

CIWP Team & Schedules

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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
Barbara Karrel	Principal	blkarrel@cps.edu
Kristen Meyer	AP	kmeyer2@cps.edu
Carly Kostos	Inclusive & Supportive Learning Lead	cskostos@cps.edu
Erica Koudelka	Teacher Leader	ekoudelka@cps.edu
Genevieve Sunshine	Teacher Leader	galukosavich1@cps.edu
Kaysa Pelofske	Parent	kjpelofske@cps.edu
Sydney Ray	LSC Member	saray1@cps.edu
Tyler Scaletta, Jennifer Crosby	Teacher Leader	tscaletta@cps.edu, jcrosby@cps.edu
Emma Wadell	Teacher Leader	emwaddell1@cps.edu
Kathleen Hurley	Teacher Leader	khurley3@cps.edu
Michelle Blankenburger	Connectedness & Wellbeing Lead	mblankenber@cps.edu
Jillian Ruiz	Teacher Leader	jruiz132@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	4/15/23	7/6/23
Reflection: Curriculum & Instruction (Instructional Core)	4/15/23	7/6/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/15/23	7/6/23
Reflection: Connectedness & Wellbeing	4/15/23	7/6/23
Reflection: Postsecondary Success	4/15/23	
Reflection: Partnerships & Engagement	4/15/23	
Priorities	7/6/23	7/26/23
Root Cause	7/6/23	7/26/23
Theory of Acton	7/26/23	7/31/23
Implementation Plans	8/1/23	8/1/23
Goals		8/31/23
Fund Compliance		8/31/23
Parent & Family Plan		8/31/23
Approval	9/6/26	9/6/26

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	11/1/23
Quarter 2	1/10/24
Quarter 3	4/17/24
Quarter 4	6/7/24

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
Partially	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p>CPS High Quality Curriculum Rubrics</p>	<p>IAR ELA + Math: Positive was IAR data was awesome, seeing the growth from beginning to end of year and how we compare to other N4 schools</p> <p>IAR Writing Sub-Claims: In ILT, we discussed responses to this data, including: Expanding the amount of writing we're doing in different content areas Spending more time guiding and giving time on feedback Responding more to the reading we're doing, including on-the-fly questioning that requires inference... Questions about vertical alignment - how are we teaching writing across the school? Writing appears to be an area for growth and improvement, and further conversation across grade levels about what we're doing to support writing across content areas</p> <p>Cultivate (5-8): Students surveyed on learning conditions and their own mindsets and strategies Combined data from 5-8 indicates low performance on student voice, classroom community, teacher caring, and meaningful work Relatively strong performance on class organization and affirming student identities Comparing to 5E, decline in student-teacher relationships and student voice... Wondering if there's a correlation between misconducts and Cultivate data - could we break down Cultivate data for DLs or kids with misconducts? Student voice and agency are low and that likely connects to misconducts and overall culture and climate Rigor walk: Have a lot of data collected (even if we were concerned about what that data meant) Standards-based learning: Improvements in learning objectives Higher level questions, less retrieval (doesn't necessarily mean higher quality instruction, pushing back on higher/lower level questioning) Tasks are more aligned to learning targets Organizing students towards achieving the standards: Opportunities to create group work norms and expectations for Alcott, how it should/could be organized in different contexts and creating opportunities for student discourse Need to create more opportunities for peer interaction (though that need/opportunity changes across units/grades) Monitoring to take action within the lesson: Thinking about how to systematically monitor student progress Supporting kids in thinking through how to check their work Stated objectives and what's being done in the classroom seem to align Noting high level of variance between classrooms in rigor walk and Cultivate data, how are we accounting for classrooms where we're noticing very different things? How are we supporting all classrooms and also addressing specific concerns at classroom / teacher level? How to account for where teachers are at in units or in curriculum, how to get a better picture of what's happening Grading review: Majority of students are meeting/exceeding standards, if that is what grades are measuring (we're wondering - are they?) Students are getting As in all their classes - is that an accurate representation of how students are doing? Achievement gaps with EL and DL students compared to non-DL and -EL peers; Black and Hispanic students compared to white and Asian students Questions about what grades are measuring, grading practices across grades and classrooms within grades According to our grading practice, it appears like we're seeing high levels of performance (As and Bs)... pondering those grades and our performance compared to other high-performing schools... Wondering about connections between grades and behavior/compliance - are kids who are getting misconducts also getting worse grades? Are they disproportionately DL/ELs? Disproportionately Black or Hispanic? TSGold: Levels of performance across a continuum on a wide range of objectives/dimensions which fall into different domains (e.g., SEL, Math, ...) Levels are based on different artifacts like videos, drawings, voice recordings, teacher notes, etc. Taken at different points throughout the year to mark changes in students' performance towards objectives iReady (K-2): Alcott in high performance / high growth quadrant in both Math and Reading Already achieving greater than 50% growth at mid-year (closer to 90% by EOY) Questions about how to interpret this assessment, particularly at BOY</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p>
Yes	<p>Students experience grade-level, standards-aligned instruction.</p> <p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>	<p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>	
Partially	<p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p> <p>Powerful Practices Rubric</p> <p>Learning Conditions</p>	<p>What is the feedback from your stakeholders?</p> <p>Potential to add interim assessments Partially - High Quality instruction need to complete CPS rubrics Inconsistency on inner core practices ILT reported in self assessment to work on distributed leadership practices</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p>
Partially	<p>The ILT leads instructional improvement through distributed leadership.</p> <p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>	<p>Cultivate</p> <p>Grades</p>	

