

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
Cliff Gabor	Principal	cqgabor@cps.edu
Erika Moratilla-Padilla	AP	emoratilla@cps.edu
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Sandy Blake	Connectedness & Wellbeing Lead	SGetzendanner@cps.edu
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Mirella Bandera	Partnerships & Engagement Lead	mbandera3@cps.edu
Gloria Johnson	Instructional Coach	GCJohnson1@cps.edu
Carol Lugo	Parent	
Diamaris Quiles	LSC Member	
Eloise Kelly	Inclusive & Supportive Learning Lead	ekelly1@cps.edu
Erlinda Salas	EL Lead	ESalas@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	5/11/23	5/18/23
Reflection: Curriculum & Instruction (Instructional Core)	5/26/23	7/10/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/26/23	7/10/23
Reflection: Connectedness & Wellbeing	5/26/23	7/10/23
Reflection: Postsecondary Success	5/26/23	7/10/23
Reflection: Partnerships & Engagement	5/26/23	7/10/23
Priorities	7/12/23	7/31/23
Root Cause	7/19/23	7/31/23
Theory of Acton	8/11/23	8/23/23
Implementation Plans	8/11/23	8/23/23
Goals	8/11/23	8/23/23
Fund Compliance	8/11/23	8/23/23
Parent & Family Plan	8/11/23	8/23/23
Approval	8/23/23	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	12/22/23
Quarter 3	4/1/24
Quarter 4	6/7/24

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.

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[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	<p>IAR Data: </p> <p>3-5: 21% of students met or exceeded expectations in ELA, and 12% met or exceeded expectations in Math. 6-8: 25% of students met or exceeded expectations in ELA, and 18% met or exceeded expectations in Math.</p> <p>i-Ready Data: K-2 Reading: 130% progress to ATG, 54% of students are at or above grade level K-2 Math: 114% progress to ATG, 55% of students are at or above grade level</p> <p>Star360: 3-5 Reading: 42% average rank, with 49% showing growth from Fall to Spring. 3-5 Math: 51% average rank, with 51% showing growth from Fall to Spring. 6-8 Reading: 36% average rank, with 49% showing growth from Fall to Spring. 6-8 Math: 44% average rank, with 48% showing growth from Fall to Spring.</p>	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	<p>Grades: The highest number of D's & F's in Math were in 4th and 5th grades; in Reading, in 1st grade; in Science, in 6th grade; in Social Studies, in 1st and 6th grades.</p> <p>Clearly, the data reflects that our students are not making adequate progress in either Math or ELA, and the majority of our students are not currently working at grade level. While many of our students did show growth in the past year, the issue remains that too many are still not working at grade level. This tells us that our first priority is examining our Tier 1 instructional practices. This is not just an issue with DL students, or ELL students, or gen-ed students. If the majority of our students are not meeting expectations, then we need to examine the instruction that all of our students are receiving, in order to determine where the gaps are.</p>	PSAT (EBRW) PSAT (Math) STAR (Reading)
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.	Powerful Practices Rubric Learning Conditions	<p>What is the feedback from your stakeholders?</p> <p>About 70% of our staff surveyed believe that Mary Lyon teachers have access to high quality curriculum that is standards-aligned and culturally responsive. 77% of staff surveyed believe that there are balanced assessment systems that measure student learning of grade-level standards, provide evidence to inform decision-making, and monitor progress towards end of year goals. </p> <p>There are many concerns about the use and implementation of Skyline ELA in our building. Although we see benefits to Skyline, our teachers feel it presents many challenges. One of the areas it is lacking is around the assessment piece. There are not enough quality assessments and checks for understanding for our students. Another Skyline concern is that the program does not provide the necessary materials for appropriate instruction in grade level skills. Our teachers also feel that our bilingual population will have trouble with the Skyline curriculum. It seems that the Spanish translation has not been fully developed or vetted by teachers. Another major concern with Skyline is that the platform is not user-friendly, and this is the case for all content areas. Teachers would like hard copies of student worksheets and teacher manuals, or the teacher facilitation guides. (TFGs) Our staff does appreciate the fact that we ordered a new math curriculum, enVision, and that there was teacher input regarding choosing a new curriculum.</p> <p>We also received some feedback from our primary teachers that iReady can be challenging for the younger students because they are working two and three grade levels above and the passages are lengthy and math problems are rigorous.</p>	STAR (Math) iReady (Reading) iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership Foundational Pillars		Cultivate Grades
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		ACCESS TS Gold Interim Assessment Data
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	<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 provided numerous professional development sessions on using I-Ready to assign progress monitors to specific students. We are doing the same with Star Custom. Teachers are starting to feel more comfortable with these tools and this should only get better next school year. We are saw success in getting Tier 2 and Tier 3 students ready for EOY testing. Several of our Tier 3 students have been evaluated for IEPs so this will help those students get the services they need while opening up more room to have new Tier 3 students serviced by our interventionists. </p>	

What student-centered problems have surfaced during this reflection?

