

CIWP Team & Schedules

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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
Brennen Humphrey	Principal	behumphrey1@cps.edu
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Amika Porwal	LSC Member	amika.porwal@gmail.com
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Angelica Pop	Teacher Leader	amnyberg@cps.edu
Renee Butala	Teacher Leader	rklist@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/1/23	7/27/23
Reflection: Curriculum & Instruction (Instructional Core)	6/1/23	7/21/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/1/23	7/21/23
Reflection: Connectedness & Wellbeing	6/1/23	7/21/23
Reflection: Postsecondary Success	6/1/23	7/21/23
Reflection: Partnerships & Engagement	6/1/23	7/21/23
Priorities	7/24/23	7/28/23
Root Cause	7/31/23	8/11/23
Theory of Action	7/31/23	8/11/23
Implementation Plans	8/7/23	9/1/23
Goals	8/7/23	9/1/23
Fund Compliance	N/A	N/A
Parent & Family Plan	N/A	N/A
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	
Quarter 2	
Quarter 3	
Quarter 4	

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
Yes	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

Things have been trending upwards since 2020 Hispanic population is trending upwards but not at the same rates (Math and ELA)
 Grades didn't reflect the IAR data - Grades are higher than the IAR scores
 Kids two more grade levels below - are they new to Coonley? Is this a new metric? How have they performed in previous schools?
 5th, 7th, and 8th have more ELL students and they have not tested out. Why haven't they tested out? From those grade levels? How many of those EL students are also DL students? How many DL students were identified at the end of the school year and as a result not receive accommodations on the assessment?

What is the feedback from your stakeholders?

Curriculum is aligned to grade-level standards. High quality curriculum is most content areas. Students have access to grade level tasks in all content areas.

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?

New ELA curriculum adopted in 2022-2023

- [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](#)

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.

High quality curriculum is in place for core content areas. Not all students are demonstrating the same growth, which leads up to believe there is opportunity for differentiating instruction based on student needs.

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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

IAR data shows ELs have not recovered from the pandemic at the same rate as our non ELs. Some ELs may not have been at Coonley for as long as other students. IAR data shows a similar trend among our students with IEPs.
 In K-2, a higher percentage of ELs and DLs are at grade level compared to 3-8. IAR, most DLs did not achieve proficiency in ELA and math.

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

No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Partially	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 is the feedback from your stakeholders?

Systems and procedures for MTSS are not codified and clear to all stakeholders

Need to do a better job identifying gaps and concerns with early, timely interventions

We are improving parent communication about students in need or receiving Tier 2 or 3 support. We can improve on sharing that data earlier and educating parents about MTSS -- this could be from teachers not as clear and confident to explain to parents.

There is a stigma about being a diverse learner. We don't celebrate multiple intelligences and have students identify their intelligences enough.

IEP development process -- we are not consistently meeting timelines for providing drafts and reports.

We can benefit from improving collaboration and communications between general education and special education teachers. It will create a more inclusive community if all teachers and students are aware of the learning objectives for the day.


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?

*We have begun staff training on MTSS interventions and curriculum tools
 *Have literacy and math screeners in place
 *TAs, Interventionists and Bilingual Coordinator have been implementing interventions
 *Will be implementing an intervention block for 6th-8th next year.
 *We celebrate students in the cluster program. Students who are not neurotypical are not as well integrated and included.
 *We started a BHT and need to start a MTSS team
 *Some new teachers completed part the ELD trainings last year with the Bilingual Coordinator.



- [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.