				ACCESS
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		TS Gold
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <ul style="list-style-type: none"> -Implemented Skyline ELA 6-8th grade -Implemented OpenSciEd 6th-8th grade -Implemented Skyline Social Science 4th-8th grade -Use Foundations PreK-3rd grade -Use Creative Curriculum PreK -Begun to evaluation K-5th ELA for teacher created units with District high quality curriculum rubric -Revised ELA Rubrics in K-8 for teacher created units. -Have shedule in GLTs for looking at student assessments (end of unit and benchmark) -ILT meets regularly and has led some GLTs and school PD 	Interim Assessment Data
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students are not consistently experiencing, productive struggle, active engagement in group work and opportunities for student to student discourse. Students are not performing as strongly in writing as they are in other areas, including ELA. - (data?) The learning environment for students in 5th grade is disrupted by MS schedule, expectations, practice. - Students in 5-8th grade report in Cultivate survey low levels of voice, agency, belonging, and teacher caring in classroom communities. - Students are experiencing inconsistencies in instructional practices (as evidenced by rigor walk), including small-group instruction, CRP methodology, and student-to-student discourse.- Students are not experiencing equal opportunities for SEL, as evidenced by BHT rubric. DL students have a disproportionate share of reported misconducts compared to non-DL peers.</p>				


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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	MTSS Integrity Memo MTSS Continuum Roots Survey	<p>MTSS: Quite a few students received interventions throughout the year, especially after BOY assessments were administered in Week 10</p> <p>Disparities in how interventions and supports were logged in Branching Minds, how students were grouped between school and district criteria</p> <p>Issues with fidelity in logging math and reading interventions in Branching Minds</p> <p>Issues with creating time for primary teachers to include math interventions during math time</p> <p>Issues with ownership of intervention planning and logging in MS]</p> <p>DL students have a disproportionate share of reported misconducts compared to non-DL peers. Connectedness and wellbeing</p> <p>DL students have inconsistent access to the LRE continuum, and there are inconsistencies in the IEP process for determining LRE. - supportive and inclusive learning environment</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p> <p>Quality Indicators of Specially Designed Curriculum</p>
Partially	MTSS Integrity Memo		EL Program Review Tool
Partially	LRE Dashboard Page	<p>What is the feedback from your stakeholders?</p> <p>Fidelity of branching minds progress monitoring</p> <p>Differing opinions on LRE in DL team and alignment of DL teachers (what data, what language, LRE services versus placement)</p> <p>partially for EL supports due to staff certifications</p>	
Partially	IDEA Procedural Manual		
Partially	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <ul style="list-style-type: none"> -Developed MTSS team -School-wide professional development on MTSS -School-wide PD on Branching Minds -time is allocated in GLTs for planning interventions and analyzing student progress -MTSS meets with individual teachers to help with the MTSS process -DL team meets monthly to address procedural elements and professional learning -LRE Dashboard reflects efforts to place students in the least restrictive environment, continued conversations on LRE with DL team. -EL placement tool is utilized for placing students in classrooms with ELS certified staff members -Increased UL certified staff members in teaching positions 	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>DL students have inconsistent access to the LRE continuum, and there are inconsistencies in the IEP process for determining LRE.</p>			

