CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Resources 🚀

CIWP Team Guidance

Name	Role	Email
Leslie Rector	Curriculum & Instruction Lead	llrector@cps.edu
Thea Gillot	Curriculum & Instruction Lead	Tabrenner@cps.edu
Julie McConnell	AP	jemchugh1@cps.edu
Michelle Nash	Principal	mjnash3@cps.edu
Cathy Buscaligia	Teacher Leader	pkozak-boyle@cps.edu
Maggie Burke	Teacher Leader	maburke@cps.edu
Charlotte Stiriz-Nagy	Connectedness & Wellbeing Lead	cstiriznagy@cps.edu
Michele Keany	Inclusive & Supportive Learning Lead	mekeany@cps.edu
Tricia Kozak-Boyle	Curriculum & Instruction Lead	pkozak-boyl@cps.edu
Kim Klepitch	Teacher Leader	kaklepitsch@cps.edu
Phil Lacey	LSC Member	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	5/3/23	5/3/23
Reflection: Curriculum & Instruction (Instructional Core)	5/3/23	5/3/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/3/23	5/3/23
Reflection: Connectedness & Wellbeing	5/17/23	5/17/23
Reflection: Postsecondary Success	5/3/23	5/3/23
Reflection: Partnerships & Engagement	5/31/23	5/31/23
Priorities	6/21/2023	6/23/2023
Root Cause	6/21/2023	6/23/2023
Theory of Acton	6/21/2023	8/7/23
Implementation Plans	8/7/23	8/11/23
Goals	8/23/23	8/23/23
Fund Compliance	9/5/23	9/8/23
Parent & Family Plan	8/8/23	8/15/23
Approval	9/12/23	9/15/23

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	10/27/2023
Quarter 2	12/22/2023
Quarter 3	2/9/2024
Quarter 4	6/7/2024

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

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	IB units need to be reviewed to ensure alignment to common core standards, district rubrics, and IB standards. Assessment practices and review needs to evolve with the review and alignment of units. ✏️	IAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction		IAR (English) / Rigor Walk Data (School Level Data) / PSAT (EBRW) / PSAT (Math) / STAR (Reading)
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?**	STAR (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership	*LSC and Diverse Learner Feedback: Was presented at the LSC meeting and Diverse Learner focus group as well as sent for feedback via a google form to the community as a whole. Feedback around the goals was positive both the academic focus of engaged learners and investigating pedagogy to support moving those practices forward were supported. Main focus was on the social emotional goal.* * How do we leverage the social worker, school counselor, and classroom teachers to collaboratively do the work * Creating a more visible BHT and Culture and Climate team in the building. * Engaging community organizations to support parent learning. ✏️	iReady (Reading) / iReady (Math) / Cultivate / Grades / ACCESS
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan / ES Assessment Plan Development Guide / HS Assessment Plan Development		TS Gold / Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** IB units have been drafted and taught and there are opportunities for growth. The use of instructional walkthroughs with the network office we are poised to launch our own walk through cycles to build understanding, horizontal, and vertical alignment in content and curricular areas. ✏️	

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.

With the counselor on maternity leave counseling services because more crisis de escalation and the return will provide the more proactive elements of the program. Although there are a wealth of materials that are available in the building. As we have developed the IB units of study for all subject areas and grade levels we are seeing a need to look at standards alignment and cross checking against the district-wide curriculum rubrics to evaluate all unit plans. When looking at iReady data and Start 360 compared to the IAR data for our students we see a discrepancy between the reading and math attainment. Based on this we believe that critical thinking skills. Based on internal walk throughs and ILT inquiry balanced assessment can be improved as units are aligned, reviewed, and revised as needed. ✏️

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	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	Our MTSS committee is well established and pairs with the Grade level meeting reflection on student data. ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum

			Roots Survey
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES / EL Placement Recommendation Tool HS	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		

Right column references:
- Roots Survey
- ACCESS
- MTSS Academic Tier Movement
- Annual Evaluation of Compliance (ODLSS)
- Quality Indicators of Specially Designed Curriculum
- EL Program Review Tool

What is the feedback from your stakeholders?