Students are not consistently receiving instruction that meets all of their diverse needs, which results in not all students making adequate growth and meeting grade level expectations 

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	Clearer metric on chronic absenteeism. Increase in behavior infractions Student data shows that students are feeling good about being in school Student to teacher trust has decreased over time Academic personalizing has improved but it is still low Student voice can also impact student to teacher trust Restorative justice is not taken seriously by students, therefore, not as always effective What percentage of students who are EL/DL are impacted by transportation?	 % 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
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? A consistent discipline framework is needed that is understood by all stakeholders  The diversity of experiences and tasks students are exposed to needs to be increased	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance

No	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?	
Percentage of kids who answered the 5Essentials reporting that they do not feel safe at school	Student groups such as No Place for Hate Addition of Dean of Students position Relaunch of Cougar Code Adoption of 7 Mindsets SEL curriculum		





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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	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).	IEP Transition Plans for 8th graders have provided a lot insight into this area. 7th and 8th Grade Reality Fair has been a long standing tradition and is well received Everfi Financial Literacy lessons with 7th & 8th grade Have not implemented Naviance recently Had a successful Career Day for K-8 (wondering -- did we include cluster students?)	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 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).	Opportunities to strengthen: -student understanding of their strengths and interests as they engage in high school application process -offering more opportunities for students with disabilities -build upon career fair to provide more student choice & input -diversify careers that kids are exposed to	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).	What is the feedback from your stakeholders? Positive feedback on Career Day as well as Reality Fair experience from all stakeholders Staff are unsure/unaware of work being done related to college & career	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).	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?	
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).	Reality Fair for 7th & 8th Career Day for K-8 Civics for 8th graders, with guest speakers Civic Action projects Author Visits	
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.		More focus needs to be applied to diversifying exposure for all students Civic Action projects -- implement earlier in the year	
Students have a wide range of interests and haven't been able to fully to exposure them to careers related to those interests.		More opportunities for Field Trips	
Students in our cluster program have been not received the same level of exposure to college & career information as general education peers			

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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
Yes	<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>Have the LSC student rep share out with the student body Create a student voice committee to allow students to voice their concerns. </p> <p>Share positive information before sharing negative information about their child. Focus on building positive relationships with parents and students at the beginning of the school year. Build a relationship around the child. How can parents set expectations before contacting teachers. How do all community members align to the values in the mission and vision?</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>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>
Partially	<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>What is the feedback from your stakeholders?</p> <p>Need to create stronger relationships between teachers and parents/community members. </p> <p>Provide consistent communication structures for teacher/parent communication</p> <p>Students need more opportunities for student voice. Structures that are driven by student voice/input need to be reviewed with students on how they are examples of student voice.</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>Students expressed that they do not have enough student voice while at school. This makes them feel disconnected in school which could impact student performance. </p>		<p>Room Reps </p> <p>Friends of Coonley/Coonley Social Committee get together</p>	

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

IAR data shows ELs have not recovered from the pandemic at the same rate as our non ELs. Some ELs may not have been at Coonley for as long as other students. IAR data shows a similar trend among our students with IEPs.

In K-2, a higher percentage of ELs and DLs are at grade level compared to 3-8. IAR, most DLs did not achieve proficiency in ELA and math.

What is the feedback from your stakeholders?

Systems and procedures for MTSS are not codified and clear to all stakeholders

Need to do a better job identifying gaps and concerns with early, timely interventions

We are improving parent communication about students in need or receiving Tier 2 or 3 support. We can improve on sharing that data earlier and educating parents about MTSS -- this could be from teachers not as clear and confident to explain to parents.

There is a stigma about being a diverse learner. We don't celebrate multiple intelligences and have students identify their intelligences enough.

IEP development process -- we are not consistently meeting timelines for providing drafts and reports.

We can benefit from improving collaboration and communications between general education and special education teachers. It will create a more inclusive community if all teachers and students are aware of the learning objectives for the day.

What student-centered problems have surfaced during this reflection?

Students are not consistently receiving instruction that meets all of their diverse needs, which results in not all students making adequate growth and meeting grade level expectations

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 have begun staff training on MTSS interventions and curriculum tools
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- *We celebrate students in the cluster program. Students who are not neurotypical are not as well integrated and included.
- *We started a BHT and need to start a MTSS team
- *Some new teachers completed part the ELD trainings last year with the Bilingual Coordinator.

Return to Top Determine Priorities

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

Students... are not consistently receiving instruction that meets all of their diverse needs, which results in ELs and DLs not making adequate growth and meeting grade level expectations.

