

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
Mariou Rebolledo	Principal	msrebolledo@cps.edu
Megan Kordas	Connectedness & Wellbeing Lead	mkordas@cps.edu
Heather Jones	Curriculum & Instruction Lead	hmjones@cps.edu
Sarah Gayman	Teacher Leader	sgayman@cps.edu
Megan Anguiano	Inclusive & Supportive Learning Lead	mmanguiano@cps.edu
Ryan Harkins	Teacher Leader	RHarkins1@cps.edu
Amy Koonce	Teacher Leader	ACKoonce@cps.edu
Kamalich Colon	Teacher Leader	kcolon@cps.edu
Marcos Hernandez	Teacher Leader	mghernandez10@cps.edu
Carmen Basile	AP	cfbasile@cps.edu
Daryl Seaton	LSC Member	seatondaryl@hotmail.com
Juan Jose Gonzalez	LSC Member	jgonzalez2006@gmail.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 📅	Planned Completion Date 📅
Team & Schedule	6/1/23	6/1/23
Reflection: Curriculum & Instruction (Instructional Core)	6/1/23	6/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/8/23	6/8/23
Reflection: Connectedness & Wellbeing	6/8/23	6/8/23
Reflection: Postsecondary Success	6/8/23	6/8/23
Reflection: Partnerships & Engagement	6/8/23	6/8/23
Priorities	7/13/23	7/13/23
Root Cause	7/13/23	7/13/23
Theory of Action	7/13/23	7/13/23
Implementation Plans	8/14/23	8/14/23
Goals	8/14/23	8/31/22
Fund Compliance		
Parent & Family Plan		
Approval	9/8/23	9/8/23

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	11/2/2023
Quarter 2	1/11/2024
Quarter 3	3/7/2024
Quarter 4	5/2/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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	Overall, CWLA academic outcomes are "good." Overall, 61% of students are at or above benchmark for Star360 Reading. However, while 87% of White students and 83% of Asian students are at or above benchmark on Star360 Reading, outcomes for EL (65%), DL (76%), Black (51%) and Latinx (64%) students are "lagging." There is a discrepancy between Star360 data and IAR data. 43% of students meet or exceeded expectations in IAR Reading. However, while 54% of White students and 77% of Asian students are at or above benchmark on IAR reading, 27 % of Black students are meeting or exceeding expectations in IAR Reading. 41% of Latinx students are meeting or exceeding expectations in IAR Reading. 8% of DL students are at or above benchmark in IAR reading. 48% of EL students are at or above benchmark in IAR reading.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		In Math, 79% of students are at or above benchmark for Star360Math. 100% of White students and 98% of Asian students are at or above benchmark on Star360 Math, with outcomes for EL (86%), DL (95%), Black (61%) and Latinx (81%) students. Outcomes for Black students are lagging significantly. There is a discrepancy between Star360 data and IAR data. 37% of students meet or exceeded expectations in IAR Math. However, while 84% of White students and 69% of Asian students are at or above benchmark on IAR math, 17%
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	What is the feedback from your stakeholders? -Use of Skyline curriculum is limited, in part because of lack of training and limited materials, -SY24 Assessment plan supports common assessments aligned to grade level standards. -BOY student work displayed, community building activities, Monthly Heritage celebrations, 3Bs, Accountable Talk and Interdependence focus for instructional strategies supporting the move to cooperative learning. -need to add more personal identities activities such as family traditions, cultural differences and similarities -The ILT leads instructional improvement through distributed leadership as recognized by Network6. ILT members want to know - How many of these meetings are to be led by ILT members for the year? -Differentiated groups based on data, strategy groups are updated regularly, exit tickets, checks for understanding.	
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
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? -Many grades/content moving to Skyline curriculum - science, social studies, ELA (partial) -The sets from Skyline were culturally relevant -Continue throughout the school year, not just BOY; PD for Accountable Talk and Interdependence structures and system. No impact yet as these are end of year efforts/changes for the coming school year. Schoolwide efforts with incorporating accountable talk and positive interdependence in tasks is expected to increase opportunities for student voice and classroom community.	

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.

In Reading, 87% of White students and 83% of Asian students are at/above benchmark on Star360 Reading, outcomes for EL (65%), DL (76%), Black (51%) and Latinx (64%) students are lagging. In Math, 79% of students are at/above benchmark for Star360Math. 100% of White students and 98% of Asian students are at/above benchmark on Star360 Math, with outcomes for EL (86%), DL (95%), Black (61%) and Latinx (81%) students. Outcomes for Black students are lagging significantly.