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>BHT key components assessment: </p> <p>Making sure we have a committee/team in place for behavioral health, we have protocols + structures in place</p> <p>Working on getting baseline data</p> <p>Need to figure out where BHT fits in the larger picture, how it interacts with other committees and initiatives (like Culture + Climate)</p> <p>Most referrals were during lunch and recess, 'unstructured' time vs. during class time</p> <p>Questions about what curriculum is in place, if we like it, if it's being used consistently</p> <p>Number of referrals was higher for classrooms that didn't do Second Step; noticing that we were 'partial' on shared agreements; shared time to discuss student concerns with a solutions mindset</p> <p>Culture + Climate Team:</p> <p>Rolling out Wildcat Way, figuring out how we continue that work and maintain it</p> <p>Taking a lot from the 5Essentials and Cultivate surveys to Focusing on student voice and how it ties to other priorities</p> <p>Incidents:</p> <p>Students expressing ignorant and disrespectful (bias-based, prejudicial, racial) language towards each other directly</p> <p>Upon follow-up, students often didn't understand the context or meaning of this language... trying to figure out what's a misconduct that requires disciplinary intervention and what requires (re)teaching</p> <p>8 OSP investigations addressing bias-based and racially-charged incidents</p> <p>Misconducts: DL students have a disproportionate amount of misconducts, even when we control for individual kids with incidents</p> <p>This is all data of what's reported, which we might assume is a relatively small fraction of what's actually happening</p> <p>Disparity between DL and non-DL students in terms of incidents</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p>
Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p>
Partially	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	<p>What is the feedback from your stakeholders?</p> <p>Implementation and consistency among teachers providing tier 1 supports. Not explicit SEL embedded instruction in all courses. </p> <p>More OST needed for prek and possibly middle school</p> <p>Pre K absenteeism</p>	<p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p>
Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		<p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>-Students in Pre-K don't have access to as many after-school activities and enrichment opportunities as older students. -</p> <p>-Students in 5-8th grade report in Cultivate survey low levels of voice, agency, belonging, and teacher caring in classroom communities.</p> <p>-Students are not experiencing equal opportunities for SEL, as evidenced by BHT rubric. -</p> <p>-DL students have a disproportionate share of reported misconducts compared to non-DL peers. Connectedness and wellbeing</p> <p>-Students in priority groups report issues with bias-based and racially charged language while reporting an overall strong sense of identity affirmation from staff. -</p>		<p><i>-Developed behavioral health team and culture and climate teams. Team Utilize the self assessment to develop goals. </i></p> <p><i>-Implementation of school-wide expectations</i></p> <p><i>-Attendance plan is developed to support students with chronic absenteeism.</i></p> <p><i>-OST programs are developed for students at each grade level, including a variety of academic and enrichment activities.</i></p> <p><i>-Use of Second Step curriculum in Pre K-5th grade</i></p>	

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>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).</p> <p>College and Career Competency Curriculum (C4)</p>	<p>We are fulfillin CPS requirements to support with post-secondary planning, students and families experience high levels of stress related to the HS process. </p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p>
Yes	<p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p> <p>Individualized Learning Plans</p>		<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p>

			College Enrollment and Persistence Rate
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th). Work Based Learning Toolkit	What is the feedback from your stakeholders? Students feel a great deal of stress related to the HS process. Families are not pleased with the neighborhood HS and want their child to attend private or SE high schools.	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). PLT Assessment Rubric	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? Test prep, essay writing, Naviance, parnet information sessions, HS fairs, one on one meetings wit the counselor.	
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni). Alumni Support Initiative One Pager		
What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.			
Students experience stress regarding the HS applicaiton process.			

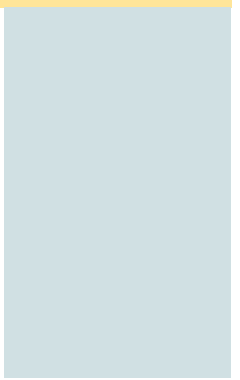
[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals. Spectrum of Inclusive Partnerships	Staff have different practices for parent involvement Students report not having voice in the school Students	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. Reimogining With Community Toolkit		
No	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? More opportunities for parents to learn about curriculum . More oportunities for parents to see student celebrations such as academic awards, and students showcasing their learning outside of the arts.	Formal and informal family and community feedback received locally. (School Level 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.			
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 in grades 5th-8th report a low level of voice in the school.



