CIWP Team & Schedules

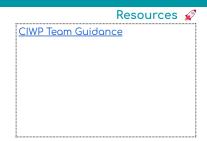Indicators of Quality CIWP: CIWP Team

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 ✍
Jennifer Crall	Principal	jncrall@cps.edu
Sidney Reed	LSC Member	sreed34@cps.edu
Danielle Moore	Teacher Leader	
Liz Wiedegreen	Inclusive & Supportive Learning Lead	eafrierott@cps.edu
Debbie King	Teacher Leader	dmking1@cps.edu
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Sarah Levine	Partnerships & Engagement Lead	slevine3@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	8/14/23	9/12/23
Reflection: Curriculum & Instruction (Instructional Core)	8/14/23	9/12/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/14/23	9/12/23
Reflection: Connectedness & Wellbeing	8/14/23	9/12/23
Reflection: Postsecondary Success	8/14/23	9/12/23
Reflection: Partnerships & Engagement	8/14/23	9/12/23
Priorities	8/14/23	9/12/23
Root Cause	8/14/23	9/12/23
Theory of Acton	8/14/23	9/12/23
Implementation Plans	8/14/23	9/12/23
Goals	8/14/23	9/12/23
Fund Compliance	8/14/23	9/12/23
Parent & Family Plan	8/14/23	9/12/23
Approval	8/30/23	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	11/17/23
Quarter 3	2/8/24
Quarter 4	5/3/24

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
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	In 2023 IAR ELA, 27 students did not meet expectations; 4 of those students have an IEP. In 2023 IAR Math, 30 students did not meet expectations, 2 of those students have an IEP. Star360 ELA 74% are meeting or exceeding expectations (using the State Benchmark). Star360 MATH 59% are meeting and exceeding expectations (using the State Benchmark). The predictor of students performance on Star360 does not align with student performance on IAR. Our science curriculum needs alignment to NGSS. Our social science curriculum needs alignment to the new Illinois Social Science Standards. ✏️	IAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction		IAR (English) / Rigor Walk Data (School Level Data) / PSAT (EBRW) / PSAT (Math) / STAR (Reading) / STAR (Math)
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	**What is the feedback from your stakeholders?** When the school developed curriculum maps for science and social science approximately 8-10 years ago, the focus was on ensuring students had access to topics and contents across the building. Standards were addressed across the building not to the specific grade level. There is not schoolwide balanced assessment systems in science and social science to identify curriculum gaps. Because we are a Literature, Writing, and Technology Magnet Cluster, there is a priority on those areas. An inquiry aprroach to teaching and learning is a consistent practice across the building and content areas. Students identified Supportive Learning, Classroom Community, and Student Voice as priority areas on the EOY Cultivate Survey. Ambitious Instruction on 5 Essentials was Strong. ✏️	iReady (Reading) / iReady (Math) / Cultivate / Grades / ACCESS
No	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		TS Gold / Interim Assessment Data
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan / ES Assessment Plan Development Guide / HS Assessment Plan Development		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** Professional conversations in response to rigor walk rubric questions and practices allow us to reflect on how standards are used in planning for instruction. Teacher teams reevaluated math curriculum to ensure we were using high quality curriculum and the school adopted iReady Math Curriculum. MTSS processes/procedures to address students who are struggling tier 1 instruction. Differentiation happens across content areas shows that we are addressing students in different groups. Our professional focus in "Teachers as Readers" had us focusing on small group instruction and ways that we can best address student needs. Our ILT members not only support instructional practice across the building but also support new teachers through a mentoring program. ✏️	

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Our students do not have access to high quality curriculum in science and social science. ✏️

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Inclusive & Supportive Learning Environment

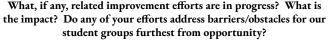| Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo / MTSS Continuum / Roots Survey	MTSS team is developing its capacity to establish strong systems and structures. MTSS team is starting to engage in the problem solving process more intentionally. MTSS team is utilizing Branching Minds to create intervention plans and train more staff in the platform. Special Education Staff (teachers, clinicians, and CM) continue to develop more inclusive LRE IEPs and increasing the teaching capacity/co-teaching relatsionships. ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum / Roots Survey / ACCESS
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		MTSS Academic Tier Movement / Annual Evaluation of Compliance (ODLSS)
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	**What is the feedback from your stakeholders?** Teacher stakeholders want a streamlined MTSS process, a list of interventions, and support for implementation/best practices. ✏️	Quality Indicators of Specially Designed Curriculum / EL Program Review Tool

School clinician stakeholder groups want to include MTSS data in the referral process.
Parents are requesting support for their students and are learning about MTSS before referrals.

