teachers voluntarily assume the responsibility of following through on ensuring that the action items discussed are being addressed and or implemented by their grade level teammates.

Rigorwalks focused on reading, reading block was prioritized, and monitored small group instruction in reading.

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Determine Priorities

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

Students...

Students are not experiencing differentiated strategies to access and apply grade level standards. ✏️

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.

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Root Cause

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

As adults in the building, we...

As adults in the building, our mindsets on the curriculum negatively impact our ability to learn, align, and teach the high quality curriculum. ✏️

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.

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Theory of Action

What is your Theory of Action?

If we....

Resources: 🚀

Curriculum & Instruction

"If we develop our differentiation strategies, provide feedback on learning, and adjust instruction based on assessments, ✍️

Indicators of a Quality CIWP: Theory of Action

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

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

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

then we see....

Then we see teachers implementing standards-based curriculum consistently, providing feedback on student learning, teachers feeling successful with the curriculum, and students working on grade level tasks, taking academic risks ✍️

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...

Which leads to…. Increased collaboration among teachers on Skyline curriculum within all grade levels. K-2 students will increase by 10-12% on the iReady assessment. *(currently 35% in reading and the 65% in math are 1 to 2 grade levels below)* Students in grades 3-8 will show a 10-12% increase of students being at or above grade level on district IAR assessment in both reading and math by EOY 26. *(currently 35% in reading and 56% in math are not meeting expectations on IAR, and according to STAR 360 40% in reading and math needing urgent intervention).* ✍️

Return to Top | **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Admin, ELPT, BHT, ILT Team and GLT's

Dates for Progress Monitoring Check Ins

Q1	9/27/2023	Q3	2/21/2024
Q2	11/29/2023	Q4	5/8/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100% of teachers will effectively implement tier one standards-based core curriculum with fidelity and consistency	Admin, Lead Coach, GLT, ILT	9/22/2023 thru 6/1//2024	In Progress
Action Step 1	Build teacher capacity in understanding the Depth of Knowledge and how it applies to CCSS through professional development on DOK in GLT's to build capacity by grade level so they can collaborate on lesson plans, tasks and reflections. Teachers will sign up and attend professional development on the implementation of Skyline based on Universal PL Plans. Engage in internal rigor walks using Skyline Look-For-Tool to monitor implementation of DOK levels and review of lesson plans by ILT's using the Web Alignment Tool for the identifications of DOK levels of student tasks.	Lead Coach Consultant, GLT, Admin	9/22/23 thru 6/1/2023	In Progress
Action Step 2	Teachers will explore the core components of the Skyline curriculum and how these support the CPS Instructional Core Vision & will internalize key practices and instructional shifts in their content area. Teachers will engage in drafting lesson plans using Skyline in GLT's to drive instructional planning that shows the instructional goals teachers want to achieve within each unit. Teachers will be able to Identify the level of rigor (aka: Depth of Knowledge) for each task and engage in collaborative dialogue within teams on how to keep rigor in the forefront when designing lessons, developing instruction strategies, and creating assessments with a level of success. (Use tools Web Alignment Tool and Hess Rigor Matrix) Teacher teams will engage in using the Equip rubric to assess the draft lesson plans to look for alignment, instructional shifts and levels of implementation. In cycles of observations, Rigor walks, teachers will have opportunities for safe practice and to reflect on challenges being had in the implementation process.	Admin; Lead Coach, Teachers, Consultant, Network Support	9/22/23 thru 6/1/2023	In Progress
Action Step 3	Through increased opportunities of implementation teachers will apply cognitive rigor to assessments and lesson design to create rigorous and authentic learning experiences. Teachers will practice using Skyline to refine and develop succinct lessons that include the important elements of instruction and that include the levels of complexity within the standards. (Admin, ILT members and GLT members will review lesson plans, use a template, and engage in in depth discussions about the succinctness and level of complexity of submitted lesson plans)	Admin; Lead Coach; ILT and GLT		In Progress
Action Step 4	Teachers will review STAR 360 data for recommended skills to determine which standards to focus on in support of student groups; Teachers will utilize a checklist of priority standards to determine which standards have been implemented in preparation for Skyline Unit assessments and the IAR. Teachers will more deeply examine how their grade level learning targets align to the knowledge and skills in the prior grade and in the next grade while in vertical teams. Teachers will learn the importance of: Teacher Clarity in creating a cohesive learning environment to create a more rigorous learning experience for students to access the curriculum and improve student outcomes.	Admin; ILT; GLT,	8/21/23-6/1/2024	In Progress