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... need further understanding & support with ways to build a deeper understanding on how each child learners and how to universally design learning to meet every child's unique 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:

Inclusive & Supportive Learning Environment

provide teachers with professional development on the Universal Design for Learning (UDL) Framework and Guidelines and learning about different types of disabilities, language acquisition and other learning styles

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.
 Theory of Action is an impactful strategy that counters the associated root cause.
 Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
 Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
 All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see...
 teachers facilitating differentiated instruction and all students empowered and engaged in high-quality, accessible grade level aligned learning tasks

which leads to...
 an increase of students with an IEP or English Learners meeting expectations on the IAR.

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
 Instructional Leadership Team

Dates for Progress Monitoring Check Ins
 Q1 Q3
 Q2 Q4

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers receive an introductory training on Universal Design for Learning (UDL)	Instructional Leadership Team	End of Quarter 4	<input type="button" value="Select Status"/>
Action Step 1	Teacher receive an introductory PD on UDL from an outside provider	Instructional Leadership Team	End of Semester 1	<input type="button" value="Select Status"/>
Action Step 2	Teachers participate in year-long PLC with the book, "The Shift to Student-Led: Reimagining Classroom Workflows with UDL and Blended Learning"	Instructional Leadership Team	Quarters 1 - 4	<input type="button" value="Select Status"/>
Action Step 3	Teachers incorporate UDL guidelines into lesson plans	Instructional Leadership Team	Quarters 1 - 4	<input type="button" value="Select Status"/>
Action Step 4				<input type="button" value="Select Status"/>
Action Step 5				<input type="button" value="Select Status"/>
Implementation Milestone 2	100% of teachers develop a baseline understanding of different types of disabilities and language acquisition	Instructional Leadership Team	End of Quarter 4	<input type="button" value="Select Status"/>
Action Step 1	Teacher receive professional development on the different types of disabilities and appropriate accommodations based on the type of disabilities	Instructional Leadership Team	End of Semester 1	<input type="button" value="Select Status"/>
Action Step 2	All teacher learn how to read an IEP and 504 and/or interpreting screening data during PLT	Case Manager & Administration	End of Semester 1	<input type="button" value="Select Status"/>
Action Step 3	Teacher participate in ELD 4.0 training, Understanding, Promoting, and Planning for Academic Language through expanded MPI across language domains and core content	ELPT	Quarters 1 - 4	<input type="button" value="Select Status"/>
Action Step 4	All teachers receive Rush Executive Function (EF) Training and engage in ongoing planning for EF implementation	Instructional Leadership Team	End of Semester 1	<input type="button" value="Select Status"/>
Action Step 5	Provide a parent workshop on disabilities, "How to Raise Inclusive Students"	Administration	By end of Semester 2	<input type="button" value="Select Status"/>
Implementation Milestone 3	Teachers provide students with opportunities to learn about their learner profile and self-regulation	Instructional Leadership Team	End of Quarter 4	<input type="button" value="Select Status"/>
Action Step 1	Teachers implement Rush Executive Function curriculum during Cougar Connection, providing students opportunities to learn about multiple intelligences	Instructional Leadership Team	Quarters 1 - 4	<input type="button" value="Select Status"/>
Action Step 2	Teachers prepare 7th & 8th students to participate in their IEP or 504 meeting	Case Manager & Special Education Teachers	By end of November	<input type="button" value="Select Status"/>
Action Step 3	Plan and implement student-led conferences during Quarter 3 Parent/Teacher Conferences	Instructional Leadership Team	Quarter 2 & 3	<input type="button" value="Select Status"/>
Action Step 4	All students learn about their brain and self-regulation	Behavioral Health Team	Quarter 1	<input type="button" value="Select Status"/>
Action Step 5				<input type="button" value="Select Status"/>
Implementation Milestone 4				<input type="button" value="Select Status"/>
Action Step 1				<input type="button" value="Select Status"/>
Action Step 2				<input type="button" value="Select Status"/>
Action Step 3				<input type="button" value="Select Status"/>
Action Step 4				<input type="button" value="Select Status"/>
Action Step 5				<input type="button" value="Select Status"/>