Cultivate results from student indicate we should prioritize conditions that build Classroom community, supportive teaching and student voice.

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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	- On Track Rates for 3-8 - 78%, Black 65%, Latinx 77%, Asian 94%, White 90%, Multi 86% -Roots Survey indicates planning and implementation of interventions scores are both 33%, though screening score is 100%. Tier Movement Report shows increase in Tier 1 students from 75% to 86% and decrease in Tier 3 students from 11% to 2%. - 45% of DL students at or above grade level per i-Ready Reading EOY and 44% of DL students are at or above grade level in i-Ready Math. 76% of DL students are at or above benchmark on Star360 Reading EOY and 86% of DL students are at or above in Math. -Most students are in LRE1	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		MTSS Integrity Memo		

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	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.	

- ACCESS scores are stagnant, with Proficiency staying near 56% for the past 3-4 years.
59% of EL students are at grade level for i-Ready Reading and 28% are at grade level for Math. 65% of EL students are at or above benchmark on Star360 Reading and 95% of EL students are at or above benchmark for Math.

What is the feedback from your stakeholders?

- MTSS team meets regularly, school-wide historical data, dedicated MTSS block.
- Absence of robust communication plan for parents, as well as staff communications with MTSS team
- barriers - types of conversations with families, timing of conversations, scheduling meetings/conversations between the school staff
- Absence of documentation in Branching Minds for interventions
- Only one goal is possible to document in a subject area, system not well established for the MTSS process (inconsistent), interventionists not fully utilized for the students with greatest needs
- Branching Minds training is incomplete for teachers
- Most students are in LRE1, but students with LRE2 missing content in Gen Ed classes
- Not all students with IEPs are growing adequately, not reaching benchmarks and goals
- no apparent focus on EL students, despite their representation in the enrollment
- There are NOT 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?

- proposed communication plan for during GLT and with parents about MTSS interventions
- proposed DL & Gen Ed teacher collaboration during GLT, monthly.
- WL teachers will collaborate with both DL, EL & Gen Ed teachers to review modifications and indicators for success

[MTSS Academic Tier Movement](#)
[Annual Evaluation of Compliance \(ODLSS\)](#)

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

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.

- While most students are Tier 1 at CWLA, our students who are Tier 2/3 do not have evidence of planning and implementation of interventions in Branching Minds.
- Black and Latinx students have lower On-Track rates than other student groups.
- DL students are lagging in reading outcomes with ~45% at or above grade level for K-2 and 76% at benchmark for 3-8.

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	BHT Key Component Assessment SEL Teaming Structure	office referrals (behavior and academic) disparities Attendance . office referrals (behavior and academic) disparities follow similar patterns with 9 -Office managed behavior referrals metrics not reviewed except anecdotes -BHT embedded in MTSS, no culture and climate team during SY23 -On Track Rates for 3-8 - 78%, Black 65%, Latinx 77%, Asian 94%, White 90%, Multi 86% -2nd Step, some support from work towards cooperative learning, Calm Classroom in some classrooms -non-academic OST options for k-2 were available this year, better options for all, mentoring opportunity added for boys 5-8 grade. -Attendance metrics improved from SY22 for all students by 1%. Improved for Black, Latinx, DL students over prior year and gap between these student groups and white students is smaller. -students with extended absences - phone calls, letters, tracking	% 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
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.	What is the feedback from your stakeholders? -SEL curriculum and practices needs to be implemented consistently across all grade levels. Prof Learning for staff for SEL, continuing to develop Cooperative Learning strategies, developing/revamping Calm Classroom, Responsive Classroom; -consider how groups of students are being supported (SEL, etc.), more opportunities to layer SEL instruction, groups, consider how recess/lunch is navigated/structured, -need to consider in-school supports for girls and boys (mentoring, SEL, sports, financial literacy) -Expand what is offered (sports) K-4, communication to parents about programs, seeking out other people/programs to run after school, looking at vendors and offering once/week weekly options that parents pay for to cover the cost, parent/staff partnership, vendors/non-profit for in school enrichment activities/programs (consider EQUITY)	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance

Yes	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?	
While most students are Tier 1 at CWLA, our students who are Tier 2/3 do not have evidence of planning and implementation of interventions in Branching MInds. Per Cultivate Survey, students feel that their teachers do not asks for input about their learning, Studentd do not feel their classmates do not encourage each other.	- creating time for collaboration for student culture and climate improvement - creating C&C teams (4 - staff social engagement, beautification, SEL learning, celebrations and cultural events), teams that have equitable representation (build the team categories, including distribution of GLT, WL and specials), incorporation of team meetings into Flex hours -no impact as these are plans in progress for SY24, teacher assignments/committee selection has taken place		

[Return to Top](#) **Postsecondary Success**

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	College and Career Competency Curriculum (C4) 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).	- On Track Rates for 3-8 - 78%, Black 65%, Latinx 77%, Asian 94%, White 90%, Multi 86% - PLPs done but not well documented -career survey, planning, secondary and postsecondary options and education and goal setting, financial literacy for 7/8 -missing students who are low performing	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCE 3 - 8 On Track
Partially	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Partially	Work Based Learning Toolkit 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).		9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Select Rating	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).		
Select Rating	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
Select Rating	PLT Assessment Rubric 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).		
Select Rating	Alumni Support Initiative One Pager 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).		

What student-centered problems have surfaced during this reflection?
 If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.
 [problems experienced by most students; problems experienced by specific student groups]

What is the feedback from your stakeholders?
 While middle school students do have an opportunity to participate in Merit Club, outside opportunities for service projects/internships are not made available.

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?
 In years past, partnerships with Chicago Animal Care and Control provided Merit Club Students with an opportunity to tour the facility and learn about the animals and staff. Students also dropped off donations for the the dogs and cats. Barriers included transportation and grade and behavior requirements for joining. Currently all middle school students are offered the opportunity to participate and meetings are conducted during the school day. A brief partnership with the Blackhawks allowed 4th graders to experience hockey and opportunites that we're made attainable.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>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.</p>	<p>Spectrum of Inclusive Partnerships</p> <p>-Cultivate Survey - Student response - Low in academic risk taking, agency and risk taking - suggested learning condition priorities - - student voice, supportive teaching and classroom community 📌</p> <p>-5Essentials - Teachers response - Involved Families: Parent involvement, influence = weak, trust = strong but decreased from SY22</p> <p>-5Essentials - Student response - Supportive Environment: Safety, academic personalism = weak, Student-Teacher Trust and Peer Support = neutral but increased from SY22</p> <p>-Attendance for parents to Friends of CWLA, LSC, social events; grade level meetings - not measured/tracked</p> <p>-Many teachers send weekly newsletters</p> <p>-student perspectives survey informed some of the ILT work</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>	<p>Reimagining With Community Toolkit</p>	<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
No	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>Student Voice Infrastructure Rubric</p> <p>What is the feedback from your stakeholders?</p> <p>Consider how events are scheduled and planned. Timing, transportation and locations make participation difficult. 📌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</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>Student behaviors, limited - consider how to reach more families - equity, diversity, benchmark / standards/ expectations for parents, resources for enrichment, reduction on reliance of technology, 📌</p>		<p>Events are planned in communities around the city. Timing is varied and access to public transportation considered. 📌</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.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Overall, CWLA academic outcomes are "good." Overall, 61% of students are at or above benchmark for Star360 Reading. However, while 87% of White students and 83% of Asian students are at or above benchmark on Star360 Reading, outcomes for EL (65%), DL (76%), Black (51%) and Latinx (64%) students are "lagging." There is a discrepancy between Star360 data and IAR data. 43% of students meet or exceeded expectations in IAR Reading. However, while 54% of White students and 77% of Asian students are at or above benchmark on IAR reading, 27 % of Black students are meeting or exceeding expectations in IAR Reading. 41% of Latinx students are meeting or exceeding expectations in IAR Reading. 8% of DL students are at or above benchmark in IAR reading. 48% of EL students are at or above benchmark in IAR reading.

In Math, 79% of students are at or above benchmark for Star360Math. 100% of White students and 98% of Asian students are at or above benchmark on Star360 Math, with outcomes for EL (86%), DL (95%), Black (61%) and Latinx (81%) students. Outcomes for Black students are lagging significantly. There is a discrepancy between Star360 data and IAR data. 37% of students meet or exceeded expectations in IAR Math. However, while 84% of White students and 69% of Asian students are at or above benchmark on IAR math, 17% of Black students are meeting or exceeding expectations in IAR math. 27% of Latinx students are meeting or exceeding standards in IAR math. 14% of DL students are at or above benchmark in IAR math. 56 % of EL students are at or above benchmark in IAR math.