Action Step 5	Teachers will engage in Data Driven Instruction Action Planning in grade level team meetings. Teachers will analyze patterns of student responses, student misconceptions, and overall data from EOY, MOY iReady and Star 360 assessments to determine and plan students need of additional instruction or implement tier 1 supports based on those results.	Admin, ILT, GLT, MTSS Interventionist, ELPT	9/22/23-6/1/2024	Select Status
Implementation Milestone 2	Teachers will provide students with clear, specific feedback that will convey high expectations, assist students in recognizing their progress and inform them on what they know and areas of growth	Admin; Lead Coach; Teachers	1/15/2024-6/1/2024	Select Status
Action Step 1	Teachers will receive professional development addressing the various types of feedback and which types are appropriate for the task. Teachers will engage in grade level excercises in GLT with opportunities to practice giving feedback and safe practice for classroom implementation.	Lead Coach, Consultant, GLT	1/15/2024-6/1/2024	Select Status
Action Step 2	Teachers will review student work using an Atlas protocol of analyzing student work in grade level teams to determine appropriate feedback	Admin; Lead Coach; ILT; GLT	1/15/2024-6/1/2024	Select Status
Action Step 3	Admin and Lead Coach will provide examples of appropriate feedback and provide opportunities for teachers to discuss and generate stems applicable for various content	Admin; Lead Coach; Teachers	1/15/2024-6/1/2024	Select Status
Action Step 4	Teachers will engage students in conferences to apply feedback to tasks	GLT, Admin, Coach	1/15/2024-6/1/2024	Select Status
Action Step 5	Teachers will assist students with self- monitoring progress through the use of rubrics for feedback	GLT, Admin, Coach	3/1/2024 -6/1/2026	Select Status
Implementation Milestone 3	100% of Teachers will differentiate within tier one core curriculum for students to access the curriculum	Admin, GLT, Coach	7/1/2024 - 6/1/2026	Select Status
Action Step 1	Have teachers analyze EOY data at week zero to begin planning instruction to determine a benchmark for students and identify where they need to be instructionally.	Admin, ILT, GLT, Consultant, Interventionist	8/2024 - 9/10/2024	Select Status
Action Step 2	1st-8th grade Teachers will group students based on their data from BOY, MOY and EOY assessment data from iReady, STAR 360 and Unit assessments to plan tiered interventions for students. This will be monitored bi weekly in Branching Minds.	GLT, Admin, Coach, ELPT	10/1/2024 -6/1/2025	Select Status
Action Step 3	Teachers will be provided PD on learning styles/differentiation to support differentiation being implemented in classrooms.	Consultant, Admin, Coach	9/2024-12/2024	Select Status
Action Step 4	As we engage in rigor walks we will use a look for tool to collect qualitative data on the implementation of differientiation happening in classrooms to determine next steps.	Network, ILT, Lead Coach	12/2024 - 6/1/2025	Select Status
Action Step 5	Teachers will reflect on their practices from the beginning of the year to end participating in Progress Monitoring sessions to identify successes and areas for growth in adapting classroom environments to support differentiation, routines and habits.	ILT, GLT, Admin, Coach	3/2025 - 6/1/2025	Select Status
Implementation Milestone 4	100% of the teachers lessons reflect the implementation of the curriculum		6/1/2024 - 6/1/2026	Select Status
Action Step 1	Teahers will be provided expectaions of components to be included in their lesson plans.	Admin, Coach, ILT	8/2024	Select Status
Action Step 2	Teachers will be provided the Equip rubric inwhich their lesson plans will be assessed by to support Alignment, Instructional Shifts and supports for implementation.	Admin, Coach, ILT	8/2024	Select Status
Action Step 3	Teacher will be provided feedback on their lesson plans using the Equip rubric on a biweekly basis	Admin, Coach	9/2024 - 6/1/2026	Select Status
Action Step 4	Teachers will engage in peer observations on a monthly basis using a look for tool to collect qualitative and quantitative data to inform next steps	GLT, Coach, Admin	10/15/2024 - 6/1/2026	Select Status
Action Step 5	Teachers will participate in Rigor Walks using a look for tool to inform practices and next steps.	Network, ILT, Admin	1/2025 - 6/2026	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	100% of our teachers will be trained and effectively implementing tier 1 based core curriculum with fidelity and consistency while including various DOK leveled tasks in their instruction to support differentiation and student growth.	✍️
SY26 Anticipated Milestones	100% of our teahers providing students with feedback along with students providing peer to peer feedback to support student growth.	✍️