		References	
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	
Partially	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, 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?

Including the interventionists/MTSS lead in District PLC learning about the MTSS process and the Branching Minds platform for researched based interventions so that information can be brought back to the whole staff for training and development
Encouraging more teacher members of various grade levels and expertise to join the MTSS team
Adopting an MTSS process/flow for the school with an intake form, tier 1 supports, problem solving process conferences, etc
Utilizing Branching minds in grades 2, 5, 8 as pilot grades to ensure fidelity

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

Students do not have regular access to research based interventions that are tracked regularly to monitor academic progress

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
No	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	We are curious about the number of documented behavior incidents in ASPEN last year compared to prior years and compared to what teachers were documenting anecdotally in their classrooms. Previously, we have not had a formal documentation process for Tier 2/3 Behavioral Interventions and Supports. Chronic absenteeism is not a significant issue and cases are addressed on an individual basis. There is not currently a universal plan due to the lack of chronic absenteeism in the school. Cultivate data showed students prioritizing Student Voice, Classroom Community, and Supportive Learning. 5Essentials Supportive Environment is neutral.	% of Students receiving Tier 2/3 interventions meeting targets / Reduction in OSS per 100 / Reduction in repeated disruptive behaviors (4-6 SCC) / Access to OST / Increase Average Daily Attendance / Increased Attendance for Chronically Absent Students / Reconnected by 20th Day, Reconnected after 8 out of 10 days absent / Cultivate (Belonging & Identity) / Staff trained on alternatives to exclusionary discipline (School Level Data) / Enrichment Program Participation; Enrollment & Attendance / Student Voice Infrastructure / Reduction in number of students with dropout codes at EOY
Partially	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.			
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			

What is the feedback from your stakeholders?

A clear process for discipline and behavioral referrals along with a menu of tiered interventions would be helpful. A communication plan between administration and adults in the building to be proactive regarding behavior.
Cultivate data showed students prioritizing Student Voice, Classroom Community, and Supportive Learning.
5Essentials Supportive Environment is neutral.

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

Students do not have access to a consistent system of tier interventions for behavioral support.

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 counselor engages in monthly classroom lessons to support SEL instruction. Responsive Classroom is a universal practice across the building.

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
No — An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	The school counselor and classroom teachers provide introductions to Success Bound curriculum but can work to develop consistent instruction of it through monthly use of lessons. Students who regurlary attend school (90% or more) consistently have high gpa's (3-8 on track). ✏️	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 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)
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		
No — Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** Students and teachers reported that Burley has strong ambitious instruction and strong involved families (5Essentials Survey). Counselor continues to develop instruction for faimlies and students to meet post-secondary goals. ✏️	
N/A — Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A — Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A — There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** Counselor has scheduled monthly meetings with 6-8th grade classrooms to provide consistent use of Success Bound Curriculum. Counselor continues to offer open office hours to families and students in 8th grade to answer questions about their specific post-secondary path. Counselor offers training for 7th grade families and students to prepare them for their high school and post-secondary search. ✏️	
N/A — Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager		

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

Students need exposure to Individual Learning Plan, Work Based Leaning, and CPS C4 throught consistent lessons in Success Bound. ✏️

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 5Essentials rating for Involved Families is Strong. Students prioritzed Student Voice in the Cultivate Survey. Burley has a strong LSC Council in place. Friends of Burley organization is active and successful in engaging the community. Burley's PTO is also very active and recently incorporated a new teacher leader to collaborate with PTO President. 60% of Burley students participate in Out of School Time programming throughout the year. ✏️	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)
Yes — Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

Formal and informal family and community feedback received locally. (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 |

What is the feedback from your stakeholders?

The 5Essentials rating for Involved Families is Strong. Students prioritzed Student Voice in the Cultivate Survey. During recent LSC meeting, parents and council members highlighted the need for on-site before and after school care. Stakeholders also expressed concern about not offering preschool programming at Burley. ✏️

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.