What is the feedback from your stakeholders?

- Use of Skyline curriculum is limited, in part because of lack of training and limited materials, -SY24 Assessment plan supports common assessments aligned to grade level standards.
- BOY student work displayed, community building activities, Monthly Heritage celebrations, 3Bs, Accountable Talk and Interdependence focus for instructional strategies supporting the move to cooperative learning.
- need to add more personal identities activities such as family traditions, cultural differences and similarities
- The ILT leads instructional improvement through distributed leadership as recognized by Network6. ILT members want to know - How many of these meetings are to be led by ILT members for the year?
- Differentiated groups based on data, strategy groups are updated regularly, exit tickets, checks for understanding.

What student-centered problems have surfaced during this reflection?

In Reading, 87% of White students and 83% of Asian students are at/above benchmark on Star360 Reading, outcomes for EL (65%), DL (76%), Black (51%) and Latinx (64%) students are lagging. In Math, 79% of students are at/above benchmark for Star360Math. 100% of White students and 98% of Asian students are at/above benchmark on Star360 Math, with outcomes for EL (86%), DL (95%), Black (61%) and Latinx (81%) students. Outcomes for Black students are lagging significantly.

Cultivate results from student indicate we should prioritize conditions that build Classroom community, supportive teaching and student voice.

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?

- Many grades/content moving to Skyline curriculum - science, social studies, ELA (partial)
- The sets from Skyline were culturally relevant
- Continue throughout the school year, not just BOY; PD for Accountable Talk and Interdependence structures and system.

No impact yet as these are end of year efforts/changes for the coming school year.

Schoolwide efforts with incorporating accountable talk and positive interdependence in tasks is expected to increase opportunities for student voice and classroom community.

Return to Top Determine Priorities

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

Students...

Students do not have a horizontally and vertically aligned curriculum with rigorous tasks including modeling and practice to respond to text with explicit evidence and reasoning for all content areas.

Resources:

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top Root Cause

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

As adults in the building, we...

will provide high quality instruction with a vertically and horizontally aligned curriculum to all students and rigorous tasks to meet our students' needs.

Resources:

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

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top Theory of Action

What is your Theory of Action?

If we.... Resources:

Jump to... [Priority Reflection](#) [TOA Root Cause](#) [Goal Setting Implementation Plan](#) [Progress Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

implement cooperative learning strategies using high quality curriculum aligned to grade level standards, incorporate lessons that are inclusive and responsive to who our students are and what they need, integrate Classroom Community cultivate practices, and implement with integrity,

then we see....

teachers providing rigorous tasks and students engaging in tasks that center students' identities, build relationships and community in the classroom experience, and ensure all students specifically Black and Latinx students have the learning conditions in place to thrive.

which leads to...

an increase of 10% of all students meeting/exceeding standards based on IAR assessments and an increase of 10% meeting/ exceeding standards for Black and LatinX student subgroups.

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.

[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

Whole School

Dates for Progress Monitoring Check Ins

Q1 11/2/2023 Q3 3/7/2024
 Q2 1/11/2024 Q4 5/2/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	By Q1, school-wide lesson plans include cooperative learning strategies.			In Progress
Action Step 1	Review lesson plans at grade level meeting and peer share strategies			In Progress
Action Step 2	Peer observation as needed			Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	BY Q2, teachers will provide rigorous tasks embedded with cooperative strategies			Select Status
Action Step 1	Assess current teaching practices, lesson plans, and the level of cooperative learning with rigorous tasks in classroom			Select Status
Action Step 2	Collect baseline data on student performance and engagement in your current lessons			Select Status
Action Step 3	WL & Special classes teachers will collaborate with grade level teachers to incorporate like cooperative strategies			Select Status
Action Step 4	Discuss strategies and share experiences in PLC/GLTs.			Select Status
Action Step 5				Select Status
Implementation Milestone 3	By Q3, grade level standards match rigorous tasks.			Select Status
Action Step 1	Backwards map lessons by using formative and summative assessment tools that align with the standards.			Select Status
Action Step 2	Break down grade-level standards relevant to subject area.			Select Status
Action Step 3	Seek feedback from students, colleagues, and administrators to refine lessons.			Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	BY Q4, lesson plans have evidence of inclusive practices and implementation of cooperative learning strategies aligned to rigorous tasks and grade level standards.			Select Status
Action Step 1	Ensure that lesson plans are aligned with these standards, making th			Select Status
Action Step 2	Use assessment data and feedback to adjust lesson plans accordingly.			Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25 Anticipated Milestones	By SY25, we will focus on professional learning on Culturally Responsive teaching.	
SY26 Anticipated Milestones	SY26, we will see evidence of high quality instruction using a culmination of cooperative learning, classroom community, and culturally responsive strategies,	