LSC and Diverse Learner Feedback: Was presented at the LSC meeting and Diverse Learner focus group as well as sent for feedback via a google form to the community as a whole. Feedback around the goals was positive both the academic focus of engaged learners and investigating pedagogy to support moving those practices forward were supported. Main focus was on the social emotional goal.
* How do we leverage the social worker, school counselor, and classroom teachers to collaboratively do the work
* Creating a more visible BHT and Culture and Climate team in the building.
* Engaging community organizations to support parent learning.

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 completed our Safe Practice year with Branching Minds and are using this year to establish instructional schedules and practices that better support Tier II and Tier III students and our documentation of those practices and plans.
Creating a shared vision/ resource spot that can be used year after year and help in potential new hiring processes.

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.

Established standards for english language learners could be more visible in the general education classroom.
We have seen an increase in challenge with foundational skills in the primary grades.

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure	There are structures in place for common language and restorative practices. Definition of chronic vs. long absences is needed to establish protocols and structures for support. There is no common curriculum in place at this time and the need for scope and sequence for a trajectory of learning.	% of Students receiving Tier 2/3 interventions meeting targets
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Reduction in OSS per 100
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.			Reduction in repeated disruptive behaviors (4-6 SCC)
				Access to OST

Additional metrics (right column):
- Increase Average Daily Attendance
- Increased Attendance for Chronically Absent Students
- Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
- Cultivate (Belonging & Identity)
- Staff trained on alternatives to exclusionary discipline (School Level Data)
- Enrichment Program Participation: Enrollment & Attendance

What is the feedback from your stakeholders?
LSC and Diverse Learner Feedback: Was presented at the LSC meeting and Diverse Learner focus group as well as sent for feedback via a google form to the community as a whole. Feedback around the goals was positive both the academic focus of engaged learners and investigating pedagogy to support moving those practices forward were supported. Main focus was on the social emotional goal.
* How do we leverage the social worker, school counselor, and classroom teachers to collaboratively do the work
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* Engaging community organizations to support parent learning.

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

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.

Many students with critical attendance challenges many times stemmed from mental health crisis. Our behavioral health team is small and reactive in nature at this time we are looking to expand and reinstate climate and culture team. Attempts to create reentry plans are created but can be enhanced. Through school-wide PD, looking at the Code of Conduct protocol, as well as OSP and Risk Assessment Procedures to foster the parent-teacher-child bond before seeking administrative assistance. ✏️

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

The structures are established for the Culture and Climate team but needs people to participate. We have established responsive classroom practices but there are needs to additional supports. ✏️

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	Ebinger could reinstate the career day that happened prior to pandemic. Develop opportunities to engage the community and connect to real world professions with IB units. Opportunities for community projects that engage careers and people within the community. Creating an understanding of why we select the curriculum and how that prepares students for high school and beyond. Maintain algebra for all in 8th grade. ✏️	Graduation Rate
No	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Program Inquiry: Programs/participation/attainment rates of % of ECCC
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?**	3 - 8 On Track
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		LSC and Diverse Learner Feedback: Was presented at the LSC meeting and Diverse Learner focus group as well as sent for feedback via a google form to the community as a whole. Feedback around the goals was positive both the academic focus of engaged learners and investigating pedagogy to support moving those practices forward were supported. Main focus was on the social emotional goal.\n* How do we leverage the social worker, school counselor, and classroom teachers to collaboratively do the work\n* Creating a more visible BHT and Culture and Climate team in the building.\n* Engaging community organizations to support parent learning. ✏️	Learn, Plan, Succeed
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		% of KPIs Completed (12th Grade)
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	College Enrollment and Persistence Rate
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	The school counselor will continue to use the CPS systems to influence student planning. Upon her return, she will also develop a weekly schedule that builds in time to address those situations proactively. ✏️	9th and 10th Grade On Track

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data)

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

Our attention should be focus on the ILP focus through the school counselor and specific student feedback. ✏️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Teachers create monthly newsletters. Ib has a monthly newsletter that is distributed to the whole school. IB coordinators are gathering names and information for an IB parent group to develop primary source parents. Diverse learner focus group is established and meets on a monthly basis to develop proactive systems. Active participate in the community events that are supported.	Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families

5E: Supportive Environment

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

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

Formal and informal family and community feedback received locally. (School Level Data) |
| Yes | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | |
| Partially | School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). | Student Voice Infrastructure Rubric | | |

What is the feedback from your stakeholders?