Upper grade students do not engage in the vendor OST programs. ✏️

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?

Burley offers sports enrichment, team sports, and advanced band and choir for middle school students. We offer GSA (Gender Sexual Alliance), Debate Club, Gardening, and Sustainability for the middle school students as well. Our vendors also offer the option for a LEGO Robotics program as well as chess. ✏️

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.
Partially	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.
No	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?

In 2023 IAR ELA, 27 students did not meet expectations; 4 of those students have an IEP. In 2023 IAR Math, 30 students did not meet expectations, 2 of those students have an IEP. Star360 ELA 74% are meeting or exceeding expectations (using the State Benchmark). Star360 MATH 59% are meeting and exceeding expectations (using the State Benchmark). The predictor of students performance on Star360 does not align with student performance on IAR.
Our science curriculum needs alignment to NGSS. Our social science curriculum needs alignment to the new Illinois Social Science Standards.

What is the feedback from your stakeholders?

When the school developed curriculum maps for science and social science approximately 8-10 years ago, the focus was on ensuring students had access to topics and contents across the building. Standards were addressed across the building not to the specific grade level.
There is not schoolwide balanced assessment systems in science and social science to identify curriculum gaps.
Because we are a Literature, Writing, and Technology Magnet Cluster, there is a priority on those areas.
An inquiry aprroach to teaching and learning is a consistent practice across the building and content areas.
Students identified Supportive Learning, Classroom Community, and Student Voice as priority areas on the EOY Cultivate Survey.
Ambitious Instruction on 5 Essentials was Strong.

What student-centered problems have surfaced during this reflection?

Our students do not have access to high quality curriculum in science and social science.

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?

Professional conversations in response to rigor walk rubric questions and practices allow us to reflect on how standards are used in planning for instruction.
Teacher teams reevaluated math curriculum to ensure we were using high quality curriculum and the school adopted iReady Math Curriculum.
MTSS processes/procedures to address students who are struggling tier 1 instruction.
Differentiation happens across content areas shows that we are addressing students in different groups. Our professional focus in "Teachers as Readers" had us focusing on small group instruction and ways that we can best address student needs.
Our ILT members not only support instructional practice across the building but also support new teachers through a mentoring program.

Determine Priorities

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

Students...

do not have access to high-quality curriculum in science and social science.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

have previously focused our professional development needs around literacy and math rather than science and social science. We do not have a school-wide data point to measure the effectiveness of science and social science teaching and learning. We have a history of focusing on topic-based instruction instead of standards-based instruction.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

provide professional development and teacher collaboration time to unpack math, science and social science standards; teacher teams will be able to develop grade level pacing guides aligned to CCSS, NGSS, and Illinois Social Science Standards while integrating technology across the curriculum

then we see....

consistent development of standards alignment to curricular units and cohesive instructional practices across grade levels in math, science and social science content areas

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.

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

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

Curriculum & Instruction

which leads to...

students in grades kindergarten through 8th grade demonstrating mastery of math, science and social science standards. ✏️

Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✏️

Instructional Leadership Team (ILT)