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

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

Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
IAR Data Reading	Yes	IAR (English)	African American	27.96%	32%	35%	38%
			Latinx	43.48%	47%	50%	53%
IAR Data Math	Yes	IAR (Math)	African American	18.28%	22%	25%	28%
			Latinx	27.47%	31%	34%	37%

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
<i>C&I:2 Students experience grade-level, standards-aligned instruction.</i>	By SY2024, lesson plans have evidence of inclusive practices and implementation of cooperative learning strategies aligned to rigorous tasks and grade level standards.	Curriculum alignment	
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.	By SY2024, Professional Learning for inclusive & culturally responsive practices	Culturally Responsive curriculum and practices	
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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Select the Priority Foundation to pull over your Reflections here =>

Curriculum & Instruction

Category	Sub-Category	Group	Value 1	Value 2	Status 1	Status 2	Status 3	Status 4
IAR Data Reading	IAR (English)	African American	27.96%	32%	Select Status	Select Status	Select Status	Select Status
		Latinx	43.48%	47%	Select Status	Select Status	Select Status	Select Status
IAR Data Math	IAR (Math)	African American	18.28%	22%	Select Status	Select Status	Select Status	Select Status
		Latinx	27.47%	31%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	By SY2024, lesson plans have evidence of inclusive practices and implementation of cooperative learning strategies aligned to rigorous tasks and grade level standards.	Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	By SY2024, Professional Learning for inclusive & culturally responsive practices	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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.
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.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

- On Track Rates for 3-8 - 78%, Black 65%, Latinx 77%, Asian 94%, White 90%, Multi 86%
- Roots Survey indicates planning and implementation of interventions scores are both 33%, though screening score is 100%. Tier Movement Report shows increase in Tier 1 students from 75% to 86% and decrease in Tier 3 students from 11% to 2%.
- 45% of DL students at or above grade level per i-Ready Reading EOY and 44% of DL students are at or above grade level in i-Ready Math. 76% of DL students are at or above benchmark on Star360 Reading EOY and 86% of DL students are at or above in Math.
- Most students are in LRE1
- ACCESS scores are stagnant, with Proficiency staying near 56% for the past 3-4 years. 59% of EL students are at grade level for i-Ready Reading and 28% are at grade level for Math. 65% of EL students are at or above benchmark on Star360 Reading and 95% of EL students are at or above benchmark for Math.
- EL Program Review had findings (please refer to school report - see Principal)

What is the feedback from your stakeholders?

- MTSS team meets regularly, school-wide historical data, dedicated MTSS block.
- Absence of robust communication plan for parents, as well as staff communications with MTSS team
- barriers - types of conversations with families, timing of conversations, scheduling meetings/conversations between the school staff
- Absence of documentation in Branching Minds for interventions
- Only one goal is possible to document in a subject area, system not well established for the MTSS process (inconsistent), interventionists not fully utilized for the students with greatest needs
- Branching Minds training is incomplete for teachers
- Most students are in LRE1, but students with LRE2 missing content in Gen Ed classes
- Not all students with IEPs are growing adequately, not reaching benchmarks and goals
- no apparent focus on EL students, despite their representation in the enrollment
- There are NOT language objectives (that demonstrate HOW students will use language) across the content.

What student-centered problems have surfaced during this reflection?

While most students are Tier 1 at CWLA, our students who are Tier 2/3 do not have evidence of planning and implementation of interventions in Branching Minds.

Black and Latinx students have lower On-Track rates than other student groups.

DL students are lagging in reading outcomes with ~45% at or above grade level for K-2 and 76% at benchmark for 3-8.