Initial development of elective programs.
LSC student rep - feedback survey



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

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

IAR ELA + Math:
Positive was IAR data was awesome, seeing the growth from beginning to end of year and how we compare to other N4 schools

IAR Writing Sub-Claims:
In ILT, we discussed responses to this data, including:
Expanding the amount of writing we're doing in different content areas
Spending more time guiding and giving time on feedback
Responding more to the reading we're doing, including on-the-fly questioning that requires inference...
Questions about vertical alignment - how are we teaching writing across the school?
Writing appears to be an area for growth and improvement, and further conversation across grade levels about what we're doing to support writing across content areas

Cultivate (5-8):
Students surveyed on learning conditions and their own mindsets and strategies
Combined data from 5-8 indicates low performance on student voice, classroom community, teacher caring, and meaningful work
Relatively strong performance on class organization and affirming student identities
Comparing to 5E, decline in student-teacher relationships and student voice...
Wondering if there's a correlation between misconducts and Cultivate data - could we break down Cultivate data for DLs or kids with misconducts?
Student voice and agency are low and that likely connects to misconducts and overall culture and climate
Rigor walk:
Have a lot of data collected (even if we were concerned about what that data meant)
Standards-based learning:
Improvements in learning objectives
Higher level questions, less retrieval (doesn't necessarily mean higher quality instruction, pushing back on higher/lower level questioning)
Tasks are more aligned to learning targets
Organizing students towards achieving the standards:
Opportunities to create group work norms and expectations for Alcott, how it should/could be organized in different contexts and creating opportunities for student discourse
Need to create more opportunities for peer interaction (though that need/opportunity changes across units/grades)
Monitoring to take action within the lesson:
Thinking about how to systematically monitor student progress
Supporting kids in thinking through how to check their work
Stated objectives and what's being done in the classroom seem to align
Noting high level of variance between classrooms in rigor walk and Cultivate data, how are we accounting for classrooms where we're noticing very different things? How are we supporting all classrooms and also addressing specific concerns at classroom / teacher level?
How to account for where teachers are at in units or in curriculum, how to get a better picture of what's happening
Grading review:
Majority of students are meeting/exceeding standards, if that is what grades are measuring (we're wondering - are they?)
Students are getting As in all their classes - is that an accurate representation of how students are doing?
Achievement gaps with EL and DL students compared to non-DL and -EL peers; Black and Hispanic students compared to white and Asian students
Questions about what grades are measuring, grading practices across grades and classrooms within grades
According to our grading practice, it appears like we're seeing high levels of performance (As and Bs)... pondering those grades and our performance compared to other high-performing schools...
Wondering about connections between grades and behavior/compliance - are kids who are getting misconducts also getting worse grades? Are they disproportionately DL/ELs?
Disproportionately Black or Hispanic?
TSGold:
Levels of performance across a continuum on a wide range of objectives/dimensions which fall into different domains (e.g., SEL, Math, ...)
Levels are based on different artifacts like videos, drawings, voice recordings, teacher notes, etc.
Taken at different points throughout the year to mark changes in students' performance towards objectives
iReady (K-2):
Alcott in high performance / high growth quadrant in both Math and Reading
Already achieving greater than 50% growth at mid-year (closer to 90% by EOY)
Questions about how to interpret this assessment, particularly at BOY

What is the feedback from your stakeholders?

Potential to add interim assessments
Partially - High Quality instruction need to complete CPS rubrics
Inconsistency on inner core practices
ILT reported in self assessment to work on distributed leadership practices

What student-centered problems have surfaced during this reflection?

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?

Students are not consistently experiencing, productive struggle, active engagement in group work and opportunities for student to student discourse. Students are not performing as strongly in writing as they are in other areas, including ELA. - (data?) The learning environment for students in 5th grade is disrupted by MS schedule, expectations, practice. -
Students in 5-8th grade report in Cultivate survey low levels of voice, agency, belonging, and teacher caring in classroom communities. -
Students are experiencing inconsistencies in instructional practices (as evidenced by rigor walk), including small-group instruction, CRP methodology, and student-to-student discourse.-
Students are not experiencing equal opportunities for SEL, as evidenced by BHT rubric.
DL students have a disproportionate share of reported misconducts compared to non-DL peers.
DL students have inconsistent access to the LRE continuum, and there are inconsistencies in the IEP process for determining LRE. -
Students in priority (demographic, services) groups are not receiving as many As and Bs, while students in some (but not all) priority groups receive generally lower scores relative to peers. -