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones 100% of classrooms will plan for high quality, differentiated instruction 

SY26 Anticipated Milestones 100% of classroom will provide high-quality differentiated instruction 

[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
STAR 360 Reading Growth 90% of ELs and DIs meeting or exceeding 40 SGP (student growth percentile)	Yes <input type="checkbox"/>	STAR (Reading)	Students with an IEP				
			English Learners				
Increase the % of students with IEPs meeting/exceeding expectations on the IAR Reading	No <input type="checkbox"/>	IAR (English)	English Learners	14%			
			Students with an IEP	19%			

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:3 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.	70% of classrooms will demonstrate evidence of at least 3 UDL guidelines	80% of classrooms will demonstrate evidence of at least 3 UDL guidelines	100% of classrooms will demonstrate evidence of at least 3 UDL guidelines
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
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Select the Priority Foundation to pull over your Reflections here =>

Inclusive & Supportive Learning Environment

STAR 360 Reading Growth 90% of ELs and DLs meeting or exceeding 40 SGP (student growth percentile)	STAR (Reading)	Students with an IEP			Select Status	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status
Increase the % of students with IEPs meeting/exceeding expectations on the IAR Reading	IAR (English)	English Learners	14%		Select Status	Select Status	Select Status	Select Status
		Students with an IEP	19%		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:3 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.	70% of classrooms will demonstrate evidence of at least 3 UDL guidelines	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	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.
No	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?

Clearer metric on chronic absenteeism.
 Increase in behavior infractions
 Student data shows that students are feeling good about being in school
 Student to teacher trust has decreased over time
 Academic personalizing has improved but it is still low
 Student voice can also impact student to teacher trust
 Restorative justice is not taken seriously by students, therefore, not as always effective
 What percentage of students who are EL/DL are impacted by transportation?

What is the feedback from your stakeholders?

A consistent discipline framework is needed that is understood by all stakeholders
 The diversity of experiences and tasks students are exposed to needs to be increased

What student-centered problems have surfaced during this reflection?

Percentage of kids who answered the 5Essentials reporting that they do not feel safe at school

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?

Student groups such as No Place for Hate
 Addition of Dean of Students position
 Relaunch of Cougar Code
 Adoption of 7 Mindsets SEL curriculum

Return to Top Determine Priorities

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

Students...
 Not all students feel a sense of belonging and acceptance, which lead to lack of teacher to student and student to student trust, and a fear to take academic or social risk

[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...
 Lack of training for all stakeholders on a common approach to discipline AND students have a lack of experiences with different types of diversity (given our school's demographics)

[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....
 participate in professional development on a student discipline framework, monitor its fidelity, and diversify our student learning tasks and experiences

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

Resources:

then we see....
students engaged and empowered in diversified tasks and experiences, and teachers and staff consistently supporting students behavior, interventions and consequences using a common approach



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...
increased student connectedness and peer to peer relationships as measured by Cultivate & 5Essentials surveys and decrease in student misconducts.



