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).

Name ✍	Role ✍	Email ✍
Michelle Ludford	Principal	mhludford@cps.edu
Nikola Lukic	AP	nlukic@cps.edu
Kim Sineni	Curriculum & Instruction Lead	ktsineni@cps.edu
Debbie Solka	LSC Member	dlsolka@cps.edu
Sandra Olson	Teacher Leader	scrice@cps.edu
Victoria Matej	Inclusive & Supportive Learning Lead	vlmatej@cps.edu
Erica Loftus	Teacher Leader	emloftus@cps.edu
Mary Beth Steigerwald	MTSS Coordinator/Academic Interventionist	msteigerwal@cps.edu
Samantha Flora	Teacher Leader	sduffield@cps.edu
Angela Brito	Parent	abrito@d64.org
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	6/20/23	6/21/23
Reflection: Curriculum & Instruction (Instructional Core)	6/20/23	6/21/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/20/23	6/21/23
Reflection: Connectedness & Wellbeing	6/20/23	6/21/23
Reflection: Postsecondary Success	6/20/23	6/21/23
Reflection: Partnerships & Engagement	6/20/23	6/21/23
Priorities	6/20/23	8/11/23
Root Cause	6/21/23	8/11/23
Theory of Acton	6/21/23	8/11/23
Implementation Plans	8/11/23	8/31/23
Goals	8/11/23	8/31/23
Fund Compliance	8/11/23	8/31/23
Parent & Family Plan	8/11/23	8/31/23
Approval	9/12/23	9/12/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/10/2023
Quarter 2	1/9/2024
Quarter 3	4/1/2024
Quarter 4	6/7/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Research-based curriculum in all core subject areas (Reading, Math, Science, Social Science, Civics) which includes foundational skills materials that are aligned to CCSS and take into account cultural diversity. There is a need for constructive, teacher feedback to guide student learning as evidenced through student surveys. In weekly lesson plans, standards are documented for all instruction. As a staff, we are working to Identify and affirm our own and others cultural beliefs and values. We are increasing awareness and working to ensure all backgrounds are heard, listened to and receive advocacy.	IAR (Math) / IAR (English) / Rigor Walk Data (School Level Data) / PSAT (EBRW) / PSAT (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction	The ILT focuses on school improvement through the use of distributed leadership. Members from all teams/grade levels are represented on the team. The ILT as well as grade-level teams meet regularly to examine assessment systems and data to determine our students depth of understanding. This is a yearly work in progress as we familiarize ourselves with assessment systems (iReady, Star360, IAR). Teacher teams are currently developing and refining assessments based on student-interest and cultural identity. Our curriculum is in place and we are using assessments that inform good decision-making and create opportunities for students.	STAR (Reading)
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?** iReady and Star 360 results inform instruction in order to better prepare students for IAR success. An opportunity exists to go deeper with individual students using On Track Data in Dashboard. Continue to use Cultivate data to support staff and student voice and ensure SEL needs are being met. Review Inner Core (identity community relationships) with staff so there is a better understanding of its usefulness. Opportunities exist to provide constructive feedback for growth to increase the depth and breadth of student learning and help students improve in all curricular areas.	STAR (Math) / iReady (Reading) / iReady (Math) / Cultivate / Grades / ACCESS / TS Gold / Interim Assessment Data
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan / ES Assessment Plan Development Guide / HS Assessment Plan Development		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**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?** ILT is continuing to use a Beaubien developed template to analyze iReady and Star 360 data in order to differentiate instruction. Multiple stakeholders are involved in this examination to ensure all learners all addressed including, but not limited to: diverse learners, twice exceptional learners, students participating in all tiers of MTSS, ELLs, gifted learners, STLS, and students from various socio-economic backgrounds. The Beaubien template reflects student sub groups such as ELL and DL students to ensure barriers/obstacles are addressed in the differentiated lessons across all core subjects.	

