

CIWP Team & Schedules

[Resources](#)

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Richard Van Thuyne	Postsecondary Lead	rdvanthuyne@cps.edu
Alese Affatato	Teacher Leader	aaffatato@cps.edu
Ted Nazarowski	Teacher Leader	tnazarowski@cps.edu
Regina Weithop	Other [Type In] Arts Liason	rlwiethop@cps.edu
Elizabeth Tovar	Other [Type In] Magnet Coordinator	eltovar@cps.edu
Anthony Grygork	Connectedness & Wellbeing Lead	amgrygorzyk@cps.edu
Thomas Peri	Principal	tperi@cps.edu
Theresa DeCicco	Curriculum & Instruction Lead	tainsalaco@cps.edu
Alex Zalar	AP	amzalar@cps.edu
Margot Taylor	Inclusive & Supportive Learning Lead	mstaylor5@cps.edu
Rachel Rohland	Teacher Leader	rerohland@cps.edu
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	5/23/23	5/23/23
Reflection: Curriculum & Instruction (Instructional Core)	5/23/23	8/16/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/23/23	8/16/23
Reflection: Connectedness & Wellbeing	5/23/23	8/16/23
Reflection: Postsecondary Success	5/23/23	8/16/23
Reflection: Partnerships & Engagement	5/23/23	8/16/23
Priorities	8/16/23	8/28/23
Root Cause	8/16/23	8/28/23
Theory of Acton	8/16/23	8/28/23
Implementation Plans	8/16/23	8/28/23
Goals	8/22/23	8/28/23
Fund Compliance	8/22/23	8/28/23
Parent & Family Plan	8/22/23	8/28/23
Approval	9/5/23	9/5/23

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	9/27/23
Quarter 2	12/12/23
Quarter 3	2/9/24
Quarter 4	4/12/24

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

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

-implementing Great First Eight in K to increase academic rigor in foundational early literacy skills and early math skills utilizing a developmentally aligned, research-informed curriculum
 -implementing Skyline Foundational programming in 1-5 -leveraging resources to meet the needs of more student cultures particularly linguistics and identities; will be adding flags to all classrooms; developing partnerships pertinent to student cultures
 -ILT has established leadership roles and are in the process of developing PD sessions for Back to School based on school needs
 -MTSS continues to monitor Tier 2 and 3 student needs however, schoolwide assessments need to be elevated through GLT collaboration and planning for their units.
 -higher percentage of teachers need to reflect on their students' data, strategize practice and develop responsive instruction to serve student learning needs (evidence based needs to be defined)

What is the feedback from your stakeholders?

The feedback from our stakeholders has been valuable and insightful. They have highlighted the importance of ELL supports and supplemental interventions, which initially appeared to be lacking in the Envisions curriculum. Additionally, stakeholders emphasized the need to leverage resources to better address the diverse linguistic and cultural identities of our students. Furthermore, there is a strong desire to enhance parent understanding and alleviate concerns related to any apprehensions they may have about the concept of "new math." We are committed to addressing these concerns and continuously improving our curriculum to meet the needs of all our students and their families

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?

- implementing Great First Eight in K
 - The Great First 8 curriculum seamlessly integrates Math, Science, SS, and SEL content, with a meticulous year-one analysis slated to ascertain its effectiveness in elevating student mastery of mathematics concepts
 - implementing Skyline Foundational programming in 1-5
 - leveraging resources to meet the needs of more student cultures particularly linguistics and identities
 -ILT has established leadership roles and are in the process of developing PD sessions for Back to School based on school needs
 - MTSS still watches over Tier 1, 2, and 3 student, but we need to work together in GLT's to improve our schoolwide assessments and help our educators become better at assessing students' progress.
 - higher percentage of teachers need to reflect on their students' data, strategize practice and develop responsive instruction to serve student learning needs (evidence based needs to be defined)

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.

Chappell needs to more closely align instruction to meet the needs of student learning in tier 1 instruction by differentiating, reflecting on assessment and adapting their lessons accordingly.

- [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](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

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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 Integrity Memo

Family engagement could be more systematic and consistent for students in MTSS. Branching Minds is being utilized by our Interventionist, MTSS Team and Counselor. Next year, it will be extended to teachers for use. School teams are working to develop a stronger capacity for identifying and addressing Tier 1 and Tier 2 supports based on data analysis. Next year, grade level teams will work with the interventionist and MTSS team to set clear and specific goals, identify interventions, and document them in Branching Minds.

