

CIWP Team & Schedules

Resources 

Indicators of Quality CIWP: CIWP Team

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




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

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

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



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

[CIWP Team Guidance](#)

Name 	Role 	Email 
Robert Guercio	Principal	rguercio@cps.edu
	Select Role	
Erica Pacheco	AP	Eapacheco3@cps.edu
Caitlin Hanson	Connectedness & Wellbeing Lead	cbfahey@cps.edu
Monica Rittmeyer	Inclusive & Supportive Learning Lead	mlrittmeyer@cps.edu
Holly Ortiz	Teacher Leader	hlortiz@cps.edu
Yesenia Ayers	Teacher Leader	yrodriguez127@cps.edu
Lauren McNeela	Teacher Leader	llmcneela@cps.edu
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Reem Evangelista	Teacher Leader	revangelista@cps.edu
	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	4/19/23	4/19/23
Reflection: Curriculum & Instruction (Instructional Core)	4/19/23	4/19/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/19/23	4/19/23
Reflection: Connectedness & Wellbeing	4/19/23	4/19/23
Reflection: Postsecondary Success	4/19/23	4/19/23
Reflection: Partnerships & Engagement	4/19/23	4/19/23
Priorities	4/19/23	4/19/23
Root Cause	4/19/23	4/19/23
Theory of Action	4/19/23	4/19/23
Implementation Plans	6/14/23	6/14/23
Goals	6/14/23	6/14/23
Fund Compliance	6/14/23	6/14/23
Parent & Family Plan	6/14/23	6/14/23
Approval	9/1/23	9/1/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.

As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates

Quarter 1	9/20/2023
Quarter 2	11/15/2023
Quarter 3	2/28/2024
Quarter 4	4/24/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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

Strengths -Research based, rigorous curriculums are available across the whole school. Implementation of curricular resources are consistent/Strong teacher knowledge of content and curriculum. Literacy instructional practices are fun and engaging for students. Translates to high test data for diagnostics in literacy.
 Area of Focus - Small group instruction and differentiation across ALL grade levels. Increasing student engagement in Math specifically

- [IAR \(Math\)](#)
- [IAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)

What is the feedback from your stakeholders?

Teachers are feeling more comfortable with curriculums and that the move in Math was for the better. Admin looking to partner with Network and District to continue to expand Math Instructional practices to increase engagement the same as Daily 5 and CAFE do for our literacy blocks

- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

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

ILT worked through Grading For Equity and initiated some grading shifts. A no 0 policy, limit on HW %'s, late work accepted policy, and retakes for cheating with no impact in gradbook. This sets the stage for working on implementing meaningful feedback in small groups as the way students show continuous growth.

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.

By increasing consistency of instructional strategies such as small group instruction, we will decrease whole group, one size fits all instruction and increase the meaningful feedback students receive as part of assessment.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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 Roots Survey
		MTSS Integrity Memo

Strengths
 Bridge staff is collaborative by nature and opportunities to collaborate are embedded in the daily schedule. Led by a new case manager, the Special Education team is inclusive when writing IEP goals in regards to LRE.
 Aspirations
 Improve collaboration (purpose, connections, topics) - maybe use GL meetings
 New co-teaching models - give DL and EL teachers more time to lead in classroom and deliver instruction (co-teaching demonstrates strength in 1st, 5th, 8th - DL teacher is leading

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

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.		<p>instruction more frequently) Utilize our ISBE DL process to identify what PD can be provided to achieve our aspirations Allow staff time to work collectively to create shared norms around the co-taught experience Results Increased rate of student success (Formal: DL students meeting IEP goals Informal: Improved outcomes for all students) Take quarterly surveys to collect feedback on DL relationships and student success Survey for students to ask how they feel about inclusion in the classroom Improved attendance Agendas: more time dedicated to DL and Gen Ed conversations/topics Co-teaching models are being observed during classroom visits trends across stakeholders; feedback trends across specific stakeholder groups]</p>	<p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
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	<p>What is the feedback from your stakeholders?</p> <p>Teachers-staff knows the models and seems to agree on the best way for co-teaching to take place, yet some old outdated ideas of Special Education remain. Teachers are open to getting on the same page school wide</p>	<p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>
Yes	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.	<p>EL Placement Recommendation Tool ES</p> <p>EL Placement Recommendation Tool HS</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>Co-teaching has been a strength in the past for Bridge so we can leverage models of inclusive practices and successful co-teaching to make it accessible to the rest of the staff.</p>	
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.

Through reflection we found a common issue is the inconsistency in a gen ed/ DL teachers approach to instructing all students. The view that certain students belong to certain teachers leads to the exclusion of our EL/DL students.

