

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
Mark Klein	Teacher Leader	maklein@cps.edu
Kathy Casillas	Teacher Leader	kagall@cps.edu
Kate Moran	Postsecondary Lead	kmoran6@cps.edu
Andrea Richardson	Case Manager	arichardson3@cps.edu
Jason Schoenbeck	Teacher Leader	jeschoenbeck@cps.edu
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Kathy Tarello	Teacher Leader	ktarello@cps.edu
Katrina Copeland	Teacher Leader	kncopeland@cps.edu
JC Aevialotis	LSC Member/Parent	
Margaret Waugh	LSC Member/Parent	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule		
Reflection: Curriculum & Instruction (Instructional Core)	7/12/23	7/12/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/14/23	7/14/23
Reflection: Connectedness & Wellbeing	7/14/23	7/14/23
Reflection: Postsecondary Success	7/19/23	7/19/23
Reflection: Partnerships & Engagement	7/19/23	7/19/23
Priorities	7/21/23	7/21/23
Root Cause	7/21/23	7/21/23
Theory of Acton	7/19/23	8/14/23
Implementation Plans	8/14/23	9/5/23
Goals	8/14/23	9/5/23
Fund Compliance	N/A	N/A
Parent & Family Plan	N/A	N/A
Approval	9/13/23	9/13/23

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
Quarter 2
Quarter 3
Quarter 4

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

In reviewing the data, the team had the following reflections: -IAR data reflects levels that are similar to the levels we saw before the pandemic.
 -69% met/exceed ELA IAR
 61% met/exceed Math IAR
 -iReady data looks very good- Some grades had lower % of students meeting growth targets

7th grade start data shows a dip. What is happening in 6th grade? Only 72% and 74% of 6th and 7th graders respectively are at or above on Star360 in comparison to 78% in grades 3-5. Two main questions: Do students really understand the progress they are making? How do we close the gaps for students not at grade level if instruction is skewed above grade level?

Academic Press on 5Es is neutral =47
 Quality Discussion on 5Es is WEAK- 31

What is the feedback from your stakeholders?

There is a disconnect between what students see as meaningful and applicable and what teachers need, want and/or assume.
 - Students report a lack of rigor and decline in agency in the classroom. The root cause of this has been identified as inconsistencies in curriculum and PD. This has resulted in less student voice in the classroom.
 Students don't recognize the connections between what they are learning and the real world. If we model effective discourse and develop strategies for including student discourse in EVERY classroom, then we see skills develop across all grade level bands.

What student-centered problems have surfaced during this reflection?

- Students do not have universal access to rigorous tier 1 curriculum in K-5 ELA
- Students don't recognize the connections between what they are learning and the real world.
- Students are not assessed in a consistent manner with common assessments
- Students lack cohesive, sequential foundational skills curriculum
- Students lack fluency foundational screeners like DIBELS and TRC
- Students lack consistent science curriculum
- Students

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?

- Implementation of K-5 ELA curriculum, ongoing discussions about listening/speaking and participation grades.
- Started working on Interims in RI standards in checkpoint.
- We used IAR data to create interims

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Student lack access to grade level and above, rigorous tasks and curriculum and opportunities to engage in successful academic conversations.

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 Whys Root Cause Protocol](#)

As adults in the building, we...

do not have enough consistency in our curriculum and instruction which has resulted in less student voice in the classroom
 -Lack vertical alignment and opportunities for collaboration.
 - lack access to engaging curriculum
 -lack strategies for discussion
 -lack consistent instructional strategies to engage students in discussion

Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

What is your Theory of Action?

If we....

Resources:


adopt and implement a high quality ELA curriculum that is standards-aligned, culturally responsive with rigorous, meaningful tasks and common assessments,

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.
 Theory of Action is an impactful strategy that counters the associated root cause.
 Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
 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....

teachers assigning appropriately engaging, rigorous student tasks, and pacing that allows students to have the full access to standards and curriculum




which leads to...
 Increased growth and attainment levels, collective responsibility, and engaged students. 