LSC and Diverse Learner Feedback: Was presented at the LSC meeting and Diverse Learner focus group as well as sent for feedback via a google form to the community as a whole. Feedback around the goals was positive both the academic focus of engaged learners and investigating pedagogy to support moving those practices forward were supported. Main focus was on the social emotional goal.
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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.

Based on the cultivate survey and reflection on the IB course evaluation rubric student choice in curricular input and output are lower scoring 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?

IB coordinators are planning integration of more service learning into every grade level. Integrating inquiry based learning is an important role in the IB coordination. Use of Empathy Interviews and Design Process through the Fund to guide student inquiry.

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

| Yes | All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive. |

| Partially | 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?

IB units need to be reviewed to ensure alignment to common core standards, district rubrics, and IB standards. Assessment practices and review needs to evolve with the review and alignment of units.

What is the feedback from your stakeholders?

LSC and Diverse Learner Feedback: Was presented at the LSC meeting and Diverse Learner focus group as well as sent for feedback via a google form to the community as a whole. Feedback around the goals was positive both the academic focus of engaged learners and investigating pedagogy to support moving those practices forward were supported. Main focus was on the social emotional goal.
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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?

IB units have been drafted and taught and there are opportunities for growth. The use of instructional walkthroughs with the network office we are poised to launch our own walk through cycles to build understanding, horizontal, and vertical alignment in content and curricular areas.

Determine Priorities

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

Students...

Are engaged in teacher created International Baccalaureate units of study that at times overlap in terms of topics in multiple grade levels. All grade level standards and fine arts integration needs review to ensure vertically aligned student learning experience with opportunities for inquiry based learning and experiences.

Resources: 🚀

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

engage in and plan experiences that are rooted in the identification level of bloom's taxonomy for lesson goals at times. This was seen in our BOY, MOY, and EOY walkthrough. Although there was movement it is still being seen. We also have horizontally planned units based on interest and IB themes but at times leads to duplicative units with slight variation from grade to grade. (IB evaluation addressed this) Vertical alignment in experiences and assessments is in need of review as well.

Resources: 🚀

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

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

develop curricular units across subject areas that are aligned vertically and to the common core standards with a focus on the IB philosophy or student voice, agency, and inquiry.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

then we see....

differentiate opportunities for students to demonstrate their thinking and mastery of all critical standards in that subject area and grade level ✍️

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...

school wide instructional cohesion and increased student performance on all classroom, district, and state normed assessments. ✍️