[Return to Top](#) **Connectedness & Wellbeing**



Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>Strengths: Conflict Resolution Specialist Cell Phone Tracker Uniform Policy Classroom/Office Managed Behaviors (Consistency?) Use of SCC/Discipline Code</p> <p>Opportunities: Clarify Lunch/Recess Expectation/Protocols Who is in charge of handling/documenting lunch /recess behaviors Review Office-Managed vs. Classroom-Managed Response Restorative Practice Refresh Consistent executive function skills facilitated by admin Consistent SEL on peer relationship building PD on how SCC/Discipline is applied in CPS</p> <p>Aspirations: Update/Revamp Classroom vs. Office Managed Behavior Protocols Gain more clarity of Lunch/Recess expectations/responses/documentation Provide staff with a clear understanding of CPS SCC//Discipline Continue SEL and Peer Relationship Building Admin would not need to always hand down "Consequences" Staff will have tool kit to assist them in de-escalating situations/behaviors without Admin involvement Common Language used universally / De-escalation Scripts Behavior Checks Opportunities for Staff Collaboration outside of grade / subject / area of expertise Behavior Check plan in school-wide expectations</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p> <p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p>
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		
		<p>What is the feedback from your stakeholders?</p>	

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.	<p>Strengths:</p> <ul style="list-style-type: none"> Conflict Resolution Specialist Cell Phone Tracker Uniform Policy Classroom/Office Managed Behaviors (Consistency?) Use of SCC/Discipline Code <p>Opportunities:</p> <ul style="list-style-type: none"> Clarify Lunch/Recess Expectation/Protocols Who is in charge of handling/documenting lunch /recess behaviors Review Office-Managed vs. Classroom-Managed Response Restorative Practice Refresh Consistent executive function skills facilitated by admin Consistent SEL on peer relationship building PD on how SCC/Discipline is applied in CPS <p>Aspirations:</p> <ul style="list-style-type: none"> Update/Revamp Classroom vs. Office Managed Behavior Protocols Gain more clarity of Lunch/Recess expectations/responses/documentation Provide staff with a clear understanding of CPS SCC//Discipline Continue SEL and Peer Relationship Building Admin would not need to always hand down "Consequences" Staff will have tool kit to assist them in de-escalating situations/behaviors without Admin involvement Common Language used universally / De-escalation Scripts Behavior Checks Opportunities for Staff Collaboration outside of grade / subject / area of expertise Behavior Check plan in school-wide expectations 	 <p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		

<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Consistent expectations and a balance of restorative practices/progressive discipline are essential to guiding student behavior. Classrooms having different expectations and enforcing them in different ways leads to confusion for students and an increase in the likelihood of misbehavior. </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>-What data are we using to track if supports are effective or not? -How do we document and collect data to show behavior misconduct and get students connected with proper behavioral supports? -How do we build the capacity of teachers to manage the behaviors in the classroom? -Classroom managed behaviors vs. Office/Admin Managed -Flow chart for behavior managed expectations, documentation and follow up. -Recess & Lunch- Unstructured times/ rotations -Communication school to home Proactive steps - Cell phone/Electronics policy tracker and enforcement 4th to self contained & 5th to block schedule -Consistent executive function skills facilitated by admin -Consistent SEL on peer relationship building</p>
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Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	College and Career Competency Curriculum (C4)	One area we can improve as a school is monitoring of our on track/off track data early in the year. Often times attendance is the key metric that drives students off track so a more pointed approach to increasing student attendance will be needed. Similarly, grading policies can affect what the grades tell us about students which will be addressed through the Curriculum and Instruction priority. 	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p>
Yes	Individualized Learning Plans		<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
Partially	Work Based Learning Toolkit		<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	ECCE Certification List	<p>What is the feedback from your stakeholders? Post secondary support is available to students, how can we better show students multiple pathways to success? </p>	
	Industry Recognized Certification Attainment is		

N/A	Industry recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	
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

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?

Bridge currently holds career day and a career fair. HS opportunities are brought to the Back To School Bash to increase student exposure to options. Counselors work with students throughout the high school application process and assist students in securing the best opportunities possible. 🍌

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.

Grading and Attendance impact student on track data. The regular monitoring of this data is essential to ensuring students remain successful. 🍌

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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	Spectrum of Inclusive Partnerships	Parent engagement is something the school has been developing and is trending in the correct direction. The creation of some new parent and community events have been successful but we still need to increase the level of parent and community involvement when it comes to a student's instruction and education. 🍌	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families
Yes	Reimagining With Community Toolkit		5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	Student Voice Infrastructure Rubric	What is the feedback from your stakeholders? Parents feel welcome into the school. Teachers feel they sometimes struggle to get support from parents at home in regards to reinforcing expectations. Administration is working to engage parents in a meaningful way and build partnerships. 🍌	Formal and informal family and community feedback received locally. (School Level Data)

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

Parents and community show for the "fun" events but often times we struggle to find support when it comes to things like student fee, parent portal, and report card pick up participation. 🍌

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?