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.

ILT is continuing to use a Beaubien template to analyze iReady and Star 360 data. This data is then used to differentiate instruction and support student success on meeting CCSS and, subsequently, the IAR.

There is a need for constructive, teacher feedback to guide student learning.

The Beaubien template reflects student sub groups such as ELL and DL students to ensure barriers/obstacles are addressed in the differentiated lessons across all core subjects.

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo / MTSS Continuum	Agency gives students the power to direct and take responsibility for their learning, creating independent and self-regulating learners. Provide a range of options for engaging in learning and completing assignments so that each student can find an option that really appeals to them.	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum

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.	Roots Survey MTSS Integrity Memo	Prior to implementation, carefully review curriculum and lesson plans (even scripted materials) with a student choice lens to determine where there are opportunities for students to make choices and have agency. Provide opportunities for even small or tangential choices that can include: where to sit and next to whom, presentations styles, and homework questions. Allow students to select their own partner, decide to work independently, or form a team. Allow students to choose their seat, or to pick a space to complete their work in the classroom. Allow students to adapt or modify their process for learning content. Allow students to co-create the criteria for learning, and brainstorm ways that the learning might be demonstrated. Create opportunities that help students assess their own learning. Allow student led activities. Let students make decisions about the classroom.

Roots Survey

ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

What is the feedback from your stakeholders?

Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	Staff needs to have a deep understanding of what student agency means in and out of the classroom. 🖐️ Teachers want to include more student voice in the classroom, but will need to work in teams to best support one another with options and examples. Student agency aligns with REACH priorities for classroom best practices.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	

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?

Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	After examining Cultivate data, staff identified a need to increase student agency. The ILT designed an additional student survey to gather more information. After diving into the additional information, members shared results with grade level/discipline teams for input. 🖐️
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		

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

Students have voiced though survey data that they want more student agency. 🖐️

Agency gives students the power to direct and take responsibility for their learning, creating independent and self-regulating learners.

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	Beaubien has a strong BHT and Climate & Culture team that meets on a regular basis. 🖐️ Staff utilize restorative practices, SEL curricula, Second Step curricula, Calm Classroom, Culture & Climate Universal Scope and Sequence. Students have access to an extensive afterschool program (over 25 clubs) with just under 50% of the student population in attendance. Beaubien is continuing our efforts to support students and attendance.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			

What is the feedback from your stakeholders?

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.		Staff is responsive to SEL Initiatives for Universal Inner Core school supports. 🖐️ Exploration of PD centered around Trauma Response Supports and Healing Centered Supports.	Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity)

other student interests and needs.

School wide attendance initiative for students and families.

Recognizing that attendance is a major factor in student success.

Staff trained on alternatives to exclusionary discipline (School Level Data)

Enrichment Program Participation: Enrollment & Attendance

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

Partially	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.

Creating a system that motivates students and their families to attend school regularly and on-time. ✍️

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?

BHT/MTSS team has analyzed school attendance and is continuing to research best practices. ✍️

The Culture and Climate team created and is rolling out a school wide SEL plan to build student identity and community, improve relationships, and create a common language around our practices.

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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
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)	We are unfamiliar with the College and Career Competency Curriculum which was recently developed. ✍️ 8th grade high school transition plans are developed for all students with an IEP. We host a Reality Fair for our 7th and 8th students. This is a research-based fair that students prepare for by creating a career and an understanding of all that it brings. During SY 23/24, 6th-8th graders will pilot the C4 Project.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		% of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track
Partially	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?** Looking to expand our understanding of how to incorporate the College and Career Competency Curriculum. ✍️ We can incorporate more learning opportunities for middle school students to increase their understanding of College and Career processes.	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?**	
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	During SY 23/24 our 6th-8th grade students will pilot the C4 curriculum. ✍️	

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.

Our students in grades 6-8 will need to pivot to the new College and Career Competency Curriculum.