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 ✍️

Principal, Assistant Principal, ILT, Teachers, Staff

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	2/9/2024
Q2	12/22/2023	Q4	6/7/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who 👍	By When ✍️	Progress Monitoring
Implementation Milestone 1	Conduct internal learning walks to reflect, research, and redesign student engagement opportunities in instruction building wide	All teachers, IB coordinators, Administration	6/7/2024	In Progress
Action Step 1	Provide an introductory session for teachers about the purpose and goals of learning walks at Ebinger school.	All teachers, IB coordinators, Administration	10/27/2023	In Progress
Action Step 2	Develop expectations and wonderings about learning walks to provide school wide agreements.	All teachers, IB coordinators, Administration	10/27/2023	In Progress
Action Step 3	Conduct learning walk series (10/25, 12/6, 1/31, 3/20, and 5/8)	All teachers, IB coordinators, Administration	6/7/2024	In Progress
Action Step 4	Develop teacher reflection protocol and common observations to inform professional development around student learning experiences.	ILT, Administration	2/9/2024	Not Started
Action Step 5	Analyze data collected from internal learning walks to determine if student agency goal is met or needs to be a continual focus of learning.	ILT, Administration	6/7/2024	Not Started
Implementation Milestone 2	Attend professional learning through the IB and fine arts experts to develop a sequence of learning in the exploratory areas that is aligned to their designated area of expertise and standards that are available.	All teachers, IB coordinators, Administration	6/7/2024	Not Started
Action Step 1	Week of 9.11 teachers that require IB training will attend designated sessions	Designated teachers, Administration	12/22/20023	In Progress
Action Step 2	Attend November IB learning about student agency and community service learning.	Designated teachers, Administration		Not Started
Action Step 3	Attend the district provided Department of Fine Arts professional learning throughout the year.	All teachers, IB coordinators, Administration	12/22/20023	Not Started
Action Step 4	Design and develop family arts celebrations of student work and agency periodically throughout the school year that encompasses all grade levels.	All teachers, IB coordinators, Administration	2/9/20024	In Progress
Action Step 5	Design and record a year long scope and sequence of learning for all exploratory classes that develop a shared and communicated definition of student agency and engagement.	All teachers, IB coordinators, Administration	6/7/2024	Not Started
Implementation Milestone 3	Conduct a series of parent engagement sessions to provide information about the practices and sequences of learning an Ebinger	IB coordinators, Administration	6/7/2024	Not Started
Action Step 1	Hold a K-2 parent forum surrounding the scope and sequence of foundational skills to build understanding about how Phonetic Awareness is developed in the primary grades	IB coordinators, Administration, Reading Specialist	2/9/20024	Not Started
Action Step 2	Conduct International Baccalaureate night with parent informational portion that explains IB practices and how they align to district vision and common core standards	IB coordinators, Administration, Reading Specialist	2/9/20024	Not Started
Action Step 3	Continue the Diverse Learner Parent Focus Group to inform parents about the structures in place for diverse learners. (3rd Tuesday of each month)	Administration, Reading Specialist, Case Manager, Diverse Learner Teachers	6/7/2024	In Progress
Action Step 4	Conduct foundational skills parent event to inform and provide at home resources to support their child.	Administration, Reading Specialist	6/7/2024	Not Started
Action Step 5	Conduct a parent survey to determine topics for upcoming parent informational sessions and gather feedback about sessions conducted.	Administration, Reading Specialist	6/7/2024	Not Started
Implementation Milestone 4	All English Language Arts units will include common core standards alignment and year long scope and sequence for learning.	All teachers, IB coordinators, Administration	6/7/2024	Not Started

Action Step 1	Use grade level and teacher planning time to review units and standards that are embedded in the unit of study to ensure specific and direct alignment to grade level mastery in ELA curricular areas.	All teachers, IB coordinators, Administration	6/7/2024	Not Started
Action Step 2	Continue to develop learning structures to support Diverse learners and english language learners through unit design and time, task, and mode of delivery modifications within curricular units.	All teachers, IB coordinators, Administration	6/7/2024	Not Started
Action Step 3	Review Skyline, Fundations, and Foundational skills scope and sequences to ensure mastery of foundational skills and vocabulary attainment at K-8 levels of learning.	All teachers, IB coordinators, Administration	12/22/20023	In Progress
Action Step 4	Review Skyline, Teachers college, and current reading comprehension skills scope and sequences to ensure mastery and standards aligned lessons and units for fictional text are present.	All teachers, IB coordinators, Administration	6/7/2024	Not Started
Action Step 5	Review Skyline, Teachers college, and current reading comprehension skills scope and sequences to ensure mastery and standards aligned lessons and units for nonfiction text are present.	All teachers, IB coordinators, Administration	6/7/2024	Not Started

SY25-SY26 Implementation Milestones

| SY25 Anticipated Milestones | Use grade level and teacher planning time to review units and standards that are embedded in the unit of study to ensure specific and direct alignment to grade level mastery in ELA and Math curricular areas.

Continue internal learning walks to reflect, research, and redesign student tasks, assessment and self reflection opportunities in instruction building wide.

