

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.
 The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
 The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.
 The CIWP team includes parents, community members, and LSC members.
 All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name	Role	Email
Patricia Davlantes	Principal	pcdavlantes@cps.edu
	AP	mrukkelis@cps.edu
Ryan Peet	Postsecondary Lead	rpeet@cps.edu
Carrie Denic	Parent	caauld@cps.edu
Amy Dominguez	Connectedness & Wellbeing Lead	asodekirk@cps.edu
Erin Nardone	Teacher Leader	elnardone@cps.edu
Alyssa Pantoja	Partnerships & Engagement Lead	afpantoja@cps.edu
Meghan Brewer	Curriculum & Instruction Lead	mkbrewer@cps.edu
Danielle Hammel	Teacher Leader	dhammel@cps.edu
Lies Garner	Teacher Leader	lvgarner@cps.edu
Maressa Spinak	Inclusive & Supportive Learning Lead	maspinak@cps.edu
Stacey Lemp	LSC Member	salemp@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	1/1/23	4/18/23
Reflection: Curriculum & Instruction (Instructional Core)	4/18/23	6/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/18/23	6/14/23
Reflection: Connectedness & Wellbeing	4/18/23	6/14/23
Reflection: Postsecondary Success	4/18/23	6/14/23
Reflection: Partnerships & Engagement	4/18/23	6/14/23
Priorities	6/14/23	6/14/23
Root Cause	6/14/23	8/4/23
Theory of Acton	8/21/23	8/25/23
Implementation Plans	8/21/23	8/25/23
Goals	8/21/23	9/8/23
Fund Compliance	8/21/23	8/25/23
Parent & Family Plan	8/21/23	8/25/23
Approval	9/11/23	9/11/23

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	10/20/2023
Quarter 2	12/21/2023
Quarter 3	3/22/2024
Quarter 4	6/6/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	CPS High Quality Curriculum Rubrics All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	ON STAR 360, about 75% of students scores above the 90%ile where only 60% of students did in Reading. It is almost the exact opposite on IAR, where more students are exceeding expectations in reading than in Math.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction Students experience grade-level, standards-aligned instruction.	Why are students performing better on ELA IAR than in math when students typically do better in Math on the start 360 test? What does this say about each type of test?	STAR (Math) iReady (Reading) iReady (Math)
Yes	Powerful Practices Rubric Learning Conditions 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.	What is the feedback from your stakeholders? -Stakeholders typically say they choose Hawthorne because of academic standing -Teachers have sometimes stated that it is the same teachers who are involved in every team.	Cultivate Grades ACCESS TS Gold
Partially	Continuum of ILT Effectiveness Distributed Leadership The ILT leads instructional improvement through distributed leadership.		
Yes	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development 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.		Interim Assessment Data
Partially	Assessment for Learning Reference Document Evidence-based assessment for learning practices are enacted daily in every classroom.	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? 4th and 5th grade alignment in ELA New curriculums in 4/5 Math and 4/5 ELA Grades piloting skyline in various subjects.	
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.			
-Vertical Alignment- Students entering next grade level not having needed skills -Horizontal Alignment- Continuity between subjects in grade level. -Assessment- If we are teaching students what they are ready to learn, when they are ready to learn it, we need know what they are ready for. -Personalization of student learning. Based on assessments, what will students learn next?			

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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
Yes	MTSS Integrity Memo MTSS Continuum Roots Survey 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.	High completion rate of cultivate survey. Results of survey reviewed in PD to determine SEL needs Students performed well on ACCESS Testing- Many students tested out of services for future years. Data suggests that students know how to regulate emotions and persevere	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
Yes	MTSS Integrity Memo School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Yes	LRE Dashboard Page 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.	What is the feedback from your stakeholders? -ELPT operationalizes district audits. Gives information obtained from audits to administration.	Quality Indicators of Specially Designed Curriculum EL Program Review Tool

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
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

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

We have approximately 15 teachers that have EL certification. 🍌

The ELPT goes into classrooms to co-teach and support students and teachers. She also pulls students to provide EL support.

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.

