

CIWP Team & Schedules

[Resources](#)

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Stephanie Bester	Principal	snelson1@cps.edu
Barbara Brodsky	AP	bmbrodsky@cps.edu
Michelle Conlisk	Inclusive & Supportive Learning Lead	mkhonda@cps.edu
Anna Olech	Inclusive & Supportive Learning Lead	alkolanczyk-olech@cps.edu
Sandy Neshawait	Teacher Leader	srhaddadin@cps.edu
Marie Mora	Teacher Leader	mgmora@cps.edu
Stephanie Huber	LSC Member	slhuber@cps.edu
Wojtek Jabłoński	Teacher Leader	wjablonski@cps.edu
Angela Lopez	Teacher Leader	amlopez3@cps.edu
Kayci Pickett	Teacher Leader	kcpickett@cps.edu
Lino Alvarez	Parent	norwoodparkchicago@yahoo.com
	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	5/30/23	5/30/23
Reflection: Curriculum & Instruction (Instructional Core)	5/30/23	6/5/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/30/23	6/5/23
Reflection: Connectedness & Wellbeing	5/30/23	6/5/23
Reflection: Postsecondary Success	5/30/23	6/5/23
Reflection: Partnerships & Engagement	5/30/23	6/5/23
Priorities	6/5/23	6/13/23
Root Cause	6/13/23	6/15/23
Theory of Acton	6/15/23	7/6/23
Implementation Plans	7/6/23	7/18/23
Goals	7/18/23	8/15/23
Fund Compliance	5/30/23	5/30/23
Parent & Family Plan	5/30/23	5/30/23
Approval	9/15/23	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	10/27/23
Quarter 2	12/12/23
Quarter 3	3/19/24
Quarter 4	5/1/24

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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

While our ELA and Science curriculum are high quality, we need to reconsider our math and SS curriculums. Our ILT has done a great job distributing leadership. We continue to put our efforts into aligning with the needs of the Inner Core, with a focus on relationship building.

What is the feedback from your stakeholders?

C & I was a priority before and we should continue the work. The heart of the school is the daily instructional practices.

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?

Adopted OG (Orton Gillingham) for foundational skills, We are setting an impact for our students with OG that is filling in the learning and language gaps with sounds and decoding in ELA. There is vertical alignment and common language used in the K-3 grades who are using this program. We also adopted culturally responsive ELA curriculum. In math we are also looking to adopt a new math curriculum that is responsive to our students. In Math and Science the materials are available online in both English and Spanish for our learners. Online access to curriculum is also beneficial for our students who are struggling with attendance.

- [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.

- Do the students know what and how they will be assessed - Using a variety of types of assessments to reflect students needs and abilities
 - Assessing our EL students - content and language proficiency
 - standards for group work and group tasks

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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

Attendance is a concern for our school. Many of the students who are absent are chronically absent. Also, we need to have more intent in our grade level team meetings with regards to data. Additionally we need to ensure that all adults have a growth mindset along with our meeting structures

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

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

What is the feedback from your stakeholders?

Based on the partial designations, this could also be a priority for our school improvement, especially for our ELs and DLs. 🍌

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 Hires must have ESL Endorsement. Many students use Branching Minds with fidelity, and we are able to discuss students progress across the grade level (3-8 departmentalized and often we see students in math who excel but then struggle in reading etc.) There is collaboration between the vertical teams. We have an Interventionist for ELA and moving into next school year we have a solidified plan for how to refer students to the interventionist with consistency and fidelity. 🍌

- [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.

- EL students should be assessed based on language proficiency - MTSS team still working on tier structures in Branching Minds - Interventions are not clear 🍌

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

Using the associated references, is this practice consistently implemented?	References
Yes	BHT Key Component Assessment SEL Teaming Structure
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

What are the takeaways after the review of metrics?

We have an uptick in student referrals to BHT, and in Aspen. Our cultivate surveys are areas for review and reflection. Our suspension rates are up in this school year based on repeated behaviors from select students. 🍌

What is the feedback from your stakeholders?