Select text for book study on instructional practice selected by staff. ILT creates yearly learning cycles. | ✍️ |
| SY26 Anticipated Milestones | Conduct student task analysis for reading and math at bi weekly grade level meetings to ensure standards alignment and differentiation. Create student facing rubrics for reading and math curricular areas to enable students to reflect upon learning targets for the day. Attend professional learning through the IB and fine arts experts to develop a shared and communicated definition of student agency and engagement | ✍️ |

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

| Specify the Goal ✍️ | Can this metric be frequently monitored? | Metric | Student Groups (Select 1-2) | Baseline ✍️ | Numerical Targets [Optional] ✍️ | | |
					SY24	SY25	SY26
Through the implementation of common core and IB standards aligned curriculum student attainment on the English Language Arts Star 360 assessment will increase by 10% by SY26.	Yes	STAR (Reading)	Overall	80.46	82	84	86
			Students with an IEP	17	19	21	25
Through the implementation of common core and IB standards aligned curriculum student attainment on the Math Star 360 assessment will increase by 10% by SY26.	Yes	STAR (Math)	Overall	73	75	77	80
			Students with an IEP	7	9	11	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
C&I:2 Students experience grade-level, standards-aligned instruction.	Development of school-wide scope and sequence for English Language Arts that provides a crosswalk between grade level and IB standards.	Development of school-wide scope and sequence for Math fluency and Mathematical practices that provides a crosswalk between IB and grade level standards.	Development of school-wide scope and sequence for Science and Social Science that provides a crosswalk between IB and grade level standards.
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Development of classroom based learning targets for daily lessons. Student reflection toward those targets on a regular basis.	Create student facing rubrics for reading and math curricular areas to enable students to reflect upon learning targets for the day	Conduct student task analysis for curricular areas to ensure standards alignment, differentiation, and student agency.
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.	Implementation of district approved foundational skills program.	Delopment and maintenance of high quality literature instructional materials aligned with skills and focus of scope and sequence.	Supplemental tier II & III supports are purchased and/or maintained for ELA and Math for K-8 students.

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
Through the implementation of common core and IB standards aligned curriculum student attainment on the English Language Arts Star 360 assessment will increase by 10% by SY26.	STAR (Reading)	Overall	80.46	82	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	17	19	Select Status	Select Status	Select Status	Select Status
Through the implementation of common core and IB standards aligned curriculum student attainment on the Math Star 360 assessment will increase by 10% by SY26.	STAR (Math)	Overall	73	75	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	7	9	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.	Development of school-wide scope and sequence for English Language Arts that provides a crosswalk between grade level and IB standards.	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Development of classroom based learning targets for daily lessons. Student reflection toward those targets on a regular basis.	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.	Implementation of district approved foundational skills program.	Select Status	Select Status	Select Status	Select Status

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

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

There are structures in place for common language and restorative practices. Definition of chronic vs. long absences is needed to establish protocols and structures for support. There is no common curriculum in place at this time and the need for scope and sequence for a trajectory of learning.

What is the feedback from your stakeholders?

LSC and Diverse Learner Feedback: Was presented at the LSC meeting and Diverse Learner focus group as well as sent for feedback via a google form to the community as a whole. Feedback around the goals was positive both the academic focus of engaged learners and investigating pedagogy to support moving those practices forward were supported. Main focus was on the social emotional goal.
* How do we leverage the social worker, school counselor, and classroom teachers to collaboratively do the work
* Creating a more visible BHT and Culture and Climate team in the building.
* Engaging community organizations to support parent learning.

What student-centered problems have surfaced during this reflection?

Many students with critical attendance challenges many times stemmed from mental health crisis. Our behavioral health team is small and reactive in nature at this time we are looking to expand and reinstate climate and culture team. Attempts to create reentry plans are created but can be enhanced. Through school-wide PD, looking at the Code of Conduct protocol, as well as OSP and Risk Assessment Procedures to foster the parent-teacher-child bond before seeking administrative assistance.

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

The structures are established for the Culture and Climate team but needs people to participate. We have established responsive classroom practices but there are needs to additional supports.

Determine Priorities

Return to Top

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

Students...

Expectations and explicit teaching of systems and structures within the building lead to misunderstanding and confusion.

There is a small group of students that are not responding to restorative practices that have been put in place which negatively impacts other students' experience.

Have general ideas of what logical consequences are but don't have a clear idea.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Return to Top

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

As adults in the building, we...

Committed to following CPS protocols about safety and behavior.