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	Beaubien has a very active PTO that continuously communicates with families and the larger community. A wide range of activities are offered throughout the year to increase involvement and build a strong sense of community. Engaged families and an active BAC (Bilingual Advisory Committee) are the cornerstone of our success. Beaubien administration has an open door policy and teachers proactively establish open lines of communication with families (Curriculum Night, positive phone calls, emails, field trip involvement, etc.) Staff and school-based groups seek out opportunities for community engagement. There are opportunities for students to lend their voice/opinion on their educational experience in the classroom as well as through organizations such as Student Council and Civic Ambassadors.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, Formal and informal family and community feedback received locally. (School Level Data)
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** There are multiple avenues of communication between staff, students, families and the community. We are looking to increase our support of students and families from various cultures represented within our school community. We would love to bring more involvement from our Arabic and newcomer populations. We are interested in expanding existing programs and systems to encourage student voice and leadership.	

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.

The need to recruit and create a system for adding new students to our Civic Ambassadors.

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?

During SY23, one of our staff members created a Civic Ambassadors Club (w/8th graders) to increase student voice in our school activities, concerns, etc.

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Agency gives students the power to direct and take responsibility for their learning, creating independent and self-regulating learners.
Provide a range of options for engaging in learning and completing assignments so that each student can find an option that really appeals to them.
Prior to implementation, carefully review curriculum and lesson plans (even scripted materials) with a student choice lens to determine where there are opportunities for students to make choices and have agency.
Provide opportunities for even small or tangential choices that can include: where to sit and next to whom, presentations styles, and homework questions.
Allow students to select their own partner, decide to work independently, or form a team.
Allow students to choose their seat, or to pick a space to complete their work in the classroom.
Allow students to adapt or modify their process for learning content.
Allow students to co-create the criteria for learning, and brainstorm ways that the learning might be demonstrated.
Create opportunities that help students assess their own learning.
Allow student led activities.
Let students make decisions about the classroom.

What is the feedback from your stakeholders?

Staff needs to have a deep understanding of what student agency means in and out of the classroom.

Teachers want to include more student voice in the classroom, but will need to work in teams to best support one another with options and examples.

Student agency aligns with REACH priorities for classroom best practices.

What student-centered problems have surfaced during this reflection?

Students have voiced though survey data that they want more student agency.

Agency gives students the power to direct and take responsibility for their learning, creating independent and self-regulating learners.

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?

After examining Cultivate data, staff identified a need to increase student agency. The ILT designed an additional student survey to gather more information. After diving into the additional information, members shared results with grade level/discipline teams for input.

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Determine Priorities

Resources: 🚀

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

Students...

expressed through the Cultivate Survey that they do not feel a sense of agency as it pertains to their learning.

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources: 🚀

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

As adults in the building, we...

Establish environments and avenues where students experience being listened to.

Offer students the flexibility to decide how assignments should appear.

Explore innovative methods to infuse more relevance and personal interests into the curriculum.

Provide various learning style alternatives for the classroom

[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....

give additional opportunities for student agency in the classroom and school community

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Inclusive & Supportive Learning Environment

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

then we see....

students who play a critical role in their own development (what they want to learn), practice (how they are learning), and reflection ("self-renewal" or contemplation on what they wanted to learn and how they wanted to learn it) 🖌️

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

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

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

which leads to... 🖌️

evidence of student agency on the following surveys: Cultivate, 5 Essentials, Branching Minds, and our ILT student survey

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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 🖌️

