CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name ✍	Role ✍	Email ✍
Nicole Spicer	Principal	ncspicer@cps.edu
Andromeda Bellamy	AP	ambellamy@cps.edu
Shamika Keepers	Teacher Leader	smhood@cps.edu
Matsuo Marti	Teacher Leader	mmmarti@cps.edu
Rhonda Parks-Jackson	Curriculum & Instruction Lead	rdparks@cps.edu
LaToya Shine	Teacher Leader	lnshine@cps.edu
Reginald Spears	Connectedness & Wellbeing Lead	rdspears@cps.edu
Maia Jackson	Teacher Leader	mcjackson13@cps.edu
Katie Friedl	Teacher Leader	kmfriedl@cps.edu
Stephen Mitchell, Sr.	Parent	mitchell@tsmlawgroup.com
Akira Barclay	Parent	akirajb@gmail.com
D. Anthony Love	Other [Resident Principal]	dalove@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	6/13/23	6/13/23
Reflection: Curriculum & Instruction (Instructional Core)	6/27/23	6/27/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/27/23	6/27/23
Reflection: Connectedness & Wellbeing	6/27/23	6/27/23
Reflection: Postsecondary Success	7/13/23	7/18/23
Reflection: Partnerships & Engagement	7/13/23	7/18/23
Priorities	7/13/23	7/18/23
Root Cause	7/13/23	7/18/23
Theory of Acton	7/13/23	8/30/23
Implementation Plans	8/1/23	9/1/23
Goals	8/1/23	9/1/23
Fund Compliance	9/1/23	9/13/23
Parent & Family Plan	9/1/23	9/13/23
Approval	9/1/23	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	9/22/23
Quarter 2	12/22/23
Quarter 3	2/9/2024
Quarter 4	5/2024

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	- Curriculum adoptions in ELA, Math, Science and Social Science - Amplify ELA, Amplify Science, Eureka Math and Skyline SS - There is a need for professional learning around the implementation of the Tier 1 instrucitonal materials consistently. - There are opportunities for our team to connect our focus on curriculum and instruction, inclusive and supportive learning and connectdness & wellbeing. Our approach will be three-fold, base of the triangle (Connectedness & Wellbeing through PBIS, Academic Supports and SEL Supports).	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed 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.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** Bronzeville Classical School is a selective enrollment elementary school. While all students are tested and offered seats in our accelerated program, there is still varied academic diversity in our program. We need to intentionally plan how to meets the needs of, support and accelerate our students.	
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		

| Partially | School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. | Customized Balanced Assessment Plan

ES Assessment Plan Development Guide

HS Assessment Plan Development | | TS Gold

Interim Assessment Data |
| Partially | Evidence-based assessment for learning practices are enacted daily in every classroom. | Assessment for Learning Reference Document | | |

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

MTSS Structures are in place and have targeted our students furthest from the opportunity and we are seeing incremental group. However, we are working to build deeper data literacy amongst our team, which will result in more data-driven instruction. This school year, our CIWP is centered on this leverage to improve student outcomes.

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.

- low confidence
- lack of self-efficacy
- teachers do not know the students
- low motivation

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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**
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.	MTSS Integrity Memo MTSS Continuum	- There is a need for teachers, interventionists and DL teachers to understand how the universal screener assessment is intended to be used so that clear performance expectations (i.e., cut scores) for tier 2 and tier 3 placement are implemented during small group instruction and/or differentiating instruction.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum

		Roots Survey
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo
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
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
No	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.

- feel othered
- perfectionism with a disability
- lack emotional regulations to manage productive struggle

- Diagnostic and progress monitoring assessments should be used to identify specific skill gaps and monitor student progress on those gaps when targeted interventions are deemed necessary and are provided (Currently, 91 BCS Students are not above grade level).

- There is a need for Classroom teachers to understand and have clear plans for interventions (including duration, frequency, goals, and details regarding administration) made and documented prior to the start of the intervention.

What is the feedback from your stakeholders?

Our students with disabilities represent a small percentage of our school commuty; however, the SEL needs magnify the needs of the the rest of the school community. They often serve as a litmus test of how well we are attending to the SEL needs of all students.

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?

Due to the nature of the disabilities represented at our school, additional professional development around identifying students whose needs are not being met and proactively intervene.

Over the past 5 years, we have been establishing and buiolding systems, which primarily focused on curriculum and instruction and classroom environment. As students have gotten older, their needs have shifted and we are evolving to meet those needs.