We commit to teach children explicitly the expectations and model positive decision making through proactive teaching, interactive modeling, and opportunities for student voice.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

Return to Top

What is your Theory of Action?

If we....

Co-create clear, appropriate and responsive teaching and practice around behavior and student regulation opportunities through research, shared practice, empathy interviews, and feedback circles

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

then we see....

more consistent and proactive responses to behaviors and connectedness amongst students. ✍️

Theory of Action is an impactful strategy that counters the associated root cause.

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

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

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

which leads to...

diminished behavioral incidents reported to our internal structures, Aspen and external district supports as well as autonomous student behavior exemplifying Ebinger core values. ✍️

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 ✍️

Principal, Assistant Principal, ILT, Teachers, Staff

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	2/9/2024
Q2	12/22/2023	Q4	6/7/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Conduct professional learning cycles around tier 1 social emotional strategies and practices.	All teachers, IB coordinators, Administration	6/7/2024	In Progress
Action Step 1	Research CPS code of conduct and embedded consequences that are attributed to each level of student behavior.	All teachers, IB coordinators, Administration	2/9/2024	In Progress
Action Step 2	Reflect and revise the Check in check out system	BHT, Administration	2/9/2024	Not Started
Action Step 3	Develop a bank of restorative practices to be utilized by all staff members.	BHT, Administration	6/7/2024	Not Started
Action Step 4	Use classroom visits to gather information about fidelity to the responsive classroom practices beyond morning meeting.	BHT, Administration	6/7/2024	Not Started
Action Step 5	Create professional development based on Responsive Classroom practices and classroom visits	BHT, Administration	6/7/2024	Not Started
Implementation Milestone 2	The Behavioral Health Team at Ebinger will build a more robust team and sequence of learning in all areas of the building.	BHT, Administration	6/7/2024	In Progress
Action Step 1	The Behavioral Health Team at Ebinger will add members from all grade levels and areas of the building.	BHT, Administration	6/7/2024	In Progress
Action Step 2	Conduct student empathy interviews to gather information about student connection and needs in the building.	BHT, Administration	12/22/2023	Not Started
Action Step 3	Conduct baseline assessment to identify which of the 5 areas of Social Emotional Development (CASEL) are highest priority.	Classroom teachers, BHT, Administration	12/22/2023	Not Started
Action Step 4	Create a series of student learning opportunities based on areas of need in baseline data.	School counselor, Social Worker.	2/9/2024	Not Started
Action Step 5	Present data and student learning opportunities to teachers for	All teachers, BHT,	6/7/2024	Not Started
Implementation Milestone 3	Research and outline best practices for enhancing student attendance and chronic absences in the building.	Attendance clerk, Administration, BHT	6/7/2024	In Progress
Action Step 1	Contact families of students who are below 95% attendance at Q1 progress report	Attendance clerk, Administration	10/27/2023	Not Started
Action Step 2	Conduct feedback cycles with students about the portions of the school day that may impact attendance.	BHT, Administration	12/22/2023	Not Started
Action Step 3	Contact and research teacher learning support from community service entities that focus on trauma informed practices.	BHT, Administration	6/7/2024	Not Started
Action Step 4	Identify teacher and school communication protocols around attendance for 5,10 and continual attendance issues.	BHT, Administration, Attendance clerk	2/9/2024	Not Started
Action Step 5	Communicate to families research based studies about attendance and CPS expectations surrounding attendance for students.	BHT, Administration, Attendance clerk	10/27/2023	In Progress
Implementation Milestone 4	Utilize network 1 supports reviewing and reflect on Tier 2,3 practices in line with the CPS code of conduct and Responsive Classroom practices	BHT, Administration	6/7/2024	Not Started
Action Step 1	Review and choose professional learning articles around Tier 2,3 practices.	BHT, Administration,	6/7/2024	Not Started
Action Step 2	Consult with the Network 1 SEL specialist to build a resource bank of Tier 2 and 3 supports to review for applicability to Ebinger students.	BHT, Administration, Network 1 ISL	12/22/2023	Not Started
Action Step 3	Survey staff on Tier 2,3 SEL needs and current resources that are applicable.	BHT, Administration,	6/7/2024	Not Started
Action Step 4	Engage the School counselor and social worker for Tier 2,3 interventions and informational sessions for teachers.	BHT, Administration,	2/9/2024	Not Started
Action Step 5	Purchase sensory dedicated spaces in Ebinger with the appropriate items in consultation with the OT.	OT, Administration	12/22/2023	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	The Behavioral Health Team at Ebinger will add members from all grade levels and areas of the building. Create documents to be included in the Ebinger standards of practice about teaching, redirecting, and behavior management. Plan and execute Morning meetings and proactive structures that support student well being and connectedness. Research and design a school based classroom buddy system to create connection between students at all grade levels. Conduct professional learning cycles around the CPS code of conduct, restorative practices, responsive classroom principals, and the 5 areas of Social Emotional Development (CASEL) Create an understanding between the BHT and Culture and Climate Team and ensure both are established.	✏️
SY26 Anticipated Milestones	Design professional learning cycles for Tier 2 and Tier 3 SEL strategies appropriate for Ebinger students. Research and develop a scope and sequence for SEL learning in collaboration with classroom teachers, school counselor, and social worker Conduct professional learning cycles around the CPS code of conduct, restorative practices, responsive classroom principals, and the 5 areas of Social Emotional Development (CASEL) Continue the work of the Culture and Climate team to agree upon pieces of SEL instruction that are universal at Ebinger.	✏️