ILT/ Grade level teams / Deparmentalized teams

Dates for Progress Monitoring Check Ins

Q1	10/10/2023	Q3	4/1/2024
Q2	1/9/2024	Q4	6/7/2024

	SY24 Implementation Milestones & Action Steps 🖌️	**Who** 🖌️	**By When** 🖌️	**Progress Monitoring**
Implementation Milestone 1	Administer surveys to gather baseline data (Cultivate, 5 Essentials, Branching Minds and ILT student survey).	Teachers set up the survey for students to take in the classroom	10/10/23	In Progress
Action Step 1	ILT review of student agency components	ILT	4th ILT meeting this year	In Progress
Action Step 2	A clarifying conversation to students about wanting their honest feedback prior to the surveys so their voice can be heard.	Teachers	Week Prior to survey	In Progress
Action Step 3	Looking over response data from the survey.	Administration has access and can share information to stakeholders	When information is posted	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Give students choice in the classroom (based on survey data on categories such as; assignments, organization, learning content, style of learning, opportunities for reflection on their learning).	Educators	10/10/23	Not Started
Action Step 1	Survey to see how students want their voices heard.	Given to students by staff and created by ILT	10/1/23	Not Started
Action Step 2	Provide a range of options for engaging in learning and completing assignments so that each student can find an option that appeals to them.	Educators	By end of Quarter 1	Not Started
Action Step 3	Provide opportunities for even small or tangential choices that can include: where to sit and next to whom.	Educators	By end of Quarter 1	Not Started
Action Step 4	Let students make decisions about the classroom (example classroom protocols and norms).	Educators	By end of Quarter 1	Not Started
Action Step 5				Select Status
Implementation Milestone 3	Make a list of different ways to evaluate student work throughout the semester to increase decision making power in the classroom.	Educators	1/9/24	Not Started
Action Step 1	Make a list of all the ways to evaluate student work throughout the semester.	Educators/ students	Beginning of Quarter 3	Not Started
Action Step 2	Let students and families know choices at the beginning of the quarter.	Educators	Beginning of Quarter 3	Not Started
Action Step 3	Create guidelines for skill assessment and let students know what each mode will cover.	Educators	Beginning of Quarter 3	Not Started
Action Step 4	With students, decide on and formalize choice plans for assignments.	Students and educators	Beginning of Quarter 3	Not Started
Action Step 5	Students participate in a myriad of Fine Arts opportunities which extend their curricular experience (music performances, Play in a Book, etc.).	Educators, students, outside community partners	In Progress	In Progress
Implementation Milestone 4				Not Started
Action Step 1				Not Started
Action Step 2				Not Started
Action Step 3				Not Started
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Due to new milestone being implemented 23-24 the following year would be a reflection/evaluation on the efficiency of the milestones. A PLC can be formed to gather staff data on what worked/what didn't, WHY did it work/not work, time implications, and communication needed to make the milestones more efficient. Categories would remain:	🖌️

Inclusive & Supportive Learning Environment

- Cultivate, 5 Essentials, Branching Minds and our ILT student survey
- Give students choice in the classroom (based on cultivate survey date categories such as; assignments, organization, learning content, style of learning, opportunities for reflection on own learning.
-Respond to student choice and feedback authentically "

SY26 Anticipated Milestones

The ILT have a good foundation on what is needed to reflect/evaluate the milestones for student agency. The ILT will still gather staff data on what worked/what didn't, Why did it work/not work, time implications, and communication needed to make the milestones more efficient.

Categories would remain:
- Cultivate Survey / Beaubien Survey (similar to Cultivate but in house) reflection
- Give students choice in the classroom (based on cultivate survey date categories such as; assignments, organization, learning content, style of learning, opportunities for reflection on own learning.
-Make a list of different ways to evaluate student work throughout the semester to increase decision making power in the classroom
-Respond to student choice and feedback authentically at milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]"