Roots Survey

ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	Starting our school with students in Kindergarten - Grade 2, managing behaviors and address SEL needs was not a focus. The development stage of our students lended itself to a very fluid model that enabled teachers to develop individual systems. The size of our school and age of our students requires a more systematic approach.	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Increase Average Daily Attendance Increased Attendance for Chronically Absent Students 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?** In lieu of a schoolwide initiative focused on connectedness and wellbeing, our system for managing behaviors has become punitive and not responsive to the needs of students. Students need clarity on what is expected and what incentives they are working for. We have seen success with the incentives we have planned in the past.	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data)

Partially | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

Enrichment Program Participation: Enrollment & Attendance

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 are meeting the expectation and expect to be acknowledge for showing integrity, doing the right thing when no one is looking.
- Students do not have a clear behavior management system that they are following: expectations, incentives or consequences.
- Inconsistent practice between teachers, teams, and 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?

Our Core Values have been the common language that we have been using since Year 1. Through the years, we have built on this practice through Core Value lessons built by our teacher teams and develop a share consequence progression.

New this year, we are fully launghing our PBIS initiative.

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**
Partially 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)	As our school begins serving older students, this needs to be more of an intentional focus.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC

Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans
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

What is the feedback from your stakeholders?

Families are very supportive at Bronzeville Classical School, we need to leverage the talent and opportunities in our school community to plan and implement supplementatl College and Career opportunities for our students. ✏️

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?

Recently, our school began serving older students. So, we have beem working to shift our programming and develop partnerships to begin planning the post-secondary futures of our students. ✏️

3 - 8 On Track

Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate

9th and 10th Grade On Track

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (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.

- Post-scondary seems "so far away"
- Access to Naviance was delayed

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	The secret sauce of BCS is our partnerships and family engagement. We are proud of the support that we receive from families both financially, time, talent and effort.	Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families |
| Yes | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | 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) |

No

School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

Student Voice Infrastructure Rubric

Formal and informal family and community feedback received locally.
 (School Level Data)

What is the feedback from your stakeholders?

More intentional planning of family partnerships are needed. Our goal is not to make communication a chore for staff, but a collaboration.

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.

- Lack of communtiy-based partnerships to refer families for additional support, as needed

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?

Our schoolwide calendar is designed to prioritize family involvement and multiple opportunites to be engaged. We are working on incorparting ways that those partnerships can be more strategic, on-going and varied to meet the needs of our school community.

Officially launching PBIS is going to aide in this work.

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

- Curriculum adoptions in ELA, Math, Science and Social Science
- Amplify ELA, Amplify Science, Eureka Math and Skyline SS

- There is a need for professional learning around the implementation of the Tier 1 instrucitonal materials consistently.

- There are opportunities for our team to connect our focus on curriculum and instruction, inclusive and supportive learning and connectdness & wellbeing. Our approach will be three-fold, base of the triangle (Connectedness & Wellbeing through PBIS, Academic Supports and SEL Supports).

What is the feedback from your stakeholders?

Bronzeville Classical School is a selective enrollment elementary school. While all students are tested and offered seats in our accelerated program, there is still varied academic diversity in our program. We need to intentionally plan how to meets the needs of, support and accelerate our students.

What student-centered problems have surfaced during this reflection?

- low confidence
- lack of self-efficacy
- teachers do not know the students
- low motivation

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?

MTSS Structures are in place and have targeted our students furthest from the opportunity and we are seeing incremental group. However, we are working to build deeper data literacy amongst our team, which will result in more data-driven instruction. This school year, our CIWP is centered on this leverage to improve student outcomes.

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

Curriculum & Instruction

Return to Top   **Determine Priorities**

Resources: 🚀

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

[Determine Priorities Protocol]

Students...

should be able to take ownership of their learning. This includes identifying their learning styles and preferences which will ultimately aid in the increase of motivation, efficacy and engagement.

✏️ **Indicators of a Quality CIWP: Determine Priorities**

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top   **Root Cause**

Resources: 🚀

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

[5 Why's Root Cause Protocol]

As adults in the building, we...

✏️ **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.

lack teachers utilizing knowledge of students to customize learning; Lack of intentional planning around students' interests, performance levels, relevance etc; limited opportunities for genuine student voice/choice.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top   **Theory of Action**

What is your Theory of Action?

If we....

Resources: 🚀

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

Curriculum & Instruction

Provide an on-going series of professional development focused on gathering knowledge of students and conduct student conference throughout the year, create learner profiles, offer student choice through the use of learner menus, and create learning paths and goals for each individual student

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 intentional designing whole group lessons, small group instruction, MTSS intervention/acceleration & 1:1 conferencing grounded in knowledge of students

which leads to...

student autonomy, ownership and self-efficacy of learning with students feeling connected to the classroom community, because they see the impact of their voice; teacher and students making data informed decisions; increased academic performance in reading and math on iReady.