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Resources: 


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

Team/Individual Responsible for Implementation Plan 	Dates for Progress Monitoring Check Ins
ILT	Q1 <input type="text"/> Q3 <input type="text"/> Q2 <input type="text"/> Q4 <input type="text"/>

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	Adopt high quality curriculum in all subject areas	ILT	SY23	<input type="text" value="Select Status"/>
Action Step 1	Continued PD on Curricular resources and components	ILT		<input type="text" value="Select Status"/>
Action Step 2	Review unit assessments	GLT		<input type="text" value="Select Status"/>
Action Step 3	Unpack units with team	ILT		<input type="text" value="Select Status"/>
Action Step 4	Review unit assessments	ILT GLT		<input type="text" value="Select Status"/>
Action Step 5	Create clear scope and sequence of topics and standards.	ILT GLT		<input type="text" value="Select Status"/>
Implementation Milestone 2	Administer and review end of unit grade level assessments to better track student mastery of grade level standards	GLT	SY25	<input type="text" value="Select Status"/>
Action Step 1	Create reteach and small group plans based on assessment data			<input type="text" value="Select Status"/>
Action Step 2	Establish cadence of GLTs focused on reviewing assessment data			<input type="text" value="Select Status"/>
Action Step 3	Administer Interim assesments for IAR predictor			<input type="text" value="Select Status"/>
Action Step 4	Create vertical alignment across grades			<input type="text" value="Select Status"/>
Action Step 5				<input type="text" value="Select Status"/>
Implementation Milestone 3	Adopt sequential and systematic phonics program with decodable readers K-3	ILT	SY23	<input type="text" value="Select Status"/>
Action Step 1	Order materials			<input type="text" value="Select Status"/>
Action Step 2	PD on curriculum			<input type="text" value="Select Status"/>
Action Step 3	Time for teams to plan			<input type="text" value="Select Status"/>
Action Step 4	Observation cycles of learning/peer visits			<input type="text" value="Select Status"/>
Action Step 5				<input type="text" value="Select Status"/>
Implementation Milestone 4				<input type="text" value="Select Status"/>
Action Step 1				<input type="text" value="Select Status"/>
Action Step 2				<input type="text" value="Select Status"/>
Action Step 3				<input type="text" value="Select Status"/>
Action Step 4				<input type="text" value="Select Status"/>
Action Step 5				<input type="text" value="Select Status"/>

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones 
 [What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]

SY26 Anticipated Milestones 
 [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]

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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
The number of students meeting/exceeding on IAR ELA will improve	No	IAR (English)	Overall	69%	75%	80%	85%
			Select Group or Overall				
The number of students reading on/above grade (according to district benchmark 40%) will increase	Yes	STAR (Reading)	Overall	81%	85%	88%	90%
			Select Group or Overall				

Practice Goals

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

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

	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Standards based Tasks and learning targets are aligned and rigorous according to RIGORwalk	Increased complexity of tasks and conversations as evidenced by Rigor walk tool.	Continued work to strengthen standards aligned rigorous tasks
C&I:5 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.	Data analysis protocols are used 3x/year for action planning	End of unit assessments are reviewed collaboratively and used to differentiate instruction	Continue to strengthen data analysis protocols and action planning
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Curriculum adoption and PD	All units implemented	Refinement of units and differentiation planned

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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
The number of students meeting/exceeding on IAR ELA will improve	IAR (English)	Overall	69%	75%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
The number of students reading on/above grade (according to district benchmark 40%) will increase	STAR (Reading)	Overall	81%	85%	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:2 Students experience grade-level, standards-aligned instruction.	Standards based Tasks and learning targets are aligned and rigorous according to RIGORwalk	Select Status	Select Status	Select Status	Select Status
C&I:5 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.	Data analysis protocols are used 3x/year for action planning	Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Curriculum adoption and PD	Select Status	Select Status	Select Status	Select Status

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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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	CPS High Quality Curriculum Rubrics	In reviewing the data, the team had the following reflections: -IAR data reflects levels that are similar to the levels we saw before the pandemic. -69% met/exceed ELA IAR 61% met/exceed Math IAR - iReady data looks very good- Some grades had lower % of students meeting growth targets	IAR (Math) IAR (English) Rigor Walk Data (School Level Data)
Partially	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	7th grade start data shows a dip. What is happening in 6th grade? Only 72% and 74% of 6th and 7th graders respectively are at or above on Star360 in comparison to 78% in grades 3-5. Two main questions: Do students really understand the progress they are making? How do we close the gaps for students not at grade level if instruction is skewed above grade level? Academic Press on 5Es is neutral =47 Quality Discussion on 5Es is WEAK- 31	PSAT (EBRW) PSAT (Math) STAR (Reading)
Partially	Powerful Practices Rubric Learning Conditions	What is the feedback from your stakeholders? There is a disconnect between what students see as meaningful and applicable and what teachers need, want and/or assume. - Students report a lack of rigor and decline in agency in the classroom. The root cause of this has been identified as inconsistencies in curriculum and PD. This has resulted in less student voice in the classroom. Students don't recognize the connections between what they are learning and the real world. If we model effective discourse and develop strategies for including student discourse in EVERY classroom, then we see skills develop across all grade level bands.	STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold
Partially	Continuum of ILT Effectiveness Distributed Leadership		Interim Assessment Data
Partially	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
No	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? Implementation of K-5 ELA curriculum, ongoing discussions about listening/speaking and participation grades. -Started working on Interims in RI standards in checkpoint. -We used IAR data to create interims	
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 do not have universal access to rigorous tier 1 curriculum in K-5 ELA - Students don't recognize the connections between what they are learning and the real world. -Students are not assessed in a consistent manner with common assessments -Students lack cohesive, sequential foundational skills curriculum -Students lack fluency foundational screeners like DIBELS and TRC -Students lack consistent science curriculum -Students			