Goal Setting

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Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
SY 22/23 Cultivate Survey Listed Agency as 28th percentile of students feeling agency. Within Agency 30% students stated they have low student voice	No	Cultivate	Overall	Cultivate Survey Listed Agency as 28th percentile	Listed Agency as 33rd percentile within postive Agency. 25%	Listed Agency as 38th percentile within postive Agency. 20%	Listed Agency as 43rd percentile within postive Agency. 15%
			Overall				
	Select Answer	Select Metric	Select Group or Overall				
			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**
P&E:3 School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Evidence of student agency on the following surveys: Cultivate, 5 Essentials, Branching Minds and our ILT student survey has increased based on these surveys MOY and EOY data	Evidence of student agency on the following surveys: Cultivate, 5 Essentials, Branching Minds and our ILT student survey has increased based on these surveys BOY, MOY, and EOY data	Evidence of student agency on the following surveys: Cultivate, 5 Essentials, Branching Minds and our ILT student survey has increased based on these surveys MOY and EOY data
Select a Practice			

SY24 Progress Monitoring

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Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

| | | Select the Priority Foundation to pull over your Reflections here => | | | **Inclusive & Supportive Learning Environment** | | | | |

			Cultivate Survey Listed	Listed Agency as 33rd	On Track	No Progress	No Progress	No Progress
SY 22/23 Cultivate Survey Listed Agency as 28th percentile of students feeling agency. Within Agency 30% students stated they have low student voice	Cultivate	Overall						
		Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			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**
P&E:3 School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Evidence of student agency on the following surveys: Cultivate, 5 Essentials, Branching Minds and our ILT student survey has increased based on these surveys MOY and EOY data	On Track	No Progress	No Progress	No Progress
		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

| Yes | All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive. |

| Yes | Students experience grade-level, standards-aligned instruction. |

| Partially | Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn. |

| Yes | 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?

Research-based curriculum in all core subject areas (Reading, Math, Science, Social Science, Civics) which includes foundational skills materials that are aligned to CCSS and take into account cultural diversity.

There is a need for constructive, teacher feedback to guide student learning as evidenced through student surveys.

In weekly lesson plans, standards are documented for all instruction.

As a staff, we are working to Identify and affirm our own and others cultural beliefs and values. We are increasing awareness and working to ensure all backgrounds are heard, listened to and receive advocacy.

The ILT focuses on school improvement through the use of distributed leadership. Members from all teams/grade levels are represented on the team.

The ILT as well as grade-level teams meet regularly to examine assessment systems and data to determine our students depth of understanding. This is a yearly work in progress as we familiarize ourselves with assessment systems (iReady, Star360, IAR).

Teacher teams are currently developing and refining assessments based on student-interest and cultural identity. Our curriculum is in place and we are using assessments that inform good decision-making and create opportunities for students.

What is the feedback from your stakeholders?

iReady and Star 360 results inform instruction in order to better prepare students for IAR success.

An opportunity exists to go deeper with individual students using On Track Data in Dashboard.

Continue to use Cultivate data to support staff and student voice and ensure SEL needs are being met.

Review Inner Core (identity community relationships) with staff so there is a better understanding of its usefulness.

Opportunities exist to provide constructive feedback for growth to increase the depth and breadth of student learning and help students improve in all curricular areas.

What student-centered problems have surfaced during this reflection?

ILT is continuing to use a Beaubien template to analyze iReady and Star 360 data. This data is then used to differentiate instruction and support student success on meeting CCSS and, subsequently, the IAR.

There is a need for constructive, teacher feedback to guide student learning.

The Beaubien template reflects student sub groups such as ELL and DL students to ensure barriers/obstacles are addressed in the differentiated lessons across all core subjects.

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?

ILT is continuing to use a Beaubien developed template to analyze iReady and Star 360 data in order to differentiate instruction. Multiple stakeholders are involved in this examination to ensure all learners all addressed including, but not limited to: diverse learners, twice exceptional learners, students participating in all tiers of MTSS, ELLs, gifted learners, STLS, and students from various socio-economic backgrounds.

The Beaubien template reflects student sub groups such as ELL and DL students to ensure barriers/obstacles are addressed in the differentiated lessons across all core subjects.