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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 ✍️

Personalized Learning Team

Dates for Progress Monitoring Check Ins

Q1	9/22/23	Q3	2/9/2024
Q2	12/22/23	Q4	5/2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 Create a professional development plan for teachers aligned to gaining knowledge of students through conferencing, use of learner profiles and development of short-term learning plans based on data.	PL Team	September 30, 2023	In Progress

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

Curriculum & Instruction

Action Step 1	Conference Schedule Template Created	Mrs. Parks-Jackson	August 21, 2023	Completed
Action Step 2	PD on conference expectations	Mrs. Parks-Jackson	September 1, 2023	In Progress
Action Step 3	Professional Develeopment Survey of teachers needs/wants			Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Deepen teacher knowledge and understanding of the PL Signature Strategies.			Select Status
Action Step 1	PD plan on role out of signature practices	PL Team	May 2024	Select Status
Action Step 2	Creation of learner profile template	Mrs Parks-Jackson	September 2023	Completed
Action Step 3	learning menus collaboration and role out	PL Team		Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Refine teacher practice in the first 3 PL Signature Practice and begin building understanding and practice around Learner Paths			Select Status
Action Step 1	Implementation of Student Conferencing	Teacher Team	TBD	Select Status
Action Step 2	Implementation of Learning Profiles	Teacher Team	TBD	Select Status
Action Step 3	Implementation of short term learning plans	Teacher Team	TBD	Select Status
Action Step 4	Implementation of personalize learning paths	Teacher Team	TBD	Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Deepening Professional Learning Series for Teachers around PL Signature Strategies	✏️

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

Curriculum & Instruction

SY26 Anticipated Milestones	Deepening Professional Learning Series for Teachers around PL Signature Strategies	✏️

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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.

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

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
By the end of SY24, 88% of all K-7 grade students will score mid to above grade level, as measured on the BOY iReady Literacy Assessment.	Yes	iReady (Reading)	Overall	85			
			FRL Eligble				
By the end of SY24, 82% of all K-7 grade students will score mid to above grade level, as measured on the BOY iReady Math Assessment.	Yes	iReady (Math)	Overall	77			
			FRL Eligble				

Numerical Targets [Optional] ✏️

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.	By the end of SY24, 70% of teachers will facilitate teacher led conferences according to the cadence developed by the ILT and employ at least one other PL Strategy in their classroom.	By the end of SY24, 80% of teachers will facilitate teacher led conferences according to the cadence developed by the ILT and employ at least one other PL Strategy in their classroom.	
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
By the end of SY24, 88% of all K-7 grade students will score mid to	iReady (Reading)	Overall	85		Select Status	Select Status	Select Status	Select Status

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

Curriculum & Instruction

					Select Status	Select Status	Select Status	Select Status
above grade level, as measured on the BOY iReady Literacy Assessment.	iReady (Reading)	FRL Eligble			Select Status	Select Status	Select Status	Select Status
By the end of SY24, 82% of all K-7 grade students will score mid to above grade level, as measured on the BOY iReady Math Assessment.	iReady (Math)	Overall	77		Select Status	Select Status	Select Status	Select Status
		FRL Eligble			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	By the end of SY24, 70% of teachers will facilitate teacher led conferences according to the cadence developed by the ILT and employ at least one other PL Strategy in their classroom.	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

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

Connectedness & Wellbeing

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?

Starting our school with students in Kindergarten - Grade 2, managing behaviors and address SEL needs was not a focus. The development stage of our students lended itself to a very fluid model that enabled teachers to develop individual systems.

The size of our school and age of our students requires a more systematic approach.

What is the feedback from your stakeholders?

In leiu of a schoolwide intiative focused on connectedness and wellbeing, our system for managing behaviors has become punitive and not responsive to the needs of students.

Students need clarity on what is expected and what incentives they are working for. We have seen success with the incentives we have planned in the past.

What student-centered problems have surfaced during this reflection?

- Students are meeting the expectation and expect to be acknowledge for showing integrity, doing the right thing when no one is looking.
- Students do not have a clear behavior management system that they are following: expectations, incentives or consequences.
- Inconsistent practice between teachers, teams, and grade levels.

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?

Our Core Values have been the common language that we have been using since Year 1. Through the years, we have built on this practice through Core Value lessons built by our teacher teams and develop a share consequence progression.

New this year, we are fully launghing our PBIS initiative.

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

Connectedness & Wellbeing

Determine Priorities

Resources: 🚀

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

[Determine Priorities Protocol]

Students...

...struggle to consistently demonstrate BCS Core Values (positive behaviors) throughout the school building as well as regulate emotions and restoring community causing a disconnectedness with and among the school community.

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Resources: 🚀

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

[5 Why's Root Cause Protocol]

As adults in the building, we...

We have not adopted and/or implemented a universal behavior management and/or SEL program with fidelity.