-Implemented Skyline ELA 6-8th grade
-Implemented OpenSciEd 6th-8th grade
-Implemented Skyline Social Science 4th-8th grade
-Use Foundations PreK-3rd grade
-Use Creative Curriculum PreK
-Begun to evaluation K-5th ELA for teacher created units with District high quality curriculum rubric
-Revised ELA Rubrics in K-8 for teacher created units.
-Have schedule in GLTs for looking at student assessments (end of unit and benchmark)
-ILT meets regularly and has led some GLTs and school PD

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students do not have consistent opportunities to be challenged and engaged in their learning through rigorous tasks and effective instructional strategies that engage students in learning.



Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources:

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

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

As adults in the building, we...

have various skill sets and beliefs regarding instructional strategies we lack a framework for to engage students in learning resulting in students not being challenged and engage



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....

If we implement instructional practices to engage students in complex tasks and student discourse.



Resources:

Indicators of a Quality CIWP: Theory of Action

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

then we see....

students engaging in critical thinking through questioning and discussion techniques and expression through writing

which leads to...

an increase in student academic performance and mastery of grade level standards

[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	11/1/23	Q3	4/17/24
Q2	1/10/24	Q4	6/7/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	ILT creates and implements a professional learning cycle on peer discourse	ILT	End of Q1	<input type="text" value="Select Status"/>
Action Step 1	ILT creates a self assessment implementation of student discourse within their classrooms. ILT reviews self assessment data from teachers and determines which common discussion and questioning techniques will be implemented at Alcott	ILT	Mid Q1	<input type="text" value="Select Status"/>
Action Step 2	Established an agreed upon classroom walk through rubric	ILT	Mid -End Q1	<input type="text" value="Select Status"/>
Action Step 3	ILT will use flex days to implement the cycle of learning for colleagues.	ILT	End Q2	<input type="text" value="Select Status"/>
Action Step 4	Teachers will observe colleagues implementing the agreed upon strategies to engage students in peer discourse	ILT	Q3	<input type="text" value="Select Status"/>
Action Step 5	Teachers will discuss their new learning and the impacts on student learning during whole staff professional development days	All teachers	Q4	<input type="text" value="Select Status"/>
Implementation Milestone 2	ILT identifies professional resources that will be utilized for cross-content writing instruction and assessment rubrics	Admin/PLC teacher Leaders	End Q2- Early Q3	<input type="text" value="Select Status"/>
Action Step 1	Analysis of current writing tasks and IAR data to identify areas of need within writing	Admin	End Q1- Early Q2	<input type="text" value="Select Status"/>
Action Step 2	Quarterly analysis of student writing samples in GLTs	GLTs	End Q1- Early Q3	<input type="text" value="Select Status"/>
Action Step 3	Evaluate current writing rubrics in the different domains for quality and standards alignment	ILT	Q2	<input type="text" value="Select Status"/>

Action Step 4	Gallery walk of student writing samples and teacher rubrics to view vertical alignment	GLT	Q4	Select Status
Action Step 5	Summer work on rubric development for writing tasks across contents	Teachers	Summer 2024	Select Status
Implementation Milestone 3	Utilizing strategies from the New Science of teaching and Learning (Marzano Institute), staff will develop professional learning for colleagues on engaging students in complex tasks	Admin selects staff	End Q3	Select Status
Action Step 1	5 staff members will attend 6 days of professional learning at the Marzano institute with cohort of teachers from Network 4 schools	Marzano Cohort of Teachers	Q1, Q2, Q4	In Progress
Action Step 2	Teachers attending the Marzano Institute will pilot new strategies learned and observe one another in implementation	Marzano Cohort of Teachers	End of Q3	Select Status
Action Step 3	Teacher in the Marzano Cohort will continue to expand learning through classroom observations at other schools to enhance teaching practices	Marzano Cohort of Teachers	Q1, Q2, Q4	Select Status
Action Step 4	Teachers will develop professional learning on complex tasks for all staff in BOY PD	Marzano Cohort of Teachers	Q4	Select Status
Action Step 5				Select Status
Implementation Milestone 4	Develop the mission and vision for ILT to support distributed leadership	admin/ILT	End of Q4	Select Status
Action Step 1	Identify ILT members and ILT teacher leads	admin	Beginning of Q1	Completed
Action Step 2	Conduct the ILT effectiveness self assessment	ILT	Beginning of Q1	Select Status
Action Step 3	Utilize the self assessment results to determine professional learning resources for ILT as it relates to the ILT culture, structure and knowledge and skills	ILT	By end of Q1	Select Status
Action Step 4	Establish common protocols for facilitating staff PLCs	Admin/ILT	By end of Q1	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	<ul style="list-style-type: none"> -Review SY24 data sources such as cultivate, IAR, classroom walk throughs, and teacher implementation feedback to determine next steps in the process and changes to make to related to student discourse and complex tasks -Review Scope and Sequence and embed Questioning and discussion into curriculum -Determine next steps of professional learning including meeting needs of student priority groups -Writing instructional strategies presented to teachers BOY PD with corresponding rubrics -Cycles of learning developed for writing instruction professional development 	
SY26 Anticipated Milestones	<ul style="list-style-type: none"> -Implementation of writing standards across content areas -Communicating and build capacity for family partnerships on writing and questioning / discussion -Vertically aligned rubrics for student discourse and writing standards 	