Dates for Progress Monitoring Check Ins

Q1	9/22/23	Q3	2/8/24
Q2	11/17/23	Q4	5/3/24

SY24 Implementation Milestones & Action Steps	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1 — 100% of teachers will engage in yearlong professional development with iReady Math curriculum	K-6 Math Teachers; iReady Math Coach	June 2024	In Progress
Action Step 1 — iReady Math Coach led professional development	K-6 Math Teachers; iReady Math Coach	August 2023	Completed
Action Step 2 — iReady Math Coach led professional development	K-6 Math Teachers; iReady Math Coach	9/22/23	Completed
Action Step 3 — IReady Math Coach led professional development	K-6 Math Teachers; iReady Math Coach	By March 2024	Not Started
Action Step 4 — Professional Development in understanding iReady assessment data	K-6 Math Teachers; iReady Math Coach; CPS Department of Assessment	BOY; MOY; EOY Assessment Windows	In Progress
Action Step 5 —			Select Status
Implementation Milestone 2 — Collaborative planning time within grade level and across grade band to align math practices and common core math standards with iReady Curriculum	K-6 Math Teachers	End of Semester 1	In Progress
Action Step 1 — Revisit grade level common core standards and math practices, compare to iReady curriculum in units 1-3	K-6 Math Teachers	October	Not Started
Action Step 2 — Revisit grade level common core standards and math practices, compare to iReady curriculum in units 4-5	K-6 Math Teachers	November	Not Started
Action Step 3 — Revisit grade level common core standards and math practices, compare to iReady curriculum in units 6-7	K-6 Math Teachers	December	Not Started
Action Step 4 — Vertical alignment across grade bands to ensure alignment of standards and practices	K-6 Math Teachers	December	Not Started
Action Step 5 — Identify opportunities for differentiation and Depth of Knowledge Levels 3 & 4 in iReady curriculum	K-6 Math Teachers	End of Semester 1	Not Started
Implementation Milestone 3 — Collaborative planning time within grade level and across grade band to develop pacing guides	K-6 Math Teachers	End of Semester 2	Not Started
Action Step 1 — Use iReady Pacing Guide for the Year to adjust mastery of major/minor standards by grade level	K-6 Math Teachers	End of Quarter 3	Not Started
Action Step 2 — Using grade level iReady Pacing Guides, gradeband teams will establish a vertically aligned domain map to ensure mastery of standards and practices	K-6 Math Teachers	End of Quarter 4	Not Started
Action Step 3 — Use common unit assessments to analyze student mastery of standards and reflect on pacing of curriculum	K-6 Math Teachers	Throughout Semester 2	Not Started
Action Step 4 —			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	100% of teachers will engage in yearlong professional development with Science curriculum. Collabartive planning time within grade level and across grade band to align NGSS and science inquiry practices with science Curriculum.	✏️
SY26 Anticipated Milestones	100% of teachers will engage in yearlong professional development with Social Science curriculum. Collabartive planning time within grade level and across grade band to align Illinois Social Science Standards and inquiry practices and develop pacing guides.	✏️

Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

IL-EMPOWER Goal Requirements

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

Curriculum & Instruction

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.

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
Students demonstrate mastery of standards in math, science, and social science	Yes	3 - 8 On Track	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.	Students will experience grade-level, standards-aligned math instruction demonstrating growth across the benchmark iReady/STAR360 assessments BOY-MOY and MOY-EOY	Students will experience grade-level standards aligned science instruction demonstrating standards mastery in common unit assessments	Students will experience grade-level standards aligned social science instruction demonstrating standards mastery in common unit assessments
Select a Practice			
Select a Practice			

SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Students demonstrate mastery of standards in math, science, and social science	3 - 8 On Track	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

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Students will experience grade-level, standards-aligned math instruction demonstrating growth across the benchmark iReady/STAR360 assessments BOY-MOY and MOY-EOY	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

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	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.
Yes	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?

We are curious about the number of documented behavior incidents in ASPEN last year compared to prior years and compared to what teachers were documenting anecdotally in their classrooms.
Previously, we have not had a formal documentation process for Tier 2/3 Behavioral Interventions and Supports.
Chronic absenteeism is not a significant issue and cases are addressed on an individual basis. There is not currently a universal plan due to the lack of chronic absenteeism in the school.
Cultivate data showed students prioritizing Student Voice, Classroom Community, and Supportive Learning.
5Essentials Supportive Environment is neutral.

What is the feedback from your stakeholders?

A clear process for discipline and behavioral referrals along with a menu of tiered interventions would be helpful. A communication plan between administration and adults in the building to be proactive regarding behavior.
Cultivate data showed students prioritizing Student Voice, Classroom Community, and Supportive Learning.
5Essentials Supportive Environment is neutral.

What student-centered problems have surfaced during this reflection?

Students do not have access to a consistent system of tier interventions for behavioral support.

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?

The counselor engages in monthly classroom lessons to support SEL instruction. Responsive Classroom is a universal practice across the building.

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Determine Priorities

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

Students...

Students do not have access to a consistent system of tier interventions for behavioral support.

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

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

As adults in the building, we...

don't use consistent practice in providing tier one intervention supports for behavior. Tier one is sometimes skipped and we go straight to tier two by sending students out of the classroom to the office. We don't have a clear process for supporting or referring students.

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....

provide teachers and staff with professional learning and coaching in developing systems, structures, and restorative practices for tiered behavioral support within each grade band

then we see....

consistent implementation of teachers using systems that build stronger student to student relationships and student to staff relationships strengthening classroom communities, elevating student voice, and students feeling supported within the learning environment

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.