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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

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

Curriculum & Instruction

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
MATH	Yes	IAR (Math)	Other [Specify]	100 of 8th graders did not meet expectation	15 of 8th graders will meet expectation	25 of 8th graders will meet expectation	35 of 8th graders will meet expectation
			Select Group or Overall				
Reading	Yes	IAR (English)	Overall	50 of our 3rd graders did not meet expectations	60 Meeting	65 Meeting	70 Meeting
			NA				

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.	Implement the core curriculum with fidelity	Implement the core curriculum with fidelity and differentiating tier 1 instruction.	Implement the core curriculum with fidelity and differentiating tier 1 instruction while providing students with feedback for growth
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.	Implement the core curriculum with fidelity	Implement the core curriculum with fidelity and differentiating tier 1 instruction.	Implement lesson plans that include the core curriculum that is culturally responsive with fidelity and differentiating tier 1 instruction with aligned tasks at various DOK levels to promote growth
C&I:3 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.	Increased percentage of students feeling a sense of classroom community	100% of our students feeling empowered due to having the implementation of the student voice committee and increase implementation of the SEL practices and curriculum	Improvement in 5 Essencial Data and Cultivate Data indicating a well organized Climate and Culture.

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
MATH	IAR (Math)	Other [Specify]	100 of 8th graders did not	15 of 8th graders will meet	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Reading	IAR (English)	Overall	50 of our 3rd graders	60 Meeting	Select Status	Select Status	Select Status	Select Status
		NA			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.	Implement the core curriculum with fidelity	Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Implement the core curriculum with fidelity	Select Status	Select Status	Select Status	Select Status
C&I:3 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.	Increased percentage of students feeling a sense of classroom community	Select Status	Select Status	Select Status	Select Status

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially — Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.

Partially — Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.

Yes — All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

No — 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?

Based on the cultivate data for both Spring and Winter, the findings indicated that students were challenged with academic risk taking and growth mindset across content areas for grades 5-8. (We need to put in quantities)

What is the feedback from your stakeholders?

Students are invited to attend student- centered enrichment and Out of School Time programs such as homework center, arts and crafts, Art, ESL/Spanish support, ELA support, Foundational skills, Basketball, FUSE (technology), Pre-K and KDG reinforcement skills such as story time, sight word instruction, and Chess. Parents are infromed about all of the programs offered, but specifically for academic based programs, parents are informed and encouraged to enroll their students especially if i-Ready or Star 360 data as well as teacher observations suggests additional support is needed. Parents appreciate the Safe-Haven for their students and the fact that students can get started with homework and address academic concerns with actual teachers. Teachers have to be creative with the OST time as well as flexible with students especially those that teach the academic component because students have already experienced a long academic day.

What student-centered problems have surfaced during this reflection?

Students who may need to be considered for review by the BHT often times get their reviews pushed back for lack of data gathered to support the need for the review. As a result of students not having the necessary documentation, their deficit is sometimes not addressed and they move through the system without being provided what they need for success as productive citizens. Students who do not have an intentional re-entry plan tend to perform poorly in class and on assessments because they have missed so much learning. This results in students not being motivated to continue to come to school and the chronic absenteeism cycle continues. Students are unable to catch up and face the need to attend summer school or even retention.