EL student ACCESS proficiency is at 56%. ~60% of EL students are at grade level/benchmark for Reading.

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?

- proposed communication plan for during GLT and with parents about MTSS interventions
- proposed DL & Gen Ed teacher collaboration during GLT, monthly.
- WL teachers will collaborate with both DL, EL & Gen Ed teachers to review modifications and indicators for success

Return to Top Determine Priorities

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

Students...
 Black, Latinx, and DL students are making less growth based on data (MTSS, IAR, Star360)

Resources:

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

Return to Top Root Cause

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

As adults in the building, we...
 Provide parent communication about individual students, work with small groups and progress monitor weekly or bi-weekly to close the gap in the student area of need, utilize Branching Minds to document student learning to communicate to the district and school, provide grade level meeting time for teachers to collaborate on strategies and small group planning

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?

Resources:

If we....
 Implement our MTSS Systems and Structures that match instructional methods with student specific learning needs,

then we see....
 teachers providing appropriate interventions, monitoring progress, making adjustments based on student performance, and teacher and families working together in partnership to ensure students growth and success.

which leads to...

an increase of Tier 2/3 students moving towards grade level proficiency as evident by district universal screener.

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.

[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

Whole School

Dates for Progress Monitoring Check Ins

Q1 11/2/2023 Q3 3/7/2024
 Q2 1/11/2024 Q4 5/2/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	By Q1, Identify all Tier 2 and 3 students			In Progress
Action Step 1	MTSS Team complete school-wide Student Data document.			Completed
Action Step 2	MTSS Team conduct data analysis to identify students utilizing EOY district assessment data (or BOY data for new students) and standards based assessments.			Completed
Action Step 3	Collaborative time to identify student needs and appropriate interventions.			Completed
Action Step 4	Provide time to enter on Branching Minds to monitor progress in grade level meetings .			In Progress
Action Step 5				Select Status
Implementation Milestone 2	By Q2, ensure MTSS Systems & Structures including progress monitoring, communication.			Select Status
Action Step 1	Parent notification letter indicating Tier, target skill, intervention provider, and frequency is communicated including translation.			Select Status
Action Step 2	Provide time to enter on Branching Minds to monitor progress.			Select Status
Action Step 3	MTSS team and teachers conduct data analysis every 3 weeks to monitor student progress.			Select Status
Action Step 4	MTSS team and teachers provide next steps (exit or intensify / adjust interventions).			Select Status
Action Step 5				Select Status
Implementation Milestone 3	By Q3, 100% of interventionists and teachers have documented and engaged in full intervention cycle for identified Tier 2 or 3 students.			Select Status
Action Step 1	Analyze MOY data to adjust Tier 2/3 list.			Select Status
Action Step 2	Parent notification letter indicating Tier, target skill, intervention provider, and frequency is communicated.			Select Status
Action Step 3	Provide time to enter on Branching Minds to monitor progress.			Select Status
Action Step 4	MTSS team and teachers conduct data analysis every 3 weeks to monitor student progress.			Select Status
Action Step 5	MTSS team and teachers provide next steps (exit or intensify / adjust interventions).			Select Status
Implementation Milestone 4	By Q4, 100% of identified students are provided documented appropriate intervention services on a weekly basis for Tier 2 and 3 and progress monitored weekly for tier 3 biweekly basis for Tier 2.			Select Status
Action Step 1	Parent notification letter indicating Tier, target skill, intervention provider, and frequency is communicated.			Select Status
Action Step 2	Provide time to enter on Branching Minds to monitor progress.			Select Status
Action Step 3	MTSS team and teachers conduct data analysis every 3 weeks to monitor student progress.			Select Status

Action Step 4	MTSS team and teachers provide next steps (exit or intensify / adjust interventions).			Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 BY SY25, develop a system for identifying primary deficit and a library /menu of matching appropriate interventions.

SY26 Anticipated Milestones
 By SY26, we will implement the MTSS system and structures using the interventon library we have created.