-Goals for EL learners in general curriclums (could this be part of personalization of goals?) 🍌

-Need for explicit instrucion on teaching from classroom teachers to EL students

-

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	Based on the data from the SECA and Cultivate surveys where students reflected lower scores in ability to manage stress, express emotions, and persever) 🍌	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? We have a wide variety of after school activities available for families. Before school care is also available and we have confirmed that we can use OST funds for scholarships for Right at School. Students impated by bussing and SPI were prioritized for programs. Almost half of all students (n=302) expressed an interest in before and after school programs this fall. This is across all grade levels (see graph below). 🍌	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Student's Current Grade Level: 302 responses 	
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?	
Consistant implementation of Tier 1 SEL curriculum across grade levels (Second Step, classroom circles, integrated SEL standards, Tier 1 behavior practices and routines, mindfulness and calm corners.) 🍌		Implementation of a school wide theme SEL College and Career and Academic Skills K-8 push in opportunities 🍌 Consistant SEL lessons related to emotional regulation, problem solving, and relationship skills.	

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Postsecondary Success

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

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

References

What are the takeaways after the review of metrics?

Metrics

Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	<p><i>High Graduation Rate</i> 3-8 on track rate strong. Attendance is often an issue with on track rates- some of these cases are related to athletics or mendical issues</p> <p>What is the feedback from your stakeholders? School does a good job with supporting students in deterring best fit HS's</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? After school meeting with parents about HS choices Conversations with students about individual HS choices. Studnets thinking about college asirations and incuding them on PL profiles</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participati on/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p> <p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		
No	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit		
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric		
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager		
<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>Allignment across classrooms to workbased learning opportunities or professionals</p>				

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	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	<p><i>Highest rated metric on 5Essential Survey</i> <i>Diverse LSC</i></p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p>
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		

			<p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
<p>Partially</p>	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p>Student Voice Infrastructure Rubric</p>	<p>What is the feedback from your stakeholders?</p> <p>Student voice, classroom community and supportive teaching were the three areas of need listed on cultivate survey. 📌</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?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>We are a magnet school so students that take the bus cannot participate in OST activities 📌 Not all families are able to engage with PTA, LSC, and additional meetings because of work or other factors Students with IEPs are not invited to meetings or included in the development of their plan Mission and Vision alignment with what is actually happening here now</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>We have prioritized students impacted by bussing for before and after school OST programs due to the current transportation issues faced by the district. 📌</p>	

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

What are the takeaways after the review of metrics?

ON STAR 360, about 75% of students scores above the 90%ile where only 60% of students did in Reading. It is almost the exact oposite on IAR, where more studnets are exceeding expectations in reading than in Math.

Why are students performing better on ELA IAR than in math when students typicall do better in Math on the start 360 test? What does this say about each type of test?

What is the feedback from your stakeholders?

-Stakeholders typically say they choose Hawthorne because of acadmic standing

-Teachers have sometimes stated that it is the same teachers who are involved in every team.

What student-centered problems have surfaced during this reflection?

-Vertical Alignment- Students entering next grade level not having needed skills

-Horizontal Alignment- Continuity between subjects in grade level.

-Assessment- If we are teaching students what they are ready to learn, when they are ready to learn it, we need know what they are ready for.

-Persolization of student learning. Based on assessments, what will stundets learn next?

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?

4th and 5th grade allignment in ELA

New curriculums in 4/5 Math and 4/5 ELA

Grades piloting skyline in various subjects.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Curriculum does not reflect formative/submmative assessments in advancing achievement for all students
Curriculum does not reflect implementation of student voice when considering pacing, engagement, and overall personalization of learning.



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

Resources:

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

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

As adults in the building, we...

need to learn how to develop, implement, and utilize the data from common assessments.



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....

align curriculum both horizontally and vertically, and implement common, standards-based assessments



Resources:

Indicators of a Quality CIWP: Theory of Action

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

then we see...

more cohesive and individual student data-driven instructional design



which leads to...
to a decrease in skill gaps, more targeted, individualized instruction, and an increase in equitable outcomes between priority groups.