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

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
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
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 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 who have not received the services that they require are impacted because they are not getting the instruction at their instructional level that they require. If resource classes are too large, students do not receive the individualized attention that they need. Students with behavioral concerns that require additional adult support (e.g. a paraprofessional) are not always addressed due to staffing, etc. 🍌

What is the feedback from your stakeholders?

44.6% of students with IEP's are in LRE 1 (20% or less removal from general education classroom); 25.7% of students with IEP's are in LRE 2 (21%-60% removal from general education classroom); 27.7% of students with IEP's are in LRE 3 (60% or more removal from general education classroom); 2% of students with IEP's are in separate schools [keep in mind that we have a severe/profound classroom so we have a higher LRE 3!]

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?

Chappell is working on aligning schedules with diverse learner teachers and general education teachers so that collaboration between teachers is easier and better facilitated. Chappell is working on providing professional development opportunities for aligning special education with general education teaching practices. Teachers are encouraged to pursue individual trainings related to their specific roles and school needs. School should address the size of pull-out resource groups to ensure they are not too large. 🍌

[MTSS Academic Tier Movement](#)

[Annual Evaluation of Compliance \(ODLSS\)](#)

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

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

Using the associated references, is this practice consistently implemented?	References
Yes	BHT Key Component Assessment SEL Teaming Structure
Yes	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.

What are the takeaways after the review of metrics?

The 5essentials from SY23 show significant increases in a number of student metrics, including, school connectedness, Human and Social Resources in the Community, Emotional Health, et al. School connectedness increased by 21 percentile points, from 44 to 65, from Neutral to Strong, with 89% agreeing or strongly agreeing. Emotional Health increased from 24 to 34, which is still a low overall score, but given the national Pediatric Mental Health crisis the double digit increase is a promising trend. 🍌

What is the feedback from your stakeholders?

The feedback from the students is that the support that they feel they are receiving from their peers is not as high as we would like it to be. We want to promote encouragement between students in their work academically and their social emotional well-being. 🍌

Metrics

[% 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](#)

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

[Student Voice Infrastructure](#)

[Reduction in number of students with dropout codes at EOY](#)

What student-centered problems have surfaced during this reflection?

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

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?

Students Teacher Trust score dropped by 16 percentile points, and many students responded that teachers do not keep promises or listen to student input.



We joined the RP Cohort last year, and had a number of staff members go through the multi day certification. Those teachers will be training their peers on practices like Talking Circles, which give students voice and give teachers and peers honest feedback.



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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)

References

What are the takeaways after the review of metrics?

Metrics

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)
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
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

-- 5.81% of Middle school students are participating in an Early College and Career Course (ECCC): MS Algebra

-- Dashboard Metrics do not measure % of students taking Geometry.

-- Current On-Track Metrics Grades 3-8 (Week 36):

- On-Track - 66%
- Almost On-Track - 19%
- Near On-Track - 3%
- Far Form On-Track - 5%
- Off-Track - 9%

-- Cultivate Survey (Relevance to the Future):

- Overall score - 64
- 5th grade - 66
- 6th grade - 65
- 7th grade - 60
- 8th grade - 63

*** The counselor uses the Naviance scope and sequence for 6th-8th grade ILP tasks. The tasks are linked to specific Success Bound lessons but the whole Success Bound curriculum is not being used. Counselor coordinates with homeroom teachers to deliver Naviance lessons but there is no formal annual plan developed. There are no work based activities implemented.

[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)

What is the feedback from your stakeholders?

The feedback from our stakeholders has been overwhelmingly positive, with parents expressing excitement about Mr. Van Thuyne's plan to include Social and Emotional Learning (SEL) as well as Post-Secondary lessons during the Middle School Advisory period. However, some parents had inquiries about the restorative practices implemented by our teachers and expressed a desire for access to these protocols at home. In response, Mr. Van Thuyne has taken proactive steps to address these concerns by offering opportunities for engagement. He will be available during Curriculum Night (Knight Night) to provide more information and is also open to hosting one-on-one workshops with parents as needed to ensure everyone feels well-informed and supported in our educational community

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's attitude is open to increase post-secondary exposure to middle school students and intermediate grades.