Determine Priorities

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

Students...

expressed on the Cultivate Survey as well as our internal ILT Student Survey, that they have a need for constructive, teacher feedback to guide their learning.

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

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

As adults in the building, we...

need to support students' learning paths by providing specific, constructive feedback for growth throughout our 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.

Theory of Action

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What is your Theory of Action?

If we....

offer respectful, constructive feedback as a catalyst for student learning and improvement

then we see....

empowered students who take ownership of their learning and continuously improve

which leads to...

confident, motivated students who reach increased levels of achievement on IAR as well as a higher number of students that meet CPS On-Track metrics.

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.

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 ✍

Instructional Leadership Team, Grade Level Teams and Administration

Dates for Progress Monitoring Check Ins

Q1 10/10/2023   Q3 4/1/2024
Q2 1/9/2024   Q4 6/7/2024

SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1 Introduce CIWP Priority 2: Feedback for Growth and the four principles: focus on growth over proficiency, give actionable critical feedback along with reassurance, focus on quality over quantity with praise, and set high standards for all students.	ILT	9/26/23	In Progress
Action Step 1 ILT slideshow to outline the priority from UChicago Consortium and discuss rollout to grade level teams. Focus on principle 1: focus on growth over proficiency.	ILT	10/6/23	Not Started
Action Step 2 ILT Members present slideshow to grade level teams and have a discussion regarding current practices as they pertain to Principle 1: focus on growth over proficiency. At Grade Level Team Meetings, members will support one another with all action steps.	ILT Members and Grade Level Teams	10/10/23	Not Started
Action Step 3 Teachers will implement the following practices in their classrooms: 1) Create opportunities for mistakes to happen so students can learn through productive failure; 2) challenge students to apply their knowledge to solve complex, novel problems, and support them to persist through mistakes.	Beaubien Teachers	10/24/23	Not Started
Action Step 4 Teachers will implement the following practices in their classrooms: 1) Provide opportunities for students to engage in error analysis tasks; 2) Normalize mistakes as part of the learning process.	Beaubien Teachers	11/7/23	Not Started
Action Step 5 Teachers will implement the following practices in their classrooms: 1) Make time for focused feedback; 2) give students time to process feedback and to correct their mistakes for credit.	Beaubien Teachers	11/7/23	Not Started
Implementation Milestone 2 Revisit ILT slideshow to outline the priority from UChicago Consortium and discuss rollout to grade level teams. Focus on Principle 2: Give actionable, critical feedback along with reassurance.	ILT	12/19/23	Not Started
Action Step 1 ILT Members present slideshow to grade level teams and have a discussion regarding current practices as they pertain to Principle 2: Give actionable, critical feedback along with reassurance.	ILT	1/12/24	Not Started
Action Step 2 ILT Members present slideshow to grade level teams and have a discussion regarding current practices as they pertain to Principle 2: Give actionable, critical feedback along with reassurance. At Grade Level Team Meetings, members will support one another with all action steps.	ILT and GLT	2/2/24	Not Started
Action Step 3 Teachers will implement the following practices in their classrooms: 1) Share reasoning for critical feedback; 2) Make feedback specific and actionable.	Beaubien Teachers	2/2/24	Not Started
Action Step 4 Teachers will implement the following practices in their classrooms: 1) Use formative feedback strategies; 2) Provide feedback in a timely manner.	Beaubien Teachers	2/2/24	Not Started
Action Step 5 Teachers will implement the following practices in their classrooms: 1) Peer feedback; 2) Communicate feedback to encourage student responsiveness.	Beaubien Teachers	2/2/24	Not Started
Implementation Milestone 3 Revisit ILT slideshow to outline the priority from UChicago Consortium and discuss rollout to grade level teams. Focus on Principle 3: Focus on quality over quantity with praise.	ILT	2/27/24	Not Started
Action Step 1 ILT Members present slideshow to grade level teams and have a discussion regarding current practices as they pertain to Principle 3: Focus on quality over quantity with praise.	ILT	3/8/24	Not Started
Action Step 2 ILT Members present slideshow to grade level teams and have a discussion regarding current practices as they pertain to Principle 3: Focus on quality over quantity with praise. At Grade Level Team Meetings, members will support one another with all action steps.	ILT and GLT	3/22/24	Not Started