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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	Dates for Progress Monitoring Check Ins
SLT in collaboration with Grade band teams	Q1 10/20/2023 Q3 3/22/2024 Q2 12/21/2023 Q4 6/6/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Common structures of reading and math blocks	Grade band teams	6/6/2024	Select Status
Action Step 1	Review first five week lessons plans, set instructional goals	Grade band teams	9/22/2023	Select Status
Action Step 2	Identify common elements of reading and math blocks	Grade band teams	10/27/2023	Select Status
Action Step 3	Planning for Q3 implementation	Grade band teams	2/9/2024	Select Status
Action Step 4	Implement common elements in 3rd and 4th quarter	Grade band teams	4/1/2024	Select Status
Action Step 5	Reflection on year - identify goals for SY24-25	Grade band teams	6/6/2024	Select Status
Implementation Milestone 2	Implementation of district assessments	Grade band teams	May 2024	Select Status
Action Step 1	BOY Star360 and iReady-Review data for instructional action steps-Use to identify student skill gaps and groupings for differentiation	Grade band teams	October 2023	Select Status
Action Step 2	MOY Star360 and iReady-Review data and use to identify student skill gaps and groupings for differentiation	Grade band teams	January 2024	Select Status
Action Step 3	EOY Star360 and iReady-Review data and use to identify student skill gaps and groupings for differentiation	Grade band teams	May 2024	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Use of data and evidence to inform intervention and acceleration/enrichment	SLT	6/6/2024	Select Status
Action Step 1	Adjust and implement system to identify students in need of screening	SLT	10/20/2023	Select Status
Action Step 2	Review and action plan Q1 priority group data	SLT	10/20/2023	Select Status
Action Step 3	Review and action plan Q2 priority group data	SLT	12/21/2023	Select Status
Action Step 4	Review and action plan Q3 priority group data	SLT	3/22/2024	Select Status
Action Step 5	Review and action plan Q4 priority group data	SLT	6/6/2024	Select Status
Implementation Milestone 4	Implementation of interim assessments (reading and math K-5)	Grade band teams	May 2024	Select Status
Action Step 1	BOY interim assessments	Grade band teams	October 2023	Select Status
Action Step 2	MOY interim assessments	Grade band teams	January 2024	Select Status
Action Step 3	EOY interim assessments	Grade band teams	May 2024	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
Commonalities in structures of all math and reading blocks. Common assessments and use of assessments to design differentiated instruction for all students. Teachers will implement targeted small group instruction for students based on academic needs.

SY26 Anticipated Milestones
Teachers will implement regular data driven instruction cycles that lead to differentiation and acceleration for all students.

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Resources:

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

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
Growth in Black and DL subgroups on iReady and STAR360 Reading	Yes	Other	English Learners	70th percentile			
			Students with an IEP	67th percentile			
Growth in Black and DL subgroups on iReady and STAR360 Reading	Yes	Other	English Learners	56th percentile			
			Students with an IEP	54th percentile			

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.	Common interim assessments and sequence in K-5 ELA and Math	Common interim assessments and sequence in K-8 ELA and Math	Personalized learner pathways in ELA and Math
Select a Practice			
Select a Practice			

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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
Growth in Black and DL subgroups on iReady and STAR360 Reading	Other	English Learners	70th percentile		Select Status	Select Status	Select Status	Select Status
		Students with an IEP	67th percentile		Select Status	Select Status	Select Status	Select Status
Growth in Black and DL subgroups on iReady and STAR360 Reading	Other	English Learners	56th percentile		Select Status	Select Status	Select Status	Select Status
		Students with an IEP	54th percentile		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.	Common interim assessments and sequence in K-5 ELA and Math	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

High completion rate of cultivate survey. Results of survey reviewed in PD to determine SEL needs
 Students performed well on ACCESS Testing- Many students tested out of services for future years.
 Data suggests that students know how to regulate emotions and persevere

What is the feedback from your stakeholders?

-ELPT operationalizes district audits. Gives information obtained from audits to administration.

What student-centered problems have surfaced during this reflection?