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Move the percentage of students who are 1-2 grade levels behind towards grade level proficiency at EOY as evident by standards based grade level for i-Ready reading and math.	Yes	iReady (Reading)	African American	28.26%	25.5%	23%	20%
			Latinx	25.58%	24%	22%	20%
Move the percentage of Tier 2/3 students toward grade level proficiency at EOY as evident by academic percentile for Star 360 in reading and math.	Yes	STAR (Reading)	African American	25.53%	24%	22%	20%
			Latinx	18.09%	17%	16%	15%

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	100% of identified students are provided appropriate intervention services on a weekly basis for Tier 2 and 3 and progress monitoring weekly for tier 3 and biweekly basis for Tier 2.	*strengthening Tier 1 practices	
Select a Practice			
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Move the percentage of students who are 1-2 grade levels behind towards grade level proficiency at EOY as evident by standards based grade level for i-Ready reading and math.	iReady (Reading)	African American	28.26%	25.5%	Select Status	Select Status	Select Status	Select Status
		Latinx	25.58%	24%	Select Status	Select Status	Select Status	Select Status
Move the percentage of Tier 2/3 students toward grade level proficiency at EOY as evident by academic percentile for Star 360 in reading and math.	STAR (Reading)	African American	25.53%	24%	Select Status	Select Status	Select Status	Select Status
		Latinx	18.09%	17%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	100% of identified students are provided appropriate intervention services on a weekly basis for Tier 2 and 3 and progress monitoring weekly for tier 3 and biweekly basis for Tier 2.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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?

office referrals (behavior and academic) disparities Attendance . office referrals (behavior and academic) disparities follow similar patterns with 9

- Office managed behavior referrals metrics not reviewed except anecdotes
- BHT embedded in MTSS, no culture and climate team during SY23
- On Track Rates for 3-8 - 78%, Black 65%, Latinx 77%, Asian 94%, White 90%, Multi 86%
- 2nd Step, some support from work towards cooperative learning, Calm Classroom in some classrooms
- non-academic OST options for k-2 were available this year, better options for all, mentoring opportunity added for boys 5-8 grade.
- Attendance metrics improved from SY22 for all students by 1%. Improved for Black, Latinx, DL students over prior year and gap between these student groups and white students is smaller.
- students with extended absences - phone calls, letters, tracking

What is the feedback from your stakeholders?

- SEL curriculum and practices needs to be implemented consistently across all grade levels. Prof Learning for staff for SEL, continuing to develop Cooperative Learning strategies, developing/revamping Calm Classroom, Responsive Classroom;
- consider how groups of students are being supported (SEL, etc.), more opportunities to layer SEL instruction, groups, consider how recess/lunch is navigated/structured,
- need to consider in-school supports for girls and boys (mentoring, SEL, sports, financial literacy)
- Expand what is offered (sports) K-4, communication to parents about programs, seeking out other people/programs to run after school, looking at vendors and offering once/week weekly options that parents pay for to cover the cost, parent/staff partnership, vendors/non-profit for in school enrichment activities/programs (consider EQUITY)

What student-centered problems have surfaced during this reflection?

While most students are Tier 1 at CWLA, our students who are Tier 2/3 do not have evidence of planning and implementation of interventions in Branching Minds. Per Cultivate Survey, students feel that their teachers do not asks for input about their learning, Student do not feel their classmates do not encourage each other.

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?

- creating time for collaboration for student culture and climate improvement - creating C&C teams (4 - staff social engagement, beautification, SEL learning, celebrations and cultural events), teams that have equitable representation (build the team categories, including distribution of GLT, WL and specials), incorporation of team meetings into Flex hours
- no impact as these are plans in progress for SY24, teacher assignments/committee selection has taken place

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Determine Priorities

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

Students...

Do not feel a sense of belonging in class based on Cultivate Survey outcomes where teachers do not asks for their input in their learning and where their classmates do not encourage each other. 🗑️

Resources: 🚀

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

[Return to Top](#)

Root Cause

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

As adults in the building, we...

will provide a collaborative and cooperative learning spaces for all students where they will be able to provide input, receive feedback, and feel encourage by peers and teachers, provide safe and cooperative learning spaces where they will continue to use Accountable Talk strategies which will lead to strengthening community building. 🗑️

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.

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Theory of Action

What is your Theory of Action?

If we....

Resources: 🚀

provide Tier 1 SEL curriculum and Tier 2/3 SEL supports for identified students , structured cooperative learning spaces, and restorative practices for all students, as well as build community within our classrooms and school,

then we see....

students and staff engaging in daily SEL and Community Building activities, respectful conversation and collaboration, using problem solving strategies, and evidence of restorative practices in the classroom and school

which leads to...

an increase in Classroom Community from 54% to 64% on the cultivate survey.