-- Counselor is willing to deliver Success Bound units for grades 3-5 while Grade 6-8 homeroom teachers deliver Success Bound Curriculum (C4) during Advisory period.

-- No actions have been taken to measure impact.

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.

-- Some middle school teachers report that their students don't connect with our current SEL curriculum (Second Step). We have seen an increase in behavioral issues in middle school this year which is a possible result of low engagement in SEL lessons.

-- Fewer students are able to identify postsecondary options and articulate their preferences while

-- Fewer students are able to identify postsecondary options and articulate their preferences while completing the highschool application process as compared to past years.

-- More student are apathetic to where they go to high school as compared to students in the past.

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Partnership & Engagement

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	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	Parents attended parent-teacher conferences at rates of 86% (fall) and 85% (spring) during SY23. This means that over 10% of our parents are not participating in conferences, or teachers are not self reporting their conferences. However, for the first time, intensive cluster classrooms had dedicated time for parent-teacher conferences tailored to their needs, so this is an area we are working on. In the 5Essentials Survey, "Involved Families" is the area of greatest strength, at "Very Strong." The Bilingual Advisory Committee was established last year but required several attempts, implying that greater engagement with our multicultural families is warranted. Parents participated in coaching sporting teams for the first time during SY23, bringing more parents into the building on a regular base. Additionally, the school partners with outside organizations including Gardeneers, Special Olympics, Alveole beekeeping, West Ridge Nature Preserve, the Bowmanville Community Organization, Band for Today, and the Chicago Symphony Orchestra.	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) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	<p>What is the feedback from your stakeholders?</p> <p>Anecdotally, parents are reporting that they feel more engaged and involved in the school. However, we do see areas to improve, and will continue working in this area.</p>	Formal and informal family and community feedback received locally. (School Level Data)
	<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>While we established an SVC this year, we have a long way to go toward increasing the input, and influence of students on school priorities and initiatives.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>The Bilingual Advisory Committee will meet early this year to establish a group more quickly and improve multicultural parent engagement. Additionally, we will increase outreach for parent-teacher conferences and track participation in a more systematic way.</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
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.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

- implementing Great First Eight in K to increase academic rigor in foundational early literacy skills and early math skills utilizing a developmentally aligned, research-informed curriculum
- implementing Skyline Foundational programming in 1-5
- leveraging resources to meet the needs of more student cultures particularly linguistics and identities; will be adding flags to all classrooms; developing partnerships pertinent to student cultures
- ILT has established leadership roles and are in the process of developing PD sessions for Back to School based on school needs
- MTSS continues to monitor Tier 2 and 3 student needs however, schoolwide assessments need to be elevated through GLT collaboration and planning for their units.
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The feedback from our stakeholders has been valuable and insightful. They have highlighted the importance of ELL supports and supplemental interventions, which initially appeared to be lacking in the Envisions curriculum. Additionally, stakeholders emphasized the need to leverage resources to better address the diverse linguistic and cultural identities of our students. Furthermore, there is a strong desire to enhance parent understanding and alleviate concerns related to any apprehensions they may have about the concept of "new math." We are committed to addressing these concerns and continuously improving our curriculum to meet the needs of all our students and their families

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Return to Top Determine Priorities

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

Students...
Current math curriculum not rigorous enough, students have not had enough opportunity for hands on/manipulatives in math, we want to train our staff in a new curriculum to incorporate these. Offer ways to differentiate for DL and EL students. Representation of all students amongst resources and materials.

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.

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

As adults in the building, we...
felt that the current math curriculum was not meeting our high standards.

Resources:

[5 Whys Root Cause Protocol](#)

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
adopt the practice shifts in the new math curriculum

Resources:

Indicators of a Quality CIWP: Theory of Action
Theory of Action is grounded in research or evidence based practices.

then we see....
more differentiation and better engagement by students



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.

which leads to...
higher percentage of students meeting their learning goals, growth, and attainment in IAR and other assessments.