Return to Top **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

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

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

Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).

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

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

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

Resources:

IL-EMPOWER Goal Requirements

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

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
% of students meeting or exceeding growth goals on IAR ELA	No	IAR (English)	Students with an IEP	16	25		
			Overall	66	70		
Increase the percent of students reporting that they engage in meaningful work.	Yes	Cultivate	5th-8th grade	33	50		
			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: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.	ILT has established protocols for flex day PLCs to engage staff in collaborative conversation and professional learning. Progress will be measured through PLC feedback surveys and meeting agendas.	Staff will implement strategies from student discourse PLC in their instruction. ILT will conduct classroom walk throughs 3 times per year with walk through rubric	Staff will utilize grade level rubrics for writing and student led discussion in all content areas. ILT will collect and review rubrics for writing standards and student discourse.
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT will increase the percent of areas scoring proficient or higher on the ILT effectiveness self assessment to be measured 3 times per school year.	ILT will be proficient or higher in all aspects of the ILT effectiveness self assessment to be measured 3 times annually.	ILT will increase the percent of areas scoring higher than proficient on the ILT effectiveness self assessment to be measured 3 times per school year.

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
% of students meeting or exceeding growth goals on IAR ELA	IAR (English)	Students with an IEP	16	25	Select Status	Select Status	Select Status	Select Status
		Overall	66	70	Select Status	Select Status	Select Status	Select Status
Increase the percent of students reporting that they engage in meaningful work.	Cultivate	5th-8th grade	33	50	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: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.	ILT has established protocols for flex day PLCs to engage staff in collaborative conversation and professional learning. Progress will be measured through PLC feedback surveys and meeting agendas.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.		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.
Partially	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?

BHT key components assessment:
 Making sure we have a committee/team in place for behavioral health, we have protocols + structures in place
 Working on getting baseline data
 Need to figure out where BHT fits in the larger picture, how it interacts with other committees and initiatives (like Culture + Climate)
 Most referrals were during lunch and recess, 'unstructured' time vs. during class time
 Questions about what curriculum is in place, if we like it, if it's being used consistently
 Number of referrals was higher for classrooms that didn't do Second Step; noticing that we were 'partial' on shared agreements; shared time to discuss student concerns with a solutions mindset

Culture + Climate Team:
 Rolling out Wildcat Way, figuring out how we continue that work and maintain it
 Taking a lot from the 5Essentials and Cultivate surveys to
 Focusing on student voice and how it ties to other priorities

What is the feedback from your stakeholders?

Implementation and consistency among teachers providing tier 1 supports. Not explicit SEL embedded instruction in all courses.

More OST needed for prek and possibly middle school

Pre K absenteeism

What student-centered problems have surfaced during this reflection?

-Students in Pre-K don't have access to as many after-school activities and enrichment opportunities as older students. -
 -Students in 5-8th grade report in Cultivate survey low levels of voice, agency, belonging, and teacher caring in classroom communities.
 -Students are not experiencing equal opportunities for SEL, as evidenced by BHT rubric. -
 -DL students have a disproportionate share of reported misconducts compared to non-DL peers. Connectedness and wellbeing
 -Students in priority groups report issues with bias-based and racially charged language while reporting an overall strong sense of identity affirmation from staff. -

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?