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

which leads to...

moving the 5 Essentials Supportive Environment from neutral to strong. ✍️

Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

ILT & BHT

Dates for Progress Monitoring Check Ins

Q1	9/22/23	Q3	2/8/24
Q2	11/17/23	Q4	5/3/24

SY24 Implementation Milestones & Action Steps ✍️

	SY24 Implementation Milestones & Action Steps	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Develop Behavioral Health Team	Blair Sundhausen and team members	9/22/23	Completed
Action Step 1	Survey staff on interest in participation on the BHT	All Staff	8/18/23	Completed
Action Step 2	Establish Roles within the BHT	BHT	9/22/23	Completed
Action Step 3	Develop a schedule for regular meeting times	BHT	9/22/23	Completed
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 2	Adopt and partially implement SEL Curriculum	All Staff	June, 2024	Not Started
Action Step 1	Research and select SEL Curriculum K-8 for Tier 1 Instruction	BHT/CCT	End of Quarter 2	Not Started
Action Step 2	Professional Development for SEL Curriculum	All Staff- BHT/CCT	Third Quarter	Not Started
Action Step 3	Safe practice with SEL Curriculum Implementation	One per grade band- BHT/CCT	Third Quarter	Not Started
Action Step 4	Stakeholder feedback	All Staff and Students	Ongoing	Not Started
Action Step 5				Not Started
Implementation Milestone 3	Develop a clear and consistent student referral process	BHT	End Semester 2	Not Started
Action Step 1	Identify Teacher/Staff and BHT Roles and Responsibilities	BHT	October 20, 2023	Completed
Action Step 2	Develop a menu of interventions and supports for Tier 1, 2, and 3	BHT	End of Semester 2	In Progress
Action Step 3	Professional development on restorative practices	All Staff	EOY	Not Started
Action Step 4	Develop student referral criteria	BHT	End of Semester 2	In Progress
Action Step 5	Develop and communicate response and process when a student is in crisis	BHT/CCT	End of Semester 1	In Progress
Implementation Milestone 4	Develop School-wide Communication Plan for Response to Behavior	BHT/CCT	End of Semester 2	Not Started
Action Step 1	Develop and define classroom managed behavior and office managed behavior	BHT	Third Quarter	Not Started
Action Step 2	Develop a system for communicating minor/major (isolated) behavior referrals between staff and administration	BHT and administration	Third Quarter	Not Started
Action Step 3	Stakeholder Feedback	All staff	on going	Not Started
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Utilize the BHT to proactively review and analyze data to intervene with behavioral concerns prior to the referral process.	✍️
SY26 Anticipated Milestones	Develop coaching relationship between BHT members and staff to ensure fidelity of restorative practices and tiered intervention supports.	✍️

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 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

Connectedness & Wellbeing

Performance Goals

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
Moving Supportive Environment within the 5 Essentials Survey from Neutral to Strong; we will use our BOY, MOY, EOY Cultivate data to determine our progress towards our Supportive Environment Goal.	Yes	Cultivate	Other [Specify]	SY23 EOY Results			
			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&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Developing BHT - using BOY, MOY, EOY Effectiveness Rubric	Developing a Climate & Culture Team - using BOY, MOY, EOY Effectiveness Rubric	Active and well established student voice committee - structures in place, regular scheduled meetings, agendas
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Identify curriculum + Begin Implementation with Specials & Upper Grade Teachers (ELA/Humanities/Science) - BHT as well as documented restorative practices with behavioral referrals	Implementation + Alignment with established Responsive classroom structure - through lesson plans and pacing guides	Established Tier 1 SEL instructional practices K-8 - reduction in Tier 2 and Tier 3 Referrals
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
Moving Supportive Environment within the 5 Essentials Survey from Neutral to Strong; we will use our BOY, MOY, EOY Cultivate data to determine our progress towards our Supportive Environment Goal.	Cultivate	Other [Specify]	SY23 EOY Results		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

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Developing BHT - using BOY, MOY, EOY Effectiveness Rubric	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Identify curriculum + Begin Implementation with Specials & Upper Grade Teachers (ELA/Humanities/Science) - BHT as well as documented restorative practices with behavioral referrals	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

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)