Keep pressing SEL across the board, not just in one classroom but in all subjects. Adults in the building need to practice and model the SEL practices we want our students to demonstrate. (We tell students to be kind, but we need to demonstrate what 'kind' is for the students.) 🍌

- Metrics**
- [% of Students receiving Tier 2/3 interventions meeting targets](#)
 - [Reduction in OSS per 100](#)
 - [Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)
 - [Access to OST](#)
 - [Increase Average Daily Attendance](#)
 - [Increased Attendance for Chronically Absent Students](#)
 - [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
 - [Cultivate \(Belonging & Identity\)](#)
 - Staff trained on alternatives to exclusionary discipline (School Level Data)
 - [Enrichment Program Participation: Enrollment & Attendance](#)


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?

- Chronic absentee students are repeat offenders - Some families see school as optional following the pandemic and school lockdown - Some concerns about growing number of bullying investigations 


Student Voice needs adjustment after our first year of implementation. Our Junior Coaches program is a large success for our students who are coaches and those whom they interact with. Our SEL designated time in the middle school is beneficial to the community of the classes. Our Peer Conference Leaders are trained and ready to help lead talking or peace circles with our other grades. This year they started with Kindergarten and 1st grade and the focus moving forward is our rising 3rd and 4th grade students. An impactful CIVICS project involved the 8th grade spending their time with the kindergarteners reading. 

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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
Yes	College and Career Competency Curriculum (C4) An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	The overall goals of this priority does not apply to our school setting. 	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCE 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
No	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).		9th and 10th Grade On Track
Yes	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).	<p>What is the feedback from your stakeholders?</p> The overall goals of this priority does not apply to our school setting. 	Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
N/A	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	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).		
N/A	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).	The overall goals of this priority does not apply to our school setting. 	

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.

Strong concerns regarding selective enrollment opportunities for our students. 

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<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>Curious about how many parents actually filled out the 5 essentials survey. The same parents who attend the PTA/BAC etc meetings are the ones who also attend the programs presented by the school. One question is how we improve our parent engagement in meetings/programs presented by the school. 🍌</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>Parent concerns about communication regarding the events that occurred. While events are promoted greatly, parents of the older students do not hear about the outcomes of the events. 🍌</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>More opportunities for students to voice opinions and concerns about school environment. Cultivate survey shows that students want more direct feedback for their teachers. 🍌</p>		<p>Parent town hall meetings are scheduled 3 to 4 times a school year to share information about school-wide initiatives. The main barrier is parent participation in the events. 🍌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

While our ELA and Science curriculum are high quality, we need to reconsider our math and SS curriculums. Our ILT has done a great job distributing leadership. We continue to put our efforts into aligning with the needs of the Inner Core, with a focus on relationship building.

What is the feedback from your stakeholders?

C & I was a priority before and we should continue the work. The heart of the school is the daily instructional practices.

What student-centered problems have surfaced during this reflection?

- Do the students know what and how they will be assessed - Using a variety of types of assessments to reflect students needs and abilities - Assessing our EL students - content and language proficiency - standards for group work and group tasks

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?

Adopted OG (Orton Gillingham) for foundational skills, We are setting an impact for our students with OG that is filling in the learning and language gaps with sounds and decoding in ELA. There is vertical alignment and common language used in the K-3 grades who are using this program. We also adopted culturally responsive ELA curriculum. In math we are also looking to adopt a new math curriculum that is responsive to our students. In Math and Science the materials are available online in both English and Spanish for our learners. Online access to curriculum is also beneficial for our students who are struggling with attendance.

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Determine Priorities

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

Students...

Students need clarity on the expectations/goals in order to achieve mastery in their subject area.



[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.

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Root Cause

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

As adults in the building, we...

need to provide students with a variety of assessments to demonstrate mastery. Students need clear expectations/rubric/objectives at the beginning of Instructional Units. Students need to know the purpose of their learning and how it connects to their world.



[5 Whys 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.

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Theory of Action

What is your Theory of Action?

If we....

provide high quality curricula across content areas and focus on instruction centered around the Inner Core and the needs of students



[Indicators of a Quality CIWP: Theory of Action](#)

Resources:

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

then we see....
 teachers delivering standards aligned, high quality instruction that uses balanced assessment systems to measure student learning



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...
 purposeful instructional practices and balanced assessments resulting in student growth evidenced by at least 70% of students being on grade level or above on iReady and 60% of students who score in the intervention range on the BOY Star 360 assessment will move to above the intervention level on the EOY Star 360.