-Developed behavioral health team and culture and climate teams. Team Utilize the self assessment to develop goals.
 -Implementation of school-wide expectations
 -Attendance plan is developed to support students with chronic absenteeism.
 -OST programs are developed for students at each grade level, including a variety of academic and enrichment activities.
 -Use of Second Step curriculum in Pre K-5th grade

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students in grades 5th through 8th grade report not feeling a sense of belonging, agency, lack of voice and connection to classmates and teachers.



Indicators of a Quality CIWP: Determine Priorities

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

Return to Top Root Cause

Resources:

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

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

As adults in the building, we...

Our school culture is one that focuses on academic end goals, as a result we have not prioritized student connectedness, voice and agency in our schedules, instruction, curriculum and staff/parent learning.



Indicators of a Quality CIWP: Root Cause Analysis

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

Return to Top Theory of Action

What is your Theory of Action?

If we....

Resources:

engage all students in healing centered tier 1 supports and we implement student-centered enriching activities



Indicators of a Quality CIWP: Theory of Action

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

then we see....

youth-adult and youth-youth relationships that foster open communication, mutual care, and student involvement in decision-making at the classroom and school level.



which leads to...
 students experiencing a greater sense of agency, belonging, identity, connection, and voice at school. 🙌

[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.
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 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	11/1/23	Q3	4/17/24
Q2	1/10/24	Q4	6/7/24

	SY24 Implementation Milestones & Action Steps 🙌	Who 🙌	By When 🙌	Progress Monitoring
Implementation Milestone 1	Administer and analyze cultivate data 3 times per year		End of Q1	Select Status
Action Step 1	During BOY PD plan when to administer Cultivate and develop implementation plan (when and who will administer it and how it will be communicated with students). Provide overview of Cultivate for 5th-8th grade teachers.	Letizia, Scaletta, Blankenberger; Admin	By mid-Q1	Select Status
Action Step 2	Introduce Cultivate to students based on the plan that was created by teachers in BOY PD	5-8 Teachers + Students	By mid-Q1	Select Status
Action Step 3	Analyze cultivate data with teacher teams to determine priorities for student work (During GLTs)	7-8 Teacher Team; 5-6 Teacher Team	End of Q1	Select Status
Action Step 4	During State of the school address share with the community how cultivate data will be utilized SY24	7-8 Teacher Team; 5-6 Teacher Team, Admin	End of Q1	Select Status
Action Step 5	Create cultivate data cycles for grade level team improvement goals.		Ongoing	Select Status
Implementation Milestone 2	All students in grades PreK-8 will have a daily class meeting, all staff will use 2 identified practices for building a school family (Conscious Discipline) and trained staff will lead peace circles.	Teachers; Staff; Admin; Students	End of Q1	In Progress
Action Step 1	BOY PD on School Family and expectations for implementation. BOY PD on class meetings and expectations. Identify where in schedules this will take place.	CCT, BHT, Restorative Practices Team	By mid-Q1	In Progress
Action Step 2	Provide staff with bank of resources on class meetings + rituals, all 5-8th grade teachers will receive the text, Circle Forward.	CCT, BHT, Restorative Practices Team	On going	Completed
Action Step 3	Request feedback from staff and students on implementation. Based on feedback, provide additional resources and support for implementation.	CCT, BHT, Restorative Practices Team	By mid-Q1, Q2, Q3, Q4	Select Status
Action Step 4	Participate in District Cohort on Conscious Discipline to support with continued implementation planning and staff professional learning	Counselor, Staff, Admin	By end of Q4	In Progress
Action Step 5	Peace circles will be implemented as needed	Admin		In Progress
Implementation Milestone 3	Teachers will study and implement SEL curriculum in classrooms	Teachers; Staff; Admin; Students	End of Q2	In Progress
Action Step 1	BHT Walkthrough of second step in grades PreK-5	BHT	By Mid-Q2	Select Status
Action Step 2	6th-8th will review and pilot SEL curricula	5-8 Teacher Team , BHT	End of Q4	Select Status
Action Step 3	Time will be allocated in all student schedules for SEL instruction	Teacher/admin	End of Q1	Completed
Action Step 4	Staff who have not already been trained on Second Step will receive school-based training. Staff will have continued access to Conscious Discipline materials and resources from previous training	Teachers; Staff; Admin; Students	End of Q1	Select Status
Action Step 5	Up to 25 staff members will participate in SEED	Staff	End of Q4	Completed
Implementation Milestone 4	7th-8th grade students will begin electives and student voice committee	Teachers; Staff; Admin; Students	End of Q4	Select Status
Action Step 1	Create opportunities in the schedule to develop buddy programs during electives for students in 7th/8th grade to work with younger grades during electives	5-8 Teachers; Students; Admin	End of Q1	Completed
Action Step 2	Develop Student Voice Committee with two teacher leaders and provide the opportunity for all students in grades 7th-8th to opt in	5-8 Teachers; Admin	End of Q4	In Progress
Action Step 3	Teachers will develop electives and students will select the electives they want to participate in (Makerspace, buddy program, theater, arts, ect)	5-8 Teachers; Students; Teacher/Student working group	End of Q4	In Progress
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Continue to add on elements of conscious discipline towards building a school family for all students; Rebuild conscious discipline action team; Complete another Cultivate cycle ; Build and define student leadership opportunities (especially LSC rep) Implement buddy program to include additional grade levels and have a plan that can be replicated yearly. Provide opportunities for staff to build trusting relationships with one another through the participation in SEED. Identify SEL curricular resources for 6th-8th grade	🙌
SY26 Anticipated Milestones	Teacher teams developing student-centered listening structures; Expand this feedback cycle and student voice infrastructure to K-4; Students co-creating solutions and collaborating in working toward priorities. Implement buddy program. Implement 6th-8th grade SEL curriculum	🙌