[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
Culture & Climate Team

Dates for Progress Monitoring Check Ins
Q1 Q3
Q2 Q4

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	At least 1 member of each grade level trained in student discipline framework	Culture & Climate Team	End of Quarter 4	Select Status
Action Step 1	Explore different discipline framework and select 1	Culture & Climate Team	End of Quarter 2	Select Status
Action Step 2	Teachers receive professional development on types of consequences	1 Teacher per Grade Level	Quarter 1 - 4	Select Status
Action Step 3	Teachers identify and implement classroom level consequences that are instructive, corrective and logical	Culture & Climate Team	End of Quarter 1	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	100% of teachers and staff participate in year 2 (assessing the community) of diversity, equity and inclusion training with Single Story	Culture & Climate Team	End of Quarter 4	Select Status
Action Step 1	Provide year-long Seeking Educational Equity and Diversity (SEED) group for teachers & staff to participate in	Teachers and Staff (opt-in)	Quarter 1 - 4	Select Status
Action Step 2	Single Story leads the Assessment of Multiculturalism, Inclusivity, and Diversity (AMID) Survey	Administration and Single Story	Quarter 1 - 4	Select Status
Action Step 3	Create Equity Advocacy Team and establish mission, purpose, and guidelines	Administration and Single Story	Quarter 1 - 4	Select Status
Action Step 4	All teachers and staff participate in Blending Cultural Competency with Positive Racial Identity Workshop	All Teachers and Staff	Quarter 1 - 4	Select Status
Action Step 5	Provide 1 Parent Workshop on Diversity, Equity & Inclusion	Administration and Single	Semester 2	Select Status
Implementation Milestone 3	Culture & Climate Team leads implementation and monitoring of Tier 1 SEL	Culture & Climate Team	End of Quarter 4	Select Status
Action Step 1	Develop 2 school-wide Diversity, Equity & Inclusion (DEI) celebrations	Culture and Climate and No Place for Hate	Semester 1 and 2	Select Status
Action Step 2	Audit curriculum, field trips, enrichments (during and outside of school) using a DEI framework	Culture and Climate Team	Semester 2	Select Status
Action Step 3	Plan and implement 7 Mindsets following Year 2 implementation model	Culture and Climate Team	Quarter 1 - 4	Select Status
Action Step 4	Implementing reading buddies with a monthly focus on 7 Mindsets or Monthly Celebration Theme	Culture and Climate Team and Literacy Committee	Quarter 1 - 4	Select Status
Action Step 5				Select Status
Implementation Milestone 4	Behavioral Health Team implements Tier 2 SEL and behavioral interventions	Culture & Climate Team	End of Quarter 4	Select Status
Action Step 1	Implement Devereaux Student Strengths Assessment (DESSA) screener to identify students for Tier 2 SEL groups	Behavioral Health Team	Quarter 2	Select Status
Action Step 2	BHT team meets 2x monthly to coordinate student services and progress monitors interventions	Behavioral Health Team	Quarter 1 - 4	Select Status
Action Step 3	BHT members receives training and implements research-based intervention	Behavioral Health Team	Quarter 1 - 4	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25 Anticipated Milestones	100% of teachers & staff trained in student discipline framework and at least 80% of staff are consistently implementing student discipline framework. 100% of teachers & staff participate in year 3 (finding our narrative) of diversity, equity and inclusion training with Single Story, which includes cultivating a shared theory of action.	
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SY26 Anticipated Milestones	100% of teachers & staff participate in year 4 (building cultural competency) of diversity, equity and inclusion training with Single Story 100% of teachers and staff are observed consistently implementing the student discipline framework.	
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[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
Cultivate - Increase the difference score on the following learning conditions: supportive teaching (spring 2023: 42) student voice (spring 2023: 31)	Yes	Cultivate	Overall				
			Overall				
Decrease # of student code of conduct misconducts in Groups 3 - 6	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	24	20	18	16
			Male	21	17	13	10

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.	During Quarter 2, all teachers will complete a self-assessment using the 7 Mindset Classroom Observation Tool. During Quarter 3, teachers will complete peer observations using the 7 Mindset Classroom Observation Tool Culture & Climate Team will complete the 7 Mindset School-wide Observation Tool 3 times per year (BOY, MOY, EOY)	Baseline will be establish using SY24 observation data to develop SY25 goal	Baseline will be establish using SY24 observation data to develop SY26 goal
<input type="text"/>			
<i>Select a Practice</i>			

[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
Cultivate - Increase the difference score on the following learning conditions:	Cultivate	Overall			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#)

[Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

Connectedness & Wellbeing

supportive teaching (spring 2023: 42) student voice (spring 2023: 31)	Cultivate	Overall			Select Status	Select Status	Select Status	Select Status
Decrease # of student code of conduct misconducts in Groups 3 - 6	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	24	20	Select Status	Select Status	Select Status	Select Status
		Male	21	17	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.	During Quarter 2, all teachers will complete a self-assessment using the 7 Mindset Classroom Observation Tool. During Quarter 3, teachers will complete peer observations using the 7 Mindset Classroom Observation Tool	Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status