The school created and presented "visitor expectations" to go along with our PAWs student and staff expectations. This combined with more regular staff/parent communication opportunities is increasing the respectful discourse between the school and the community. 🍌

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

What are the takeaways after the review of metrics?

Strengths -Research based, rigorous curriculums are available across the whole school. Implementation of curricular resources are consistent/Strong teacher knowledge of content and curriculum. Literacy instructional practices are fun and engaging for students. Translates to high test data for diagnostics in literacy. Area of Focus - Small group instruction and differentiation across ALL grade levels. Increasing student engagement in Math specifically

What is the feedback from your stakeholders?

Teachers are feeling more comfortable with curriculums and that the move in Math was for the better. Admin looking to partner with Network and District to continue to expand Math Instructional practices to increase engagement the same as Daily 5 and CAFE do for our literacy blocks

What student-centered problems have surfaced during this reflection?

By increasing consistency of instructional strategies such as small group instruction, we will decrease whole group, one size fits all instruction and increase the meaningful feedback students receive as part of assessment.

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 worked through Grading For Equity and initiated some grading shifts. A no 0 policy, limit on HW %s, late work accepted policy, and retakes for cheating with no impact in gradbook. This sets the stage for working on implementing meaningful feedback in small groups as the way students show continuous growth.

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Determine Priorities

Resources:

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

Students...

will use meaningful feedback from teachers in small group instruction to demonstrate more ownership of their learning and continuous self driven growth over time.

[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...

see one size fits all instruction where every student is engaged in the same task.

[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....

If we provide targeted differentiated small group instruction and timely teacher feedback for students.

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....

Then we see an increase in differentiated small-group instruction targeting student needs and an increase in student autonomy



which leads to...

Which leads to meeting their growth goal targets on district-wide assessments such as i-Ready and Star 360. This goal also leads to equitable grading practices



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Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Dates for Progress Monitoring Check Ins

Q1 9/20/2023

Q3 2/28/2024

Q2 11/15/2023

Q4 4/24/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1	Select 2 key instructional practices	ILT	9/15/23	In Progress
Action Step 1	ILT Meeting - Research REACH and Building Thinking Classrooms	ILT	9/15/23	In Progress
Action Step 2	ILT Meeting - Select 2 Key practices to walk for	ILT	9/15/23	In Progress
Action Step 3	ILT Meeting - Develop logistical plan for ILT Walk across buildings	ILT	9/15/23	Completed
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	ILT Instructional Practice Data Collection	ILT	9/20	In Progress
Action Step 1	Secure subs for entire team to walk	ILT	9/20	Completed
Action Step 2	Walk BMS in morning sessions	ILT	9/20	Not Started
Action Step 3	Walk Elementary in afternoon sessions	ILT	9/20	Not Started
Action Step 4	Enter observations into school created tracker	ILT	9/20	Not Started
Action Step 5	Reconvene to analyze observational data	ILT	9/20	Not Started
Implementation Milestone 3	Plan PD for FLEX in Q2	ILT	10/11	Not Started
Action Step 1	Review and analyze observational data for trends	ILT	10/11	Not Started
Action Step 2	Group grade levels and teachers by level of need in instructional strategies	ILT	10/11	Not Started
Action Step 3	Develop differentiated PD to ensure each group receives appropriate PD	ILT	10/11	Not Started
Action Step 4	Assign team members as different PD Leaders	ILT	10/11	Not Started
Action Step 5	Lead PD during FLEX hours throughout Q2	ILT	November, December, Jan	Not Started
Implementation Milestone 4	ILT Instructional Practice Data Collection 2	ILT	Feb/March	Not Started
Action Step 1	Secure subs for entire team to walk	ILT	Feb/March	Not Started
Action Step 2	Walk BMS in morning sessions	ILT	Feb/March	Not Started
Action Step 3	Walk Elementary in afternoon sessions	ILT	Feb/March	Not Started
Action Step 4	Enter observations into school created tracker	ILT	Feb/March	Not Started
Action Step 5	Reconvene to analyze observational data /gage effectiveness of PD	ILT	Feb/March	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones With the knowledge and PD spread across all grade levels, we can work to implement across subjects as well to ensure practices are consistent in Reading, Math, Science and Social Studies

SY26 Anticipated Milestones Once all subjects are being taught with small group, differentiated instruction we can drive further in student driven goals and monitoring in order to teach students to use the meaningful feedback given to them in small groups as an opportunity to grow as self driven learners.