Action Step 3	Teachers implement the following practices in their classrooms: 1) Use effort-based and behavior-specific praise; 2) Celebrate specific strategies or skills to target feedback.	Educators	3/22/24	Not Started
Action Step 4	Teachers will implement the following practice in their classrooms: use praise in a way that feels natural.	Educators	3/22/24	Not Started
Action Step 5	Teachers will implement the following practice in their classrooms: avoid inauthentic praise or praising mediocre work.	Educators	3/22/24	Not Started
Implementation Milestone 4	Revisit ILT slideshow to outline the priority from UChicago Consortium and discuss rollout to grade level teams. Focus on Principle 4: Set high standards for all students.	ILT	3/26/24	Not Started
Action Step 1	ILT Members present slideshow to grade level teams and have a discussion regarding current practices as they pertain to Principle 4: Set high standards for all students.	ILT	4/12/24	Not Started
Action Step 2	ILT Members present slideshow to grade level teams and have a discussion regarding current practices as they pertain to Principle 4: Set high standards for all students. At Grade Level Team Meetings, members will support one another with all action steps.	ILT	4/26/24	Not Started
Action Step 3	Teachers will implement the following practices in their classrooms: 1) Reflect on your expectations to ensure they are unbiased, ambitious, and attainable; 2) Set the expectation that all students participate in this class.	Educators	5/10/24	Not Started
Action Step 4	Teachers will implement the following practices in their classrooms: 1) Create opportunities for students to participate equitably; 2) Avoid grouping students by ability when engaging in learning tasks.	Educators	5/24/24	Not Started
Action Step 5	Teachers will implement the following practices in their classrooms: 1) Steer students away from negative mindsets; 2) Convey what high-expectations for work look like by providing high-quality examples.	Educators	5/24/24	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Form a Professional Learning Community to dive deeper into quality feedback for students to increase in social and intellectual development, motivation, and engagement for all students. Review of all data points including, but not limited to Cultivate, 5Essentials, IAR, iReady and Star 360.	✏️
SY26 Anticipated Milestones	TBD	✏️

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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

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	Numerical Targets [Optional] ✏️		
					SY24	SY25	SY26
An increase in students reporting that they receive helpful and specific feedback as reported on the Cultivate Survey.	Yes	Cultivate	Overall				
			Select Group or Overall				
An increase in the number of students at the meeting and/or exceeding expectations levels.	Yes	IAR (English)	Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT Members will learn and share principles of the UChicago Consortium on School Research: Feedback for Growth with grade and department level teams.	ILT Members will share out their implementation and progress with the teams. Members will bring back feedback to their grade and department level teams.	TBD

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

Curriculum & Instruction

C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Teachers will focus on providing effective feedback for growth to their students. Grade level teams will share experiences and resources with one another.	Continue providing targeted feedback. Analyze effect of feedback strategies on student progress as well as assessments.	TBD
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
An increase in students reporting that they receive helpful and specific feedback as reported on the Cultivate Survey.	Cultivate	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
An increase in the number of students at the meeting and/or exceeding expectations levels.	IAR (English)	Overall			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&I:4 The ILT leads instructional improvement through distributed leadership.	ILT Members will learn and share principles of the UChicago Consortium on School Research: Feedback for Growth with grade and department level teams.	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Teachers will focus on providing effective feedback for growth to their students. Grade level teams will share experiences and resources with one another.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

If Checked:

Complete
IL-Empower
Section below

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

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

If Checked:

No action needed

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

Select a Goal

Select a Goal

Select a Goal

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)