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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	Students are questioning the rigor of the curriculum. Math and ELA are neutral on 5 Es. -Student agency and student voice were rated low on Cultivate survey. 7th grade is lower in general on Cultivate, but especially so in science. 4 classes rated student voice in the red on the Cultivate survey. This was the largest number of red ratings on the survey. Most are not proficient on ACCESS, but there are still several DHH students being forced to take the test. Key question: what does tiered support look like for EL and DL students?	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
No	MTSS Integrity Memo	Academic Press on 5Es is neutral =47 Quality Discussion on 5Es is WEAK- 31	ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Partially	LRE Dashboard Page	What is the feedback from your stakeholders? Implementation of successful Tier II supports is inconsistent across the building. Students are not showing academic growth on classroom diagnostics. Students do not feel seen or	Quality Indicators of Specially Designed Curriculum EL Program Review Tool

Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
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
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

recognized. There is a lack of a shared vision of what high quality differentiated Tier I instruction looks like, and a lack of understanding on how to effectively implement Tier II interventions. If we collectively learn how to identify gaps in learning through data analysis, identify areas of need, and collaboratively plan in teams, then we will see more consistent implementation of differentiated Tier I and Tier II instruction across all grade levels.

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?

All grade levels identified consistent MTSS blocks in their schedules for SY24 in order to deliver Tier II instruction with progress monitoring. 📌

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.

[problems experienced by most students; problems experienced by specific student groups]
-Students report a lack of rigor and a decline in agency.
-Students are not receiving consistent small group/differentiated instruction
-Student are not talking to one another meaningfully 📌

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics	
Yes	BHT Key Component Assessment SEL Teaming Structure	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	On track data is very consistent. 📌 -There is a large dip in student perception of safety outside of school and in bathrooms. -Students report feeling safe in classrooms. -Teacher-teacher trust and school commitment are areas of opportunity. -Steady decline in all areas of 5 E's except collaborative teachers. -Teachers demonstrate more negative opinions overall. How to improve teacher capacity and leadership?	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Reconnected by 20th Day, Reconnected after 8 out of 10 days absent	
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.	What is the feedback from your stakeholders? Students do not feel safe, and one area of growth is fostering stronger relationships between peers as well as relationships between students and adults in the building. The root cause of this is a lack of clarity and consistency about expectations and mutual obligations. If we create expectations/mutual obligations for adults and students, this will lead to more consistency and increased student safety. 📌	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance	
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Student Voice Infrastructure Reduction in number of students with dropout codes at EOY	

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

-Students do not have clear and consistent expectations across classrooms and/or areas in the school 📌
- Students don't feel safe in the bathrooms or outside of school

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

We did establish schoolwide expectations as a staff last year, but we need to continue to revisit them and bring it to a more granular level at the classroom. 📌

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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

Yes	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)	<p><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i></p> <p>What is the feedback from your stakeholders?</p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i></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><i>[impact on most students; impact on specific student groups]</i></p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p> <p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
Yes	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		
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		
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		
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		
<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><i>[problems experienced by most students; problems experienced by specific student groups]</i></p>				

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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	<p>Dip in parental involvement and teacher-parent trust on 5 E's, although still strong overall. Why the dip? How can we foster volunteering as a norm? How can we lower behavior incidents during non structured times? Need for more structured mentoring program.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p>
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		

			<p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
<p>Partially</p>	<p>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).</p> <p>Student Voice Infrastructure Rubric</p>	<p>What is the feedback from your stakeholders?</p> <p>Continue to think about ways to foster supportive parent partnerships to build upon what we already have in place. 📌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</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><i>[problems experienced by most students; problems experienced by specific student groups]</i> 📌</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>All of the current parent programs are already being planned again for SY24. 📌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	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?