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Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

PPLC, ILT


Dates for Progress Monitoring Check Ins

Q1	9/27/23	Q3	2/9/24
Q2	12/12/23	Q4	4/12/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	PPLC Conducts a Math Curriculum Search	PPLC	End of SY23	Completed
Action Step 1	Teachers reach out to vendors	PPLC	5/9/23	Completed
Action Step 2	Teachers preview and give notes on Curriculum	PPLC	5/25/23	Completed
Action Step 3	PPLC conducts a ranked choice vote of curriculum	PPLC	5/25/23	Completed
Action Step 4	PPLC presents their recommendation for new Curriculum to LSC	PPLC	6/6/2023	Completed
Action Step 5	Purchase Envisions Curriculum	PPLC	7/10/2023	Completed
Implementation Milestone 2	Provide PD for Teachers in SY24	ILT/Admin	8/16/23	Completed
Action Step 1	Virtual Summer PD for Envisions Scheduled 8/18 for 1 - 5 and 6-8	Math Teachers	8/18/23	Completed
Action Step 2	Kagan Method of Cooperative Learning - Instructional Based PD	All Teachers	8/15/23	In Progress
Action Step 3	In Person Professional Development scheduled for 9/22/2023	Math Teachers	9/22/23	In Progress
Action Step 4	Biweekly Tuesday GLT meetings will be focused on Math content and Math Instructional Practice throughout SY24	Math Teachers	End of SY24	In Progress
Action Step 5	Professional Development in on Content Area Literacy to Support academic Language Use in Math	Math Teachers	End of SY24	In Progress
Implementation Milestone 3	Data Driven Feedback and Evaluation Meetings on Math Curriculum Efficacy	ILT/Admin	Completion of MOY Testing Window	In Progress
Action Step 1	Administer BOY Progress Monitoring to Compare with EOY last year	Math Teachers	9/13/23	In Progress
Action Step 2	Analyze Progress Monitoring data in Grade Level Meetings, Determine Core Areas of Support	Math Teachers	10/3/23	In Progress
Action Step 3	Collaborate with GF8 authors and coaches about GF8 efficacy throughout SY24	Math Teachers, K Teachers	End of SY24	In Progress
Action Step 4	Analyze classroom assessments at GLT to determine core needs and areas of strength	Math Teachers, K Teachers	End of SY24	In Progress
Action Step 5	Admin and Lead Teacher will review 5essentials data on Math Instruction during GLTs	Admin, Math teachers	End of SY24	Not Started
Implementation Milestone 4	Teachers will complete Math Unit Plans to differentiate content based on data analysis and determined student needs (Envision/GF8)	Math Teachers, K Teachers	End of SY24	In Progress
Action Step 1	Teachers will incorporate written response and math concept application in planning and instruction.	Math Teachers, K Teachers	End of SY24	In Progress
Action Step 2	Teachers will use Kagan Structures to foster a collaborative environment where students can have meaningful and vocabulary enriched conversations about math	Math Teachers, K Teachers	End of SY24	In Progress
Action Step 3	Teachers will review Activities page and insert instructional activities completed throughout the unit into the corresponding Blooms Taxonomy section of the Unit Plan	Admin, Math teachers	End of SY24	In Progress
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones | ILT will meet to analyze and discuss EOY 24 data, set plan for incorporating set areas of need into unit plans to support students.

SY26 Anticipated Milestones ILT will meet to analyze and discuss EOY 25 data, set plan for incorporating set areas of need into unit plans to support students. 

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




Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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
7.5% Increase in students meeting or exceeding on IAR	No	IAR (Math)	Overall	33.3	40	50	55
			Latinx	18	25.5	33	40.5
4.5% Increase in students meeting or exceeding on STAR at EOY first 2 years, and then 2% increase on EOY in subsequent 2 years	Yes	STAR (Math)	Overall	70	74.5	76	78
			Students with an IEP	18	22.5	24	26

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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers in K-8 will utilize data-informed strategies to differentiate instruction in foundational skills and to address linguistic and academic diverse needs.	Teachers in K-8 will utilize group and individualized data to determine specific instructional shifts aligned to research-informed practices.	Teachers in K-8 will monitor trends in data over time to determine core foundational concepts to support using research-informed strategies.
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will utilize Achieve the Core concept maps to determine core standards to incorporate into unit planning and assessment, ensuring all students are exposed to major cluster standards during the school year.	Teachers will utilize Achieve the Core concept maps in addition to standardized test results to determine which core standards are to be addressed in instruction.	Teachers will utilize Achieve the Core concept maps in addition to standardized test data and classroom level assessment data to unit plan standards aligned instruction and assessment.
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	In Spring, admin will coordinate a professional development around Assessment Literacy for staff as the preliminary work needed for this goal	In Fall, admin will coordinate grade level meetings for teachers to utilize assessment data, research informed strategies to utilize backward design models for standards aligned unit planning.	In Spring, admin will meet with grade level teams to complete data dives, investigating and interpreting data collected on classroom assessments to determine next steps for future unit planning.