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?

Efforts are being consistently made to address attendance matters, however the school at large needs support in determining what a re-entry plan looks like and determine who is ultimatley responsible for developing a re-entry plan since the ultimate goal is for students to attend school for achievement as welll as a balance of social experiences deemed appropriate for the school environment. Staff will receive ongoing PD with regards to the SEL curricula including the Second Step Program. The Climate and Culture Team is in the process of developing a building wide action plan to implement strategies learned through Conscious Discipline to support mental wellness and behavioral shifts in our building with staff first and then students.

Determine Priorities

Return to Top

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

Students...

Students are challenged with intrinsic motivation to propel themselves to aim for their highest academic potential. Students have reached a plateau with regards to maintaining and reaching at or above level academic status based on the IAR and Star 360. Students seem to have no sense or desire to set high expectations for themselves. They appear to have become complacent or have lost sight of the purpose for school from the academic standpoint.

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

Return to Top

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

As adults in the building, we...

As adults in the building, we are challenged with balancing time for addressing student issues non-related to school and we are challenged with balancing the need to equip students with the knowledge needed to achieve academic standards and get students to like the process. As adults in the building we are challenged with students' priorities being social rather than academic. As adults in the building we are challenged with balancing the amount of focus and attention being given to students who disrupt the learning process as opposed to the students who are intrinsically motivated to learn. As adults in the building we are challenged with the number of things we are held accountable for that sometimes seem out of the realm of our control such as attendance and student anger issues and lack of parent support. As adults in the building we are overwhelmed with wanting to support students, but who may be out of our means of providing support.

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

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What is your Theory of Action?

If we....

implement our SEL curriculum with consistency, monitor our practices through SEL walks, conduct peer observations, develop norms to promote community, provide opportunities for

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Connectedness & Wellbeing

students to connect with one another and establish equity of student voice

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

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

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

then we see....

Students coming to school daily with the intent to learn and engage positively based on the established norms. We see teachers using strategies that meet students' needs where they currently are fostering an environment of trust. We see teachers, students, and parents partnering together to ensure student academic goals are met. We see teachers being flexible with instructional strategies and (considering student personalities when creating partnerships and small groups) delivery methods to ensure students are intrigued to access and apply content learned.

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...

Students being more inclined to taking academic risks. ... students making better decisions based on their desire to be academically successful. ...teachers making a more conscious effort to adjust to student learning styles and consider their perspectives when planning for instruction.... an increase in students' attendance based on their enthusiasm to see what teachers have planned for learning each day. An increase of at least 15% of students feeling a sense of community in classrooms from 39% to 55% on the Cultivate Survey, decrease the persentage of student infractions for the year by 10% based on our OSS data, move our 5 essentail rating from neutral to well organized.