Students are questioning the rigor of the curriculum. Math and ELA are neutral on 5 E's. -Student agency and student voice were rated low on Cultivate survey. 7th grade is lower in general on Cultivate, but especially so in science. 4 classes rated student voice in the red on the Cultivate survey. This was the largest number of red ratings on the survey. Most are not proficient on ACCESS, but there are still several DHH students being forced to take the test. Key question: what does tiered support look like for EL and DL students?

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 Quality Discussion on 5Es is WEAK- 31

What is the feedback from your stakeholders?

Implementation of successful Tier II supports is inconsistent across the building. Students are not showing academic growth on classroom diagnostics. Students do not feel seen or recognized. There is a lack of a shared vision of what high quality differentiated Tier I instruction looks like, and a lack of understanding on how to effectively implement Tier II interventions. If we collectively learn how to identify gaps in learning through data analysis, identify areas of need, and collaboratively plan in teams, then we will see more consistent implementation of differentiated Tier I and Tier II instruction across all grade levels.

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]
 -Students report a lack of rigor and a decline in agency.
 -Students are not receiving consistent small group/differentiated instruction
 -Student are not talking to one another meaningfully

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

All grade levels identified consistent MTSS blocks in their schedules for SY24 in order to deliver Tier II instruction with progress monitoring.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

are not showing academic growth on classroom assessments, and students are not feeling seen/recognized.

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...

lack a shared vision of what high quality Tier I differentiated instruction looks like, and we lack an understanding of how to implement Tier II instruction.

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....

analyze data and differentiate Tier 1 and 2 instruction through varied instructional strategies such as small group instruction 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 discourse and being challenged and supported at their individual levels

which leads to...
 increase in students feeling supported and connected and more students meeting academic goals 🍌

[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
ILT/MTSS Team	Q1 <input type="text"/> Q3 <input type="text"/>
	Q2 <input type="text"/> Q4 <input type="text"/>

	SY24 Implementation Milestones & Action Steps 🍌	Who 🍌	By When 🍌	Progress Monitoring
Implementation Milestone 1	Create collaboration time in Grade levels for Data Analysis and MTSS planning	Admin/MTSS Team		Select Status
Action Step 1	lead teachers through data literacy analysis protocols to identify trends of iReady, STAR, IAR and ACCESS scores	Admin/MTSS/ILT		Select Status
Action Step 2	MTSS team will lead and support teachers in developing goals and plans based on student data for Tier 2 and Tier 3 students	MTSS Team		Select Status
Action Step 3	Create clear entrance/exit criteria and monitor tier movement			Select Status
Action Step 4	Diverse learner teachers and general ed teachers will collaborate to develop lesson plans that ensure high quality co-teaching models and inclusive instructional practices using the quality indicators of Specifically Designed Instruction.			Select Status
Action Step 5	Teachers will review data from curriculum-based assessments to determine interventions in the classroom.			Select Status
Implementation Milestone 2	Teachers will consistently and with fidelity, monitor student progress based on tier need in branching minds			Select Status
Action Step 1	MTSS team will develop an implementation guide for progress monitoring.	MTSS TEAM		Select Status
Action Step 2	All teachers will attend ongoing training for Branching Minds/progress monitoring.			Select Status
Action Step 3				Select Status
Action Step 4	With the support of the ILT/MTSS, teachers will implement interventions to address the needs of different tiers in the classroom.			Select Status
Action Step 5	MTSS meetings will occur during grade level meetings.			Select Status
Implementation Milestone 3	Teachers will Implement instructional strategies to increase student discourse			Select Status
Action Step 1	ILT will lead and model strategies to increase discourse			Select Status
Action Step 2	teachers will observe strategies during walks/peer-peer observations			Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Teachers will use small group instruction to appropriately differentiate tier 1 and 2 instruction.			Select Status
Action Step 1	ILT will lead teams in effective small group instruction.			Select Status
Action Step 2	Teams will review assessment data to plan for small groups and reteaching			Select Status
Action Step 3	ILT will lead Refresh on teaching norms/ data / intentional practices			Select Status
Action Step 4	ILT will set Classroom Small Group Norms			Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Teachers will know how to enter and monitor plans and know how to refer a student using the Bell Tier 3 referral process. 🍌
SY26 Anticipated Milestones	Teachers will identify, monitor and assign appropriate interventions, enter plans and monitor progress for all tier 2 students. Teacher will use discussion strategies and create collaboration in classrooms. 🍌

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

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).