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.

[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

SEL/BHT/ SEL Skills Team

Dates for Progress Monitoring Check Ins

Q1 11/2/2023

Q3 3/7/2024

Q2 1/11/2024

Q4 5/2/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	BY Q1, teachers will implement Cooperative Learning strategies through professional learning and implement Second Step & Calm Classroom SEL Tier 1 Curriculum (digital program).	Whole School	End of Quarter 1	Select Status
Action Step 1	Provide professional learning in Cooperative Learning.			Select Status
Action Step 2	Provide cooperative learning mats to teachers			Select Status
Action Step 3	Provide staff with 2 cooperative learning strategy summaries/slic			Select Status
Action Step 4	Set up classroom for cooperative learning spaces.			Select Status
Action Step 5	Implement cooperative learning strategies 2x a week			Select Status
Implementation Milestone 2	By Q2 100% of teachers will implement strategies and community building through Responsive Classroom professional learning and through the arts programming.			Select Status
Action Step 1	Provide professional learning through Responsive Classroom training.			Select Status
Action Step 2	Continue to implement weekly classroom and team building activities			Select Status
Action Step 3	Provide peer observation opportunities			Select Status
Action Step 4	All staff will implement responsive classroom strategies			Select Status
Action Step 5	Conduct survey to students to garner feedback and suggestions.			Select Status
Implementation Milestone 3	By Q3, 100% of teachers will align SEL Tier 1 curriculum school-wide including in World Languages, Specials classes, and the Arts programming.			Select Status
Action Step 1	Create a weekly scope and sequence for school-wide Tier 1 implementation.			Select Status
Action Step 2	Align 3 Bs to monthly SEL skills.			Select Status
Action Step 3	Staff and students use common language in Tier 1 curriculums.			Select Status
Action Step 4	Adjust systems and structures based on student feedback and suggestions.			Select Status
Action Step 5				Select Status
Implementation Milestone 4	By Q4, 100% of teachers and staff will participate in professional learning and development and all teachers will implement Tier 1 SEL curriculum and structures including restorative practices school-wide.			Select Status
Action Step 1	Complete and implement scope and sequence for Tier 1 SEL implementation.			Select Status
Action Step 2	Participate in continuum professional learning to strengthen our practice skills.			Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25 Anticipated Milestones
 By SY25, continue to provide additional sequential days of professional learning to expand our practices in cooperative learning and building classroom community.

SY26 Anticipated Milestones
 By SY26, continue to provide additional sequential days of professional learning to expand our practices in cooperative learning and building classroom community through extended interdependent activity/ projects.

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

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

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Using the Cultivate Survey for 5th-8th graders, the learning condition of Classroom Community will increase from 54% to 64%.	Yes <input type="checkbox"/>	Cultivate	Overall <input type="text"/>	54%	58%	61%	64%
			Overall <input type="text"/>				
Increase percentage of students that are on-track.	Yes <input type="checkbox"/>	3 - 8 On Track	Overall <input type="text"/>	77%	79%	81%	82%
			African American <input type="text"/>	65%	67%	69%	70%

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.	SY24	SY25	SY26
		C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	By SY24, 100% of teachers and staff will participate in professional learning and development and all teachers will implement Tier 1 SEL curriculum and structures.	
Select a Practice <input type="text"/>				
Select a Practice <input type="text"/>				

[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
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Jump to...	Priority	TOA	Goal Setting	Progress	Select the Priority Foundation to pull over your Reflections here =>				Connectedness & Wellbeing				
Reflection	Root Cause	Implementation Plan		Monitoring									
Using the Cultivate Survey for 5th-8th graders, the learning condition of Classroom Community will increase from 54% to 64%.	Cultivate	Overall	54%	58%	Select Status	Select Status	Select Status	Select Status					
		Overall			Select Status	Select Status	Select Status	Select Status					
Increase percentage of students that are on-track.	3 - 8 On Track	Overall	77%	79%	Select Status	Select Status	Select Status	Select Status					
		African American	65%	67%	Select Status	Select Status	Select Status	Select Status					

Identified Practices	Practice Goals		Progress Monitoring			
		SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	By SY24, 100% of teachers and staff will participate in professional learning and development and all teachers will implement Tier 1 SEL curriculum and structures.		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