[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
7.5% Increase in students meeting or exceeding on IAR	IAR (Math)	Overall	33.3	40	Select Status	Select Status	Select Status	Select Status
		Latinx	18	25.5	Select Status	Select Status	Select Status	Select Status

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

Curriculum & Instruction

4.5% Increase in students meeting or exceeding on STAR at EOY first 2 years, and then 2% increase on EOY in subsequent 2 years	STAR (Math)	Overall	70	74.5	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	18	22.5	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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers in K-8 will utilize data-informed strategies to differentiate instruction in foundational skills and to address linguistic and academic diverse needs.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will utilize Achieve the Core concept maps to determine core standards to incorporate into unit planning and assessment, ensuring all students are exposed to major cluster standards during the school year.	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	In Spring, admin will coordinate a professional development around Assessment Literacy for staff as the preliminary work needed for this goal	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	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?

The 5essentials from SY23 show significant increases in a number of student metrics, including, school connectedness, Human and Social Resources in the Community, Emotional Health, et al. School connectedness increased by 21 percentile points, from 44 to 65, from Neutral to Strong, with 89% agreeing or strongly agreeing. Emotional Health increased from 24 to 34, which is still a low overall score, but given the national Pediatric Mental Health crisis the double digit increase is a promising trend.

What is the feedback from your stakeholders?

The feedback from the students is that the support that they feel they are receiving from their peers is not as high as we would like it to be. We want to promote encouragement between students in their work academically and their social emotional well-being.

What student-centered problems have surfaced during this reflection?

Students Teacher Trust score dropped by 16 percentile points, and many students responded that teachers do not keep promises or listen to student input.

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

We joined the RP Cohort last year, and had a number of staff members go through the multi day certification. Those teachers will be training their peers on practices like Talking Circles, which give students voice and give teachers and peers honest feedback.

Return to Top Determine Priorities

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

Students...
 Students Teacher Trust score dropped by 16 percentile points, and many students responded that teachers do not keep promises or listen to student input.

[Determine Priorities Protocol](#)

Resources:

Indicators of a Quality CIWP: Determine Priorities
 Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.
 Priorities are determined by impact on students' daily experiences.

Return to Top Root Cause

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

As adults in the building, we...
 have taken on more traditional roles of discipline and not listening to students enough.

[5 Why's Root Cause Protocol](#)

Resources:

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

Return to Top Theory of Action

What is your Theory of Action?

If we...
 use new methods such as restorative practice and listen to student voice and provide students with the opportunity to reflect on their own actions as well as model the ways in which we can be reflective

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

Resources:

then we see....

the culture of the class change in regards to student behavior and mutual trust between teachers and students



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.

which leads to...

a more trusting and overall positive classroom environment.