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[Resources:](#)

Indicators of a Quality CIWP: Implementation Planning
 Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.
 Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.
 Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.
 Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.
 Action steps are inclusive of stakeholder groups and priority student groups.
 Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Instructional Leadership Team and MTSS Team

Dates for Progress Monitoring Check Ins

Q1 10/27/23 Q3 3/19/24
 Q2 12/12/23 Q4 5/1/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Pilot new Math Curriculum, Illustrative Math	3rd / 6th grade Teachers	EOY SY24	In Progress
Action Step 1	3rd and 6th grade Professional Development math curriculum, Illustrative Math	Huber and McCain	BOY 2024	Completed
Action Step 2	Implement Illustrative Math curriculum in grades 3 and 6.	Huber and McCain	BOY SY24	In Progress
Action Step 3	Evaluate effectiveness of new curriculum and determine curriculum for full school implementation in SY25.	All Math Teachers	EOY SY24	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Expand implementation of an equitable grading system across grade levels and content areas.	All Teachers	EOY SY24	In Progress
Action Step 1	Building teacher capacity to make changes to our equitable grading practices	Bester and Brodsky	MOY 2024	In Progress
Action Step 2	Clearly define our equitable grading practices and implement school wide	All teachers	MOY 2024	In Progress
Action Step 3	Share vision and procedures with parents	Everyone	EOY SY24	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	High quality tasks implemented well throughout all subject areas	All Teachers	EOY SY24	Select Status
Action Step 1	Create an environment of using the common practice of using data to inform instruction	Bester and Brodsky	EOY 2024	In Progress
Action Step 2	Implement peer observations that utilizes the Rigor Walk tool	ILT	MOY 2024	Not Started
Action Step 3	Participate in professional development surrounding quality task development	All Teachers	EOY 2024	Not Started
Action Step 4	Create common practice of providing accommodations for EL and DL students.	All Teachers	EOY 2024	In Progress
Action Step 5				Select Status
Implementation Milestone 4	Create a school-wide data collection and analysis protocol	All Teachers	EOY SY24	Not Started
Action Step 1	Professional development to build capacity	ILT	EOY SY24	Select Status
Action Step 2	PLC with The Fund to help develop a plan	Bester	EOY SY24	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	School-wide implementation of new Math curriculum. Streamline the instruction of the Skyline SS curriculum. Enrich Science Amplify curriculum to include more hands-on and in-person experiences. Fully implement a school-wide data collection and analysis protocol	
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SY26 Anticipated Milestones	Increase access to high quality, culturally responsive curriculum across all grade levels and subject areas. Pilot a new writing curriculum in primary. Streamline co-teaching practices to enhance instruction and accomodation delivery for EL and DL students.
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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
70% of students are on grade level or above on iReady in Reading and Math	Yes	Other- IReady Reading and Math	Overall	53 Reading	60	65	70
			Overall	40 Math	50	60	70
60% of students scoring in intervention range in BOY Star360 will move to above intervention level by EOY Star360 in Reading and Math	Yes	Other- Star 360 Reading and Math	Other [Students in Intervention Range]	45 moved to at/above benchmark	50	55	60
			Latinx	25 moved to at/above benchmark	35	45	60

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
<i>C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</i>	Pilot new Math curriculum.	Implement new Math curriculum.	Streamline implementation of Math curriculum.
C&I:2 Students experience grade-level, standards-aligned instruction.	Create an environment of using the common practice of using data to inform instruction	Create common practice of providing accommodations for EL and DL students.	
<i>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.</i>	Define and implement equitable grading practices.	Revisit and ensure equitable grading practices are being used school-wide.	