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

Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#). There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts. Goals are reviewed and adjusted with most-current data sources, including MOY and EOY. Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

The 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
Students will improve IAR math scores	No	IAR (Math)	Overall	61%	65%	70%	75%
			Select Group or Overall				
	Yes	STAR (Math)	Overall	84%	86%	88%	90%
			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
	I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All teachers will know how to enter a plan and monitor progress	Teachers will enter data with fidelity and consistency
C&I:4 The ILT leads instructional improvement through distributed leadership.	Rigor walk: Small group work/partner discussion evident in classrooms	Increased group work and S-S discussion evidenced in classroom Rigor Walks	Increase in questioning and discussion techniques on REACH evaluations, and evidence Discourse during Rigor Walks
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
Students will improve IAR math scores	IAR (Math)	Overall	61%	65%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	STAR (Math)	Overall	84%	86%	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
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All teachers will know how to enter a plan and monitor progress	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Rigor walk: Small group work/partner discussion evident in classrooms	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.
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.
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?

On track data is very consistent.
 -There is a large dip in student perception of safety outside of school and in bathrooms.
 -Students report feeling safe in classrooms.
 -Teacher-teacher trust and school commitment are areas of opportunity.
 -Steady decline in all areas of 5 E's except collaborative teachers.
 -Teachers demonstrate more negative opinions overall. How to improve teacher capacity and leadership?

What is the feedback from your stakeholders?

Students do not feel safe, and one area of growth is fostering stronger relationships between peers as well as relationships between students and adults in the building. The root cause of this is a lack of clarity and consistency about expectations and mutual obligations. If we create expectations/mutual obligations for adults and students, this will lead to more consistency and increased student safety.

What student-centered problems have surfaced during this reflection?

-Students do not have clear and consistent expectations across classrooms and/or areas in the school
 - Students don't feel safe in the bathrooms or outside of school

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?

We did establish schoolwide expectations as a staff last year, but we need to continue to revisit them and bring it to a more granular level at the classroom.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

do not feel safe in common spaces in the building and report decreases in effective peer and adult relationships.
 -do not feel connected to peers or adults.



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 Whys Root Cause Protocol](#)

As adults in the building, we...

lack consistency and clarity around expectations and mutual obligations.



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...

create expectations/mutual obligations for adults and students for common spaces in our building



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...

more consistency and communication of shared norms and expectations






which leads to...
 increased sense of safety as measured by the 5 Essentials survey and Cultivate survey. 

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


Resources: 


Indicators of a Quality CIWP: Implementation Planning
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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
Climate and Culture	Q1 <input type="text"/> Q3 <input type="text"/>
	Q2 <input type="text"/> Q4 <input type="text"/>

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	Climate and culture will develop clear expectations, common language for shared spaces			Select Status
Action Step 1	Brainstorm shared expectations in shared spaces in GLTS			Select Status
Action Step 2	Climate and culture reviews expectations and firms up language for consistent messaging			Select Status
Action Step 3	School-wide PD to develop plan on teaching/modeling expectations with students			Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Create opportunities for teachers to collaborate			Select Status
Action Step 1	Create more common planning time.			Select Status
Action Step 2	Opportunities for vertical alignment			Select Status
Action Step 3				Select Status
Action Step 4	Create peer learning labs			Select Status
Action Step 5				Select Status
Implementation Milestone 3	Clear guidelines for adults and collective responsibility			Select Status
Action Step 1	Create common expectations			Select Status
Action Step 2	Provide professional development regarding restorative practices			Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Create structures for streamlined systems			Select Status
Action Step 1	Update staff handbook			Select Status
Action Step 2	Look into CPS Mentorsihip Program			Select Status
Action Step 3	Begin mentorship program - Teacher to Teacher			Select Status
Action Step 4	Begin peer mentorship program			Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones 
 [What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]

SY26 Anticipated Milestones 
 [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]

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

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](#).
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 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
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IL-EMPOWER Goal Requirements
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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 in Supportive Environment according to 5Es	No	5E: Supportive Environment	Overall	52 neutral	55	60	65
			Select Group or Overall				
Increase students sense of safety, in particular at recess, bathrooms, hallways	Yes	Cultivate	Overall	Bell Cultivate Suvery Data			
			Select Group or Overall				

Practice Goals

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

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

	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.			
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			
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
Increase in Supportive Environment according to 5Es	5E: Supportive Environment	Overall	52 neutral	55	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase students sense of safety, in particular at recess, bathrooms, hallways	Cultivate	Overall	Bell Cultivate Suvery		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.		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.		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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)