[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

Restorative Practice Team

Dates for Progress Monitoring Check Ins

Q1 9/27/23

Q3 2/9/24

Q2 12/12/23

Q4 4/12/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1	Restorative Practice Team introduces and provides professional development with support to school faculty and staff.	BHT, CCT, and RP Cohort	August 17, and ongoing GLT in SY24	Completed
Action Step 1	Restorative Practice Team trains staff during PD week	RP Team	August 18	Completed
Action Step 2	Practice Implementating Peace Circles with students (with RP Team)	All Staff, RP Team	November 10	In Progress
Action Step 3	Teachers use Peace Circlces/Talking Circles with students	All Staff	January 31	In Progress
Action Step 4	Restorative Practice Team provides support and feedback	RP Team	March 22	Not Started
Action Step 5	Restorative Practices are fully implemented schoolwide	All Staff	June 6	In Progress
Implementation Milestone 2	All teachers hold a Morning Meeting/Calm Classroom	All Staff	August 17, and ongoing GLT in SY24	In Progress
Action Step 1	CCT team presents morning meeting slides to teachers	All Staff	August 14	Completed
Action Step 2	Teachers create daily morning slides to share with students	All Staff	August 21	In Progress
Action Step 3	Teachers have daily morning meetings with students	Students	September 1	In Progress
Action Step 4	Teachers complete a calm classroom with the students after lunch	Students	September 1	In Progress
Action Step 5				Select Status
Implementation Milestone 3	Knightly Virtues	CCT	September 29	Completed
Action Step 1	Determine monthly virtues for whole school	CCT	August 14	Completed
Action Step 2	Present "Connected Curriculum" to all staff	CCT	August 17	Completed
Action Step 3	Teacher share "Virtue slideshow" to students - repeats monthly	All Teachers	September 4	In Progress
Action Step 4	Students complete optional themed activites throughout the month	Students	September 4	In Progress
Action Step 5	Students are recognized for Chivalry in Action Award	Administration	September 29	In Progress
Implementation Milestone 4	Buddies Activities	All School	Sept 11	In Progress
Action Step 1	CCT determines classroom pairings throughout the school	CCT	August 14	Completed
Action Step 2	First get to know you activity/ read aloud with buddy partners	All Students	September 29	In Progress
Action Step 3	Monthly virtue activity between Classroom Buddies	All Students	Monthly	In Progress
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	ILT will create and conduct an in-house survey based on our prior responses from 5 Essentials and BHT. This will be used to measure student attitudes toward self, peers, and community. We will be looking for a statistically significant growth toward positive attitudes that will be determined by the SY24 ILT.	
SY26 Anticipated Milestones	ILT and PPLC will agregate the data from the SY25 survey to update the survey and look for consistencies that allow us to accurately measure student growth on positive attitudes toward Chappell peers, self, and community	

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

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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
Student Teacher Trust Score on 5E increases to 60th %ile	No	5E: Supportive Environment	Overall	45	60	65	70
			Select Group or Overall				
Emotional Health Score on 5E increases to 45th %ile	No	5E: Supportive Environment	Overall	34	45	55	65
			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.	4 talking circles for each homeroom. Monthly Buddy activities around SEL Themes. Staff recognition of Students showing Knightly Virtues. Seek out potential organizational partners for SEL/Health work	All homeroom teachers certified in Sex Health Ed. Develop partnership with outside organization around Health curriculum, likely Chicago Womens Health Center	In School Year 26, our goal is to establish a Comprehensive Wellness Program, merging SEL, Health Education, and holistic well-being practices. We'll provide teacher training, engage parents and the community, enhance mental health support, and promote holistic well-being. We'll assess, expand partnerships, empower student leadership, and seek feedback to create an environment prioritizing student well-being and success.
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.	Successful implementation of new SEL curriculum. Research potential community partnerships to provide whole class instruction and/or direct service to identified students.	First year of community partnership.	Established/ongoing community partnership with mental health agency.
PS:1 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).	Successful transition from Naviance to SchoolLinks, which is required preliminary work for the adoption of Success Bound in SY25	Successful implementation of C4 (Success Bound) for Middle school	Schoolwide Career Day/week covering the 16 career clusters.

[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
Student Teacher Trust Score on 5E increases to 60th %ile	5E: Supportive Environment	Overall	45	60	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Emotional Health Score on 5E increases to 45th %ile	5E: Supportive Environment	Overall	34	45	Select Status	Select Status	Select Status	Select Status
		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.	4 talking circles for each homeroom. Monthly Buddy activities around SEL Themes. Staff recognition of Students showing Knightly Virtues. Seek out potential organizational partners for SEL/Health work	Select Status	Select Status	Select Status	Select Status
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.	Successful implementation of new SEL curriculum. Research potential community partnerships to provide whole class instruction and/or direct service to identified students.	Select Status	Select Status	Select Status	Select Status
PS:1 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).	Successful transition from Naviance to SchoolLinks, which is required preliminary work for the adoption of Success Bound in SY25	Select Status	Select Status	Select Status	Select Status

Parent and Family Plan

If Checked:

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



Our school is a Title I school operating a Schoolwide Program

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

If Checked:

No action needed



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