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

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
Through the implementation of research based and district aligned Social Emotional Learning practices student responses to the Cultivate Survey in the area of belonging and identity will increase by 15% by SY26.	Yes	Cultivate (Belonging & Identity)	Overall	78	80		
			NA	N/A	N/A		
Through the implementation of practices aligned with the CPS attendance Plan Framework student overall attendance rate will increase by 2.5% by SY26 and the chronic absence rate will decrease by 5% by SY26.	Yes	Increased Attendance for Chronically Absent Students	Overall	93.5	94	94.5	95.5
			NA	17	14	13	12

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Build a more robust BHT that includes members across the building to develop more common language and practices amongst all staff members.	Define the difference between the Behavioral Health team and the Culture and Climate team to develop systems and interest in both.	Conduct monthly meetings for both the Behavioral Health Team and Culture and Climate team. Establish attainable and actionable goals and learning activities for both groups.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Create a series of student learning opportunities based on areas of need in baseline data.	Monitor the progression of the learning series toward the increase in student agency and motivation as reported in the spring administration of the cultivate survey.	Monitor the progression of the developed SEL learning series toward the increase in student agency and motivation as reported in the spring administration of the cultivate survey.
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Research and outline best practices for enhancing student attendance and chronic absences in the building.	Identify supports for chronically absent students (excluding medical needs) and establish systems to engage them in school.	Using cultivate and SEL screeners reflect on tier 1 practices that should be established for all students and conduct professional learning cycles to develop a standard sequence of learning for all students.

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

Through the implementation of research based and district aligned Social Emotional Learning practices student responses to the Cultivate Survey in the area of belonging and identity will increase by 15% by SY26.	Cultivate (Belonging & Identity)	Overall	78	80	Select Status	Select Status	Select Status	Select Status
		NA	N/A	N/A	Select Status	Select Status	Select Status	Select Status
Through the implementation of practices aligned with the CPS attendance Plan Framework student overall attendance rate will increase by 2.5% by SY26 and the chronic absence rate will decrease by 5% by SY26.	Increased Attendance for Chronically Absent Students	Overall	93.5	94	Select Status	Select Status	Select Status	Select Status
		NA	17	14	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:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Build a more robust BHT that includes members across the building to develop more common language and practices amongst all staff members.		Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Create a series of student learning opportunities based on areas of need in baseline data.		Select Status	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Research and outline best practices for enhancing student attendance and chronic absences in the building.		Select Status	Select Status	Select Status	Select Status

If Checked:

Complete
IL-Empower
Section below

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

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

If Checked:

No action needed

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

Select a Goal

Select a Goal

Select a Goal

Parent and Family Plan

If Checked:	☐	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☑	**Our school is a non-Title I school that does not receive any Title I funds.** **(Continue to Approval)**
No action needed		