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Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
We will improve instructional practices with a focus on small group instruction and meaningful teacher feedback for students which will lead to the implementation of equitable grading practices and differentiated instruction in K-8 classrooms	Yes	iReady (Math)	Overall				
			Select Group or 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
C&I:2 Students experience grade-level, standards-aligned instruction.	Observation walks will show staff effectively using the two identified instructional practices on a consistent basis. Those strategies and specific metrics for goals will be addressed with the ILT per the action plan above and updated here.	Observation walks will show staff effectively using the two identified instructional practices on a consistent basis. Those strategies and specific metrics for goals will be addressed with the ILT per the action plan above and updated here.	Observation walks will show staff effectively using the two identified instructional practices on a consistent basis. Those strategies and specific metrics for goals will be addressed with the ILT per the action plan above and updated here.
Select a Practice			
Select a Practice			

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Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
We will improve instructional practices with a focus on small group instruction and meaningful teacher feedback for students which will lead to the implementation of equitable grading practices and differentiated instruction in K-8 classrooms	iReady (Math)	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or 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
C&I:2 Students experience grade-level, standards-aligned instruction.	Observation walks will show staff effectively using the two identified instructional practices on a consistent basis. Those strategies and specific metrics for goals will be addressed with the ILT per the action plan above and updated here.	Select Status	Select Status	Select Status	Select Status
Select a Practice		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	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?

Strengths
 Bridge staff is collaborative by nature and opportunities to collaborate are embedded in the daily schedule. Led by a new case manager, the Special Education team is inclusive when writing IEP goals in regards to LRE.

Aspirations
 Improve collaboration (purpose, connections, topics) - maybe use GL meetings
 New co-teaching models - give DL and EL teachers more time to lead in classroom and deliver instruction (co-teaching demonstrates strength in 1st, 5th, 8th - DL teacher is leading instruction more frequently)
 Utilize our ISBE DL process to identify what PD can be provided to achieve our aspirations
 Allow staff time to work collectively to create shared norms around the co-taught experience
Results
 Increased rate of student success (Formal: DL students meeting IEP goals Informal: Improved outcomes for all students)
 Take quarterly surveys to collect feedback on DL relationships and student success
 Survey for students to ask how they feel about inclusion in the classroom
 Improved attendance

What is the feedback from your stakeholders?

Teachers-staff knows the models and seems to agree on the best way for co-teaching to take place, yet some old outdated ideas of Special Education remain. Teachers are open to getting on the same page school wide

What student-centered problems have surfaced during this reflection?

Through reflection we found a common issue is the inconsistency in a gen ed/ DL teachers approach to instructing all students. The view that certain students belong to certain teachers leads to the exclusion of our EL/DL 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?

Co-teaching has been a strength in the past for Bridge so we can leverage models of inclusive practices and succesful co-teaching to make it accesible to the rest of the staff.

Return to Top **Determine Priorities**

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

Students...
 experience different levels of inclusion in classrooms due to inconsistent Co-Teaching practices across grade levels.

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.

Return to Top **Root Cause**

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

As adults in the building, we...
 have different ideas of what constitutes an appropriate co-teaching model and often fail to empathize with the feelings of a co-teacher due to poor communication of expectations

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.

Return to Top **Theory of Action**

What is your Theory of Action?

If we....
 provide purposeful professional development and dedicated time to collaborate around co-taught class agreements

Resources: [Indicators of a Quality CIWP: Theory of Action](#)
 Theory of Action is grounded in research or evidence based practices.

Inclusive & Supportive Learning Environment


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....

increased evidence of inclusive practices consistent throughout the building 

which leads to...

increased student outcomes as measured by student attendance, qualitative student and teacher feedback, as well as iReady/STAR360 data. 