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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
70% of students are on grade level or above on iReady in Reading and Math	Other- IReady Reading and Math	Overall	53 Reading	60	Select Status	Select Status	Select Status	Select Status
		Overall	40 Math	50	Select Status	Select Status	Select Status	Select Status
60% of students scoring in intervention range in BOY Star360 will	Other- Star 360 Reading	Other [Students in Intervention Range]	45 moved to at/above benchmark	50	Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	<i>Select the Priority Foundation to pull over your Reflections here =></i>				Curriculum & Instruction											
Reflection	Root Cause	Implementation Plan																		
move to above intervention level by EOY Star360 in Reading and Math		and Math		Latinx	25 moved to at/above benchmark	35	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>										

Practice Goals		Progress Monitoring			
Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Pilot new Math curriculum.	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
C&I:2 Students experience grade-level, standards-aligned instruction.	Create an environment of using the common practice of using data to inform instruction	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
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.	Define and implement equitable grading practices.	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

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.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	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?

We have an uptick in student referrals to BHT, and in Aspen. Our cultivate surveys are areas for review and reflection. Our suspension rates are up in this school year based on repeated behaviors from select students

What is the feedback from your stakeholders?

Keep pressing SEL across the board, not just in one classroom but in all subjects. Adults in the building need to practice and model the SEL practices we want our students to demonstrate. (We tell students to be kind, but we need to demonstrate what 'kind' is for the students.)

What student-centered problems have surfaced during this reflection?

- Chronic absentee students are repeat offenders - Some families see school as optional following the pandemic and school lockdown - Some concerns about growing number of bullying investigations

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 Voice needs adjustment after our first year of implementation. Our Junior Coaches program is a large success for our students who are coaches and those whom they interact with. Our SEL designated time in the middle school is beneficial to the community of the classes. Our Peer Conference Leaders are trained and ready to help lead talking or peace circles with our other grades. This year they started with Kindergarten and 1st grade and the focus moving forward is our rising 3rd and 4th grade students. An impactful CIVICS project involved the 8th grade spending their time with the kindergarteners reading.

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Determine Priorities

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

Students...

are not responsive to the social emotional needs of their peers and disruptive, inappropriate behaviors have increased based school wide data. Data indicates that there are 20 students who have displayed repeat misconducts. 25% of students do not regularly attend school.

Resources: 

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

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

As adults in the building, we...

can incorporate teaching and showing empathy. We can teach the skills during reading and writing classes. We can find social skills stories. We can engage kids and have them teach their peers, for example Junior Coaches can model and teach their classmates. We can use the teachable moments, and focus on SEL events occurring in our class in front of us. We need to prioritize SEL instruction during our scheduled SEL block by modeling, and practicing the life skills. At the beginning of the year we need to prioritize community building in our classrooms.

Resources: 

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

Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

What is your Theory of Action?

If we....

focus on building community and relationships between teachers, students and parents by incorporating daily SEL instruction through research based curriculum, along with increased teacher parent communication

Resources: 

Indicators of a Quality CIWP: Theory of Action

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

then we see....
an increase in positive connections to the school community by all stakeholders



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...
the decreased number of behavioral misconducts and chronic absences as well as an increase in student connectedness as indicated by the Cultivate and 5 Essential Surveys.