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

Resources: 🚀

If we....

implement the Second Step Social Emotional Learning curriculum with fidelity along with implementing a school-wide behavior management system that includes PBIS Rewards and school-wide expectations, along with tracking student infraction data and regularly analyzing that data to highlight student needs.

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.

then we see....

students regulating emotions and exhibiting BCS core values via a decrease in behavior infractions over the first quarter.

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

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

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

which leads to...

students and parents reporting a more positive classroom environment via student surveys

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Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Mr. Spears, Ms. Cannon, and Ms. Shine

Dates for Progress Monitoring Check Ins

Q1	9/22/23	Q3	2/9/2024
Q2	12/22/23	Q4	5/2024

SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1 Selection and Implementation of Universal Behavior and Tracking system.	PBIS Team (Behavior Management Team)	August 8, 2023	In Progress

Connectedness & Wellbeing

Action Step 1	During the next scheduled PBIS team meeting, Members will discuss potential programs and school-wide expectations.	PBIS Team (Behavior Management Team)	July 24, 2023	Completed
Action Step 2	Review of Strengths and Opportunities for the Behavior Management discussed within PBIS System and tracking.	PBIS Team (Behavior Management Team)	July 24, 2023	Completed
Action Step 3	Discuss Expectations, Consequences, and Rewards	PBIS Team (Behavior Management Team)	July 24, 2023	Completed
Action Step 4	PBIS School-wide training.	PBIS Company Trainer	Week 0	Not Started
Action Step 5	Review Quartely Data and Larger view of Data at the end of Semester.	PBIS Team (Behavior Management Team)	End of Q1 /End of S1	Not Started
Implementation Milestone 2	Retraining and Implementation of Second Step.			Not Started
Action Step 1	Train staff during week 5 on Second Step along with sharing schedule	Counseling Team	September 22, 2023	Not Started
Action Step 2	Schedule classroom visits	Counseling Team	September 22, 2023	In Progress
Action Step 3	Conduct classroom visits	Counseling Team	Week 6-10	Not Started
Action Step 4	Analyze classroom visit & teacher survey data, prepare feedback for individual teachers	Counseling Team, BHT, Culture & Climate	October 26-27, 2023	Not Started
Action Step 5	Share out data with staff (Glows and Supports)	Counseling Team, BHT,	December, 22, 2023	Not Started
Implementation Milestone 3	Implementation of Restorative Practices			Select Status
Action Step 1	Secure Resorative Practices Training	Ms. Cannon	End of Q1	Select Status
Action Step 2	Student will conduct a Pre-Impacted Restrovative practice survey form that measures the pre-impact that restorative practices has within the school environment.	Restorative Practice Company Trainers	TBD	Select Status
Action Step 3	Restorative Practice training of school-wide staff.	School-wide team	February 9, 2024	Select Status
Action Step 4	Staff will demonstrate examples of restorative mindset shifts in behavior.		TBD	Select Status
Action Step 5	Analyze the reduction of PBIS reflection forms from students infraction		TBD	Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

Connectedness & Wellbeing

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Deepening Professional Learning in C.HA.M.P.S. ✏️
SY26 Anticipated Milestones	Deepening Professional Learning around Kagan Strategies ✏️

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	Numerical Targets [Optional] ✏️		
					SY24	SY25	SY26
By the end of SY24, the overall rating for Student-to-Teacher Trust, as measured by the 5Essentials Student Survey, will increase from 39 (Weak) to 54 (Neutral).	Yes	5E: Supportive Environment	Overall	39			
			Select Group or Overall				

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

Connectedness & Wellbeing

By the end of SY24, the overall rating for Academic Personalism, as measured by the 5Essentials Student Survey, will increase from 26 (Weak) to 41 (Neutral).

Select Answer

Select Metric

Overall	26		
Select Group or Overall			

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	By the end of SY24, 100% of teachers will have clear expectations posted, the core values posted, incentives posted and consequences posted in their classrooms to support the implementation of PBIS around all spaces.	By the end of SY24, 80% of teachers will be consistently using the PBIS Rewards system to recognize student effort to consistently demonstrate the BCS core values.	
Select a Practice			
Select a Practice			

Resources: 🚀

Below are the goals for this Theory of Action that were created

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

Connectedness & Wellbeing

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
By the end of SY24, the overall rating for Student-to-Teacher Trust, as measured by the 5Essentials Student Survey, will increase from 39 (Weak) to 54 (Neutral).	5E: Supportive Environment	Overall	39		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By the end of SY24, the overall rating for Academic Personalism, as measured by the 5Essentials Student Survey, will increase from 26 (Weak) to 41 (Neutral).	Select Metric	Overall	26		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	By the end of SY24, 100% of teachers will have clear expectations	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

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

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

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

Select a Goal

Select a Goal

Select a Goal

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)**