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 ✍️

Dates for Progress Monitoring Check Ins

Q1	9/27/2023		Q3	2/21/2024
Q2	11/29/2023		Q4	5/8/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100% of teachers will implement the tier 1 SEL curriculum with fidelity to build strong classroom communities	Administration Counselor SEL Teacher Leader	9/22/2023-6/1/2024	Select Status
Action Step 1	Develop norms that promote community. Allow students to take the lead in designing classroom norms, Students should have an opportunity for autonomy and agency by participating in the crafting of the norms. This will be a part of the Classroom Checklist and a piece of evidence for SEL.	Administration Teachers Students	8/21/2023-06/01/2024	Completed
Action Step 2	Post the norms in a highly visible place in the classroom	Teachers ILT Administration	8/21/2023-06/01/2024	Completed
Action Step 3	Teachers will reference the norms to maintain a strong sense of community in the classroom.	Teachers ILT Administration	8/21/2023-06/01/2024	In Progress
Action Step 4	The ELPT will make sure there is equity of voice from our non English speaking EL's in the devlopment of the norms.	Culture and Climate Team ELPT ILT, Counselor	9/21/2023-11/01/2023	In Progress
Action Step 5	The administration will communicate with the school community on the expectations of the implementation of the school norms with input from stakeholders. Teachers will engage in SEL walks to collect data and share with the school community on a quartly basis.	Culture and Climate Team ELPT ILT, Counselor	10/01/2023-6/01/2024	Select Status
Implementation Milestone 2	Each grade level from K-8 will have a student representative on the student voice committe and participat in monthly meetings with the lead	Administration Counselor SEL Teacher Leader	10/2023 - 6/1/2024	In Progress
Action Step 1	Establish a school student voice committee	Student Voice Lead, ELPT, Counselor, Admin	10/2023 - 12/2023	In Progress
Action Step 2	Teachers will build trust through fun and enagaing activities that can help students feel more comfortable and connected with their peers.	Teachers, Counselor, Student Lead, Admin	10/2023 - 6/1/2024	Select Status
Action Step 3	Teachers will use collaborative learning structures that will allow students to spend more time sharing and listening to each other and foster the environment of trust, comfort and vulnerability.	Teachers, Counselor, Student Lead, Admin	1/2024 - 6/1/2024	Select Status
Action Step 4	Conduct Student surveys one a quarterly basis at diiferent points of the day, in class, at lunch, during prep and recess to get students to reflect on different aspects of their day in real time.	Student Voice Lead, ELPT, Counselor, Admin	10/2023 - 6/2024	Select Status
Action Step 5	Teachers will include student voice in weekly lesson plans that will	Admin, Coach, Teachers	10/2023 - 6/2024	Select Status
Implementation Milestone 3	!00% of teachers will implement instructional practices that include opportunities for students to connect with one another	Admin, Coach, Teachers	8/2024-6/2025	Select Status
Action Step 1	Teachers will engage in professional development in Second Step and continued training on Calm Classroom	Admin, Teacher Leader, BHT, Admin, Teachers	8/2024- 12/2024	Select Status
Action Step 2	Teachers will engage in conscious discipline training from the Culture and Climate Team	Culture Climate Team, Admin, ILT	8/2024 - 6/2025	Select Status
Action Step 3	Teacher teams will engage in SEL walks using a look for tool to collect qualitative and quantative data to continue to inform practices	Teachers, ILT, Counselor, ELPT, Admin	10/2024 - 6/2025	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

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

Connectedness & Wellbeing

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	We will have an established student voice committee that is consistently opperative and students feel heard.	✍️
SY26 Anticipated Milestones	100% of our teachers implementing and consistently using the SEL curriculum and resources provided effectively to create a positive climate and culture among students and staff.	✍️

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 ✍️	SY24	SY25	SY26
Classroom Connectedness	Yes	Cultivate	Overall	40	55	65	75
			Select Group or Overall				
Student Equity of Voice	Yes	Cultivate	Overall	30	40	55	70
			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&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	100% Teachers Implementating Tier 1 SEL curriculum being measured by SEL walks and data collection from Look For Tool	Decrease of OSS percentages and student daily infractions	100% of teachers continued implementation of Tier 1 SEL curricula with student implementation of SEL strategies measured by SEL Walks with qualitative and quantative data using Look-For-Tool with continued reductions in OSS percentages and daily infractions
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Implementation of student voice committee with all grades K-8 being represented consistently with evidence of agendas and student participation in meetings.	Student voice committee giving input in various teacher teams	Consistent implementation of the Student voice committee with equity of student voice in teacher teams and evident in lesson plans
Select a Practice			

Return to Top | **SY24 Progress Monitoring**

Connectedness & Wellbeing

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
Classroom Connectedness	Cultivate	Overall	40	55	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Student Equity of Voice	Cultivate	Overall	30	40	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals   Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	100% Teachers Implementating Tier 1 SEL curriculum being measured by SEL walks and data collection from Look For Tool	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Implementation of student voice committee with all grades K-8 being represented consistently with evidence of agendas and student participation in meetings.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

> *Parents need more Face based training. We will prioritize the diversity of our population and how we can support communication and academic support for parents. Consider workshops that are benefical for all in the development of support parent and student social emotional learning.*

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