[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 and Climate Team

Dates for Progress Monitoring Check Ins
Q1 10/27/23 Q3 3/19/24
Q2 12/12/23 Q4 5/1/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Increase attendance across all grade levels	All Staff		Select Status
Action Step 1	Communicate with parents of chronic absentee students in grades K-3 (ex. kindergarten kick-off, informational letters)	Clerk	BOY 2024	Completed
Action Step 2	Attendance Plans for chronic absenteeism	MTSS / Teachers	MOY 2024	In Progress
Action Step 3	Reentry plans for extended absence	MTSS / BHT	EOY 2024	Not Started
Action Step 4	Contact families of students. who are below 95% attendance at Q1 progress reports	MTSS/Attendance/Brodsky	MOY 2023	Not Started
Action Step 5	Designate time during PwP to discuss and address steps take to build positive and meaningful relationships	All Staff	EOY 2024	In Progress
Implementation Milestone 2	Restructuring the SEL curriculum across all grades	All Teachers	EOY 2024	In Progress
Action Step 1	Research SEL curriculum	Culture & Climate Team	BOY 2024	Completed
Action Step 2	Training teachers on SEL curriculum (ex. second step, way finder)	Brodsky	EOY 2024	Completed
Action Step 3	Implementation of curriculum in all grade levels	All Teachers	MOY 2025	In Progress
Action Step 4	Sharing information with the parents	All Staff	EOY 2024	In Progress
Action Step 5	Gather feedback from staff on areas going well and edges of growth	Administration / ILT	MOY 2024	Not Started
Implementation Milestone 3	Increase knowledge and practice of ESL Tier 1 Best Practices	All Teachers	EOY 2024	In Progress
Action Step 1	Introductory learning about ACCESS scores from SY23, teacher collaboration	Olech, Brodsky	BOY 2023	Completed
Action Step 2	PD related to Can-Do-Descriptors	Brodsky / Olech	BOY 2023	Not Started
Action Step 3	Teacher implementation of EL skills related to Comprehension and Collaboration	All Teachers	BOY 2024	Not Started
Action Step 4	ELPT continued coaching of staff regarding unit planning and supports in classrooms	Olech	EOY 2024	In Progress
Action Step 5	EL strategy folder shared within faculty Google Classroom, to encourage idea sharing and success celebration	All Staff	BOY 2024	Completed
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
Contact parents of chronic absentee students in grades K-3 prior to school starting to encourage attendance
Review SY24 attendance data to target students, and adapt a re-entry plan for extended absences.
Drop in chronic absenteeism by 5% by EOY SY25.
Increased awareness and mastery in writing and implementing language goals for ELLs.

SY26 Anticipated Milestones	Drop in chronic absenteeism by 10% (from start of CIWP process) by EOY SY26. Continued use and revision of re-entry plans for chronically absent students. Majority of staff are EL or Bilingual certified by EOY26. Increase in the number of staff who are certified to administer the ACCESS test and EL screeners by 10% by EOY26. Increased awareness and mastery in writing and implementing language goals for ELLs.	
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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
Increased Attendance for Chronically Absent Students	Yes	Increased Attendance for Chronically Absent Students	Overall	25	20		
			Select Group or Overall				
Increase Tier 3 student SEL abilities and transference from instruction to daily practice.	Yes	Other	Overall	4	0		
			Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 	Specify your practice goal and identify how you will measure progress towards this goal. 		
	SY24	SY25	SY26
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Increase attendance and monitor through the attendance reports.	Increase attendance and monitor through the attendance reports.	Increase attendance and monitor through the attendance reports.
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.	Communicate with families about programs such as PAWS, SEL, Peer Advisors, Junior Coaches, and organizations such as PTA, BAC, Adopt the Classroom. Increase collaboration and communication among committees. Implement two-way communication with families to get their feedback. Teach strategies to practice at home through Second Step and Way Finder.	Continue implementing SEL strategies, using 5 essentials survey data and cultivate data and our internal student conduct data	Continue SEL strategies using 5 essentials survey data and cultivate data and our internal conduct data
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Increase communication between all stakeholders. Increase communication and collaboration in writing and implementing language goals. Continue co-teaching and collaboration strategies.	Continue writing and implementing language goals by the whole team. Continue co-teaching and collaboration strategies.	Continue writing and implementing language goals by the whole team. Continue co-teaching and collaboration strategies.

[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
Increased Attendance for Chronically Absent Students	Increased Attendance for Chronically Absent Students	Overall	25	20	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase Tier 3 student SEL abilities and transference from instruction to	Other	Overall	4	0	Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status

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

and transference from instruction to daily practice.	Other	Overall			Select Status	Select Status	Select Status	Select Status
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Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	Increase attendance and monitor through the attendance reports.	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Communicate with families about programs such as PAWS, SEL, Peer Advisors, Junior Coaches, and organizations such as PTA, BAC, Adopt the Classroom. Increase collaboration and communication among committees. Implement two-way communication with families to get their feedback. Teach strategies to practice at home through Second Step and Way Finder.	Select Status	Select Status	Select Status	Select Status
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Increase communication between all stakeholders. Increase communication and collaboration in writing and implementing language goals. Continue co-teaching and collaboration strategies.	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:

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



Our school is a Title I school operating a Schoolwide Program

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

If Checked:

No action needed



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