Return to Top Implementation Plan

Resources: 

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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




Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan 

CIWP Team


Dates for Progress Monitoring Check Ins

Q1 9/20/2023 Q3 2/28/2024
 Q2 11/15/2023 Q4 4/24/2024


	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	Collect preliminary data	Guercio	8/21/23	Completed
Action Step 1	Create survey for teachers/staff to share feedback around Co-Teaching	Guercio	5/31/23	Completed
Action Step 2	Review feedback to ensure anonymity and organization in responses	CIWP team	5/31/23	Completed
Action Step 3	Print responses in larger format to be displayed during PD	CIWP team	8/21/23	Completed
Action Step 4	Host PD where teachers review responses and identify themes	Admin	9/20/23	In Progress
Action Step 5	Send form where teachers use information to share one "shared agreement" around co-teaching at Bridge PK-8	CIWP team	9/20/23	Not Started
Implementation Milestone 2	CIWP Co-Teaching Walks	CIWP Team	10/25	Not Started
Action Step 1	Secure subs for entire team to walk	CIWP Team	10/18	Not Started
Action Step 2	Walk BMS in morning sessions	CIWP Team	10/18	Not Started
Action Step 3	Walk Elementary in afternoon sessions	CIWP Team	10/18	Not Started
Action Step 4	Enter observations into school created tracker	CIWP Team	10/18	Not Started
Action Step 5	Reconvene to analyze observational data	CIWP Team	10/25	Not Started
Implementation Milestone 3	Plan PD for FLEX in Q3	CIWP Team	1/10/24	Not Started
Action Step 1	Review and analyze observational data for trends	CIWP Team	11/15/23	Not Started
Action Step 2	Group grade levels and teachers by level of need in instructional strategies	CIWP Team	11/15/23	Not Started
Action Step 3	Develop differentiated PD to ensure each group receives appropriate PD	CIWP Team	11/29/23	Not Started
Action Step 4	Assign team members as different PD Leaders	CIWP Team	11/29/23	Not Started
Action Step 5	Lead PD during FLEX hours throughout Q3	CIWP Team	1/10/24	Not Started
Implementation Milestone 4	CIWP Co-Teaching Walks 2	CIWP Team	March/April	Not Started
Action Step 1	Secure subs for entire team to walk	CIWP Team	March/April	Not Started
Action Step 2	Walk BMS in morning sessions	CIWP Team	March/April	Not Started
Action Step 3	Walk Elementary in afternoon sessions	CIWP Team	March/April	Not Started
Action Step 4	Enter observations into school created tracker	CIWP Team	March/April	Not Started
Action Step 5	Reconvene to analyze observational data	CIWP Team	March/April	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones


In SY25 we can turn our attention towards consistent implementation of share agreements around co-teaching and the impact it has on iReady/STAR data 

SY26 Anticipated Milestones




In SY26 we can continue the work of exploring the effectiveness of our co-teaching methods and if the data reflects student growth and how it correlates to those practices 

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



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

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

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
We will improve school-wide supportive learning practices by providing professional development dedicated towards building staff capacity in implementing inclusive and collaborative teaching practices and models.	Yes	STAR (Reading)	English Learners				
			Students with an IEP				
	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
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Observation walks will show staff effectively using the identified shared agreements in Co-Teaching. Those agreements and specific metrics for goals will be addressed with the CIWP Team per the action plan above and updated here.	Observation walks will show staff effectively using the identified shared agreements in Co-Teaching. Those agreements and specific metrics for goals will be addressed with the CIWP Team per the action plan above and updated here.	Observation walks will show staff effectively using the identified shared agreements in Co-Teaching. Those agreements and specific metrics for goals will be addressed with the CIWP Team per the action plan above and updated here.
Select a Practice			
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
					Select Status	Select Status	Select Status	Select Status
supportive learning practices by providing professional development dedicated towards building staff capacity in implementing inclusive and collaborative teaching practices and models.	STAR (Reading)	English Learners			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			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

Inclusive & Supportive Learning Environment

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Observation walks will show staff effectively using the identified sha	Select Status	Select Status	Select Status	Select Status
Select a Practice		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:



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.

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

If Checked:



Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

ESSA, Title I, Part A law requires schools to develop a parent and family policy that reflects their commitment to develop best engagement practices and maximizes meaningful consultation. Checking the boxes below indicates that your school understands and complies with each requirement listed.

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

Your school shall jointly develop, with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Checking off the statements below indicates your school will develop a compact that complies with each requirement. Compact statements will be housed at the school and shared with all parents.

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

The overarching goal for Title I Parent & Family Engagement funds is to increase student academic achievement through parental and family engagement and supporting skills development. In the box below, identify the academic priority areas around which your parent engagement & skills development will be aligned. As a reminder, use of your funds must occur in consultation with parents.

We are working to build a Bridge to our community and parents so they can be partners in their child's education. This includes some community events such as Bingo and a Dia De Los Muertos student exhibit where we provide resources to parents of other native languages to help them feel welcome and part of the school. We also provide English classes from a staff member for parents so they can learn the language and become more active supports at home in their student's education. 🍌

In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...

- Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)
- Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures
- Assure that funds impact the majority of parents or focus on parents with students most at academic risk
- Provide up to date monthly fund reports to PAC officers
- Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration
- Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support