-Goals for EL learners in general curriculums (could this be part of personalization of goals?)
 -Need for explicit instruction on teaching from classroom teachers to EL students
 -

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

We have approximately 15 teachers that have EL certification.
 The ELPT goes into classrooms to co-teach and support students and teachers. She also pulls students to provide EL support.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students expressed low authority and agency on the Cultivate survey. Student-Teacher trust on 5Essentials is lower than expected.

Indicators of a Quality CIWP: Determine Priorities

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 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

Resources:

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

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

As adults in the building, we...

are still learning to utilize Personalized Learning approaches in our classrooms to improve student agency, authority, and identity during the learning process.

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....

engage staff in professional learning cycles on each of the four personalized learning signature practices (learner profiles, personal learning paths, short term learning plans, and conferencing)

Resources:

Indicators of a Quality CIWP: Theory of Action

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

then we see....

staff with increased knowledge of each students' identity, interests, and academic needs, and students that are more reflective and aware of their goals/progress

which leads to...
 more student-centered instructional planning and an increase in students' assertiveness and understanding of their own learning. 🍌

[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 🍌	Dates for Progress Monitoring Check Ins
PL/SLT	Q1 10/20/2023 Q3 3/22/2024 Q2 12/21/2023 Q4 6/6/2024

	SY24 Implementation Milestones & Action Steps 🍌	Who 🍌	By When 🍌	Progress Monitoring
Implementation Milestone 1	Learner Profile Completion	Kosko	9/29/23	In Progress
Action Step 1	Create learner profile templates	Kosko	8/26/23	Completed
Action Step 2	Share Google Classrooms with staff	Kosko	8/26/23	Completed
Action Step 3	Staff complete profiles by the end of week 5	Homeroom teachers	9/29/23	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Quarterly Conferencing on Goals	Homeroom teachers	6/6/2024	In Progress
Action Step 1	Q1 Student Conferences	Homeroom teachers	10/20/2023	Select Status
Action Step 2	Q2 Student Conferences	Homeroom teachers	12/21/2023	Select Status
Action Step 3	Q3 Student Conferences	Homeroom teachers	3/22/2024	Select Status
Action Step 4	Q4 Student Conferences	Homeroom teachers	6/6/2024	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Staff PD on Personalized Learning	Kosko	4/1/2024	In Progress
Action Step 1	Intro and review of learning profiles	Kosko	8/17/2023	Completed
Action Step 2	Student-based conferencing	Kosko	9/22/2023	Select Status
Action Step 3	Going deeper with learner profiles	Kosko	10/27/2023	Select Status
Action Step 4	Student-based conferencing	Kosko	2/9/2024	Select Status
Action Step 5	Planning for EOY reflections	Kosko	4/1/2024	Select Status
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	Development of personalized learning paths 🍌
SY26 Anticipated Milestones	Short-term learning plans 🍌

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Resources: 🚀

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.

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
Improvement on student agency on 5Essentials	Yes <input type="text"/>	Cultivate <input type="text"/>	Overall <input type="text"/>	59			
			Select Group or Overall <input type="text"/>				
Improvement on student reports of academic personalism on 5Essentials	Yes <input type="text"/>	5E: Supportive Environment <input type="text"/>	Overall <input type="text"/>	61			
			Select Group or Overall <input type="text"/>				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🏆

Specify your practice goal and identify how you will measure progress towards this goal. 🏆

	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Implementation of personal learning plans and conferencing	Development of personal learning paths to develop intervention and acceleration/enrichment.	Short-term learning plans for more student agency and exploration in learning.
Select a Practice <input type="text"/>			
Select a Practice <input type="text"/>			

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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
Improvement on student agency on 5Essentials	Cultivate	Overall	59		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Improvement on student reports of academic personalism on 5Essentials	5E: Supportive Environment	Overall	61		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Implementation of personal learning plans and conferencing	Select Status	Select Status	Select Status	Select Status
Select a Practice <input type="text"/>		Select Status	Select Status	Select Status	Select Status
Select a Practice <input type="text"/>		Select Status	Select Status	Select Status	Select Status

Parent and Family Plan

If Checked:

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

Our school is a Title I school operating a Schoolwide Program

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

If Checked:

No action needed

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