[Return to Top](#) **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

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

Resources:

IL-EMPOWER Goal Requirements
For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
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-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
Increase % of students reporting a sense of agency	Yes	Cultivate	Overall	28	50	60	70
			5th-8th grade students	28	50	60	70
Increase the % of students reporting student/teacher trust	No	5E: Supportive Environment	Overall	39	55	65	75
			5th-8th grade students	39	55	65	75

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.

Specify your practice goal and identify how you will measure progress towards this goal.

	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
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.	The Student Voice Committee and electives will be established for students in 7th and 8th grade. This will be evident in the school schedules and quarterly elective programs for students	The student Voice Committee will include students in grades 5th-8th Grade. Students in 6th will participate in electives. This will be evident by monitoring student participation and in SVC.	The Student Voice Committee will have a structure to include students in grades Prek-4th grade and the Student Voice Committee will provide school-wide updates to staff and community members on a minimum of two times annually.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	100% of students in grades Prek-8th grade will have a daily class meeting (talking circle) and 100% of teachers will implement 2 identified elements of the Conscious Discipline School Family. Identified staff will lead peace circles. CCT will conduct classroom walk throughs during meeting times and to view evidence of School Family in the classroom environment. Create opportunities for student focus groups	100% of 5th-8th grade teachers implement practices (based on Cultivate data) to improve the learning environment to meet the conditions needed for student learning. Create systems for students to advocate for and lead RP. CCT will conduct classroom walk throughs.	Students will inform peers and parents about school-wide RP systems. Teacher leaders will provide updates from student voice committee on a quarterly basis
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	100% of students in Prek-5th will have a weekly SEL lesson using Second Step. CCT will conduct quarterly school walkthroughs at the scheduled SEL instruction time period.	100% of teachers 6th-8th grade teachers will participate in professional learning on the identified SEL curriculum for students in grades 6th-8th.	100% of students in grades 6th-8th will have a weekly SEL lesson using a researched based curriculum appropriate for middle school students. CCT will conduct quarterly school walkthroughs at the scheduled SEL instruction time period.

[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
Increase % of students reporting a sense of agency	Cultivate	Overall	28	50	Select Status	Select Status	Select Status	Select Status
		5th-8th grade students	28	50	Select Status	Select Status	Select Status	Select Status
Increase the % of students reporting student/teacher trust	5E: Supportive Environment	Overall	39	55	Select Status	Select Status	Select Status	Select Status
		5th-8th grade students	39	55	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: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.	The Student Voice Committee and electives will be established for s	Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Connectedness & Wellbeing				
Reflection	Root Cause	Implementation Plan								
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	100% of students in grades Prek-8th grade will have a daily class m				Select Status	Select Status	Select Status	Select Status		
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	100% of students in Prek-5th will have a weekly SEL lesson using S				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)**



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

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.

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)