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Our 3rd-8th grade students are working below grade level in both Math & Reading. A closer examination of the data reveals that, for example, our ELL students are receiving a higher percentage of D's and F's than their native-English-speaking peers. Additionally, a concerning number of our ELL students transitioned out of the bilingual program last year. This data reflects our continuing need to ensure that our ELL students are receiving strong ESL instruction, in order to fully equip them to succeed in their education.

The I-Ready learning paths and teacher-assigned activities are supports we are using daily. Our students showed growth in Math and Reading as of EOY May administration. Another new support we are using school wide is Freckle for Math. We like that it is directly tied to Star360 and that it provides activities that 3-8 students are ready to learn in Math. This targeted skills practice has helped teachers and students refine their practice in these last weeks before EOY testing. We started using Freckle Math after Spring Break and teachers' comfort level with the program should only increase for next school year.

school year.

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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	<p>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.</p>	<p>49.8% of current Lyon students are designated as ELL. Last year, only 6% of them scored a 4.7 or higher on ACCESS, and were transitioned out of the program. The composite ACCESS score for Lyon students was 3.13 in the last school year.</p> <p>36 out of 70 Lyon teachers have their ESL certification, and 22 have a Bilingual certification (Spanish or Polish).</p> <p>14% of Lyon students have IEPs. 78% of them are in LRE1, 12% are in LRE2, and 10% are in LRE3. 9% of our students are in Tiers 2 or 3. 36 students receive pull-out services for Tier 3 support from an interventionist.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p>
Partially	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p>	<p>16 Lyon teachers currently have their LBS 1, including teachers who are not currently in a SPED position. We have 2 full-time interventionists, and 1 retired teacher who also provides Tier 3 interventions to students. We have a diverse MTSS team, consisting of an MTSS Lead, an interventionist, an AP, a case manager, an ELPT, and a counselor.</p>	<p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
Yes	<p>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.</p>	<p>What is the feedback from your stakeholders?</p> <p>At Lyon only 31% of our staff surveyed believe there is an equity-based MTSS framework that has strong teams and structures and that progress monitoring of intervention plans is being done in Branching Minds. However, on the more positive side, 85% of our staff believes that Mary Lyon students receive instruction in their Least Restrictive Environment and that our staff is continually improving access to support Diverse Learners.</p> <p>As it relates to MTSS, teachers have found the Branching Minds platform to be time-consuming and therefore taking away from instruction and working with students. Other staff feedback stated that they did not believe all members of the MTSS Team worked to share the responsibility in supporting teachers. Other MTSS concerns related to our bilingual students. Teachers believe we need someone in MTSS who speaks Spanish to support the many newcomers that are arriving that are not working at grade level in their native language. Finally there are frustrations with recommending students for Tier 3 interventions but if the parent does not sign off then there are no services provided.</p> <p>Some diverse learning concerns that we found were that many of our staff believe Lyon needs more diverse learning teachers and that DL students need additional support in Science and Social Studies. Other feedback tells us that most staff believes Lyon strives to comply with the LRE policies in place but that some teachers will not work hard enough to improve access for DL students as it relates to instruction and best practices.</p>	<p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>
Yes	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</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>As referenced above, Lyon has a small percentage of students placed in LRE 3. The vast majority of our students with IEPs are receiving instruction in their Least Restrictive Environment. Teachers are given a plethora of resources throughout the school year in order to fully support their DL students.</p> <p>We have a large population of newcomers at Lyon, particularly in the middle school. We have a dedicated pullout teacher giving these students ELA and ESL instruction and we have a bilingual Math teacher that provides Math instruction. We know that the middle school bilingual program continues to be an area of concern for Lyon.</p> <p>We are using parent mentors and tutors to help assist our bilingual population in classrooms where the teacher is not bilingual-endorsed. We are also using our 3 interventionists to provide Tier 3 ELA and Math pullout to our MTSS students. We have instructional coaches pulling out both intervention and enrichment groups. We also have a strong Guided Reading program with various SECAS, retired teachers and other assistants taking groups and providing small group instruction in the K-5 grades.</p>	
Partially	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p>		
Yes	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</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>Lyon has a very small percentage of bilingual students who are transitioning out of the bilingual program. Lyon students also stay in the bilingual program for an extended period of time. In particular, the writing component of the bilingual program is an area where our bilingual students struggle.</p>			

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p>	<p>21% of Lyon students receive Tier 3 Reading interventions and had current plans and goals in Branching Minds. Only 3% of Lyon students receive Tier 2 Reading interventions and had current plans and goals in Branching Minds.</p> <p>15% of Lyon students receive Tier 3 Math interventions and had current plans and goals in Branching Minds. Only 6% of Lyon students receive Tier 2 Math interventions and had current plans and goals in Branching Minds. These numbers lead us to believe that although Tier 3 interventions are being given by Lyon interventionists and pull-out providers, it does not seem that our Tier 2 interventions are as strong in the classrooms.</p> <p>As far as behavior incidents, 2.3% of Mary Lyon students have</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p>

Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	<p>been suspended. 27% of incidents resulted in an out of school suspension. Out of school suspensions lasted an average of 1.4 days. 45% of incidents resulted in either an out of school or an in-school suspension. In-school suspensions lasted an average of 1 day. This shows that we had a low number of students that actually received suspensions but that these particular students were responsible for the majority of our incidents.</p> <p>The consequences given for behavior at Lyon in 2022-23 were as follows: 18% of incidents resulted in detentions. 35% of incidents resulted in restorative conversations 27% of incidents resulted in out of school suspensions 18% of incidents resulted in in-school suspensions Most misconducts were due to disregards of the instructions of school personnel and failing to abide by school rules.</p>	<p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p>
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.	<p>What is the feedback from your stakeholders?</p> <p>Only 39% of our staff believes there are structures in place to support student well-being and discipline. Even more concerning is that only 23% of staff believe that students with chronic absenteeism re-enter school with a plan that facilitates better attendance and continued enrollment.</p> <p>There was a large amount of feedback on the issues of discipline and absenteeism. We have a new Dean position at Lyon and many believe that will help improve discipline. But teachers believe that there are no consequences for many behaviors which makes teaching challenging. Teachers believe that we do have structures in place to support students, but the groups and teams are very limited in terms of what they can accomplish or change. We do not have a clear and consistent plan for dealing with behavior and/or attendance issues. Some staff offered up ideas for incentives like more field trips in order to improve discipline.</p> <p>As it relates to chronic absenteeism, teachers have huge concerns, especially with the parents. Many believe that parents need to be held more accountable and that we need higher expectations from families as it relates to their children's attendance. Additional support staff that could act like truant officers has been offered as a suggestion to improve chronic absenteeism along with more communication between the school and parents. Many teachers believe we need to do more when it comes to dealing with chronic absenteeism. One teacher explained that she has a student who has been absent 88 days. Although she has received support from administration, she feels helpless trying to rectify the situation. She wishes there were more avenues to take to increase student attendance besides calling DCFS, the CPS truancy hotline, and sending security to the student's house. Instances like this tell us that absenteeism is an issue at Lyon.</p>	<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		

What student-centered problems have surfaced during this reflection?

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- We need a more detailed approach to discipline in order to lessen the amount of behavior incidents that occur within the school. A refined schoolwide discipline program is needed.
- In order to improve student attendance rates, we need increased student engagement and a plan for improving student chronic absenteeism.
- Our MTSS program continues to improve and this should help students receive the interventions that they need so they can get the academic support to help them be successful. We do not want our MTSS program to be a pathway to diverse learning and an IEP. We hope to improve our differentiated small group instruction so that these students receive their interventions and can maintain learning at their grade-level.

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?

Lyon is implementing a dean position to help assist with student behavior and discipline. The dean will focus on restorative conversations and social emotional strategies. The counselors will have small group and individual sessions with students. The dean, counselors, and office staff will work with families who have chronic absences to provide them with the resources they need to improve their attendance. Our security, administration, case manager will conduct house visits for students who are truant to encourage the families to have their child attend school regularly.

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

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	College and Career Competency Curriculum (C4)	<p>On-Track Data: Lyon ended the year with an overall on-track percentage of 36.1. 3rd: 33.8% 4th: 39.4% 5th: 35.4% 6th: 34.7% 7th: 37.6% 8th: 36.1%</p> <p>Graduation Data: Out of 147 8th graders, 8 students are currently attending Summer Bridge and 2 are attending the Summer Acceleration Program.</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p>
Partially	Individualized Learning Plans	<p>Cultivate data - Relevance to the Future: Students responded positively, with an overall score of 55, clearly reflecting that the majority of our students believe that their classwork is useful and relevant in preparing them for their futures.</p>	<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
No	Work Based Learning Toolkit	<p>What is the feedback from your stakeholders?</p> <p>100% of Lyon teachers surveyed believe that middle school students receive help in navigating the high school entrance process. They also agree that students are introduced to future careers and goals. Teachers think our 8th grade students receive support through the HS application process. We have a strong counseling staff that walks students through the GoCPS site and helps them navigate high school entrance</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>

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

applications. Lyon students attend various high schools around the city, not just our neighborhood high school.

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?

Lyon prides itself on our strong counseling program. Our counselors have weekly SEL time with the 8th graders to help them navigate GoCPS and the high school application process. Students receive multiple resources throughout the year, including a clear timeline of tasks and benchmarks, in order to keep them on track throughout this process. The counselors also make sure that they have plenty of time in their daily schedules for our students to drop in with any immediate concerns. Lyon staff, and particularly the 8th grade team, also provides a lot of support early in the year for students as they prepare for and sit for the high school placement test. The 8th grade team places a lot of emphasis on preparing the students for daily life in high school. Students are supported in developing and strengthening their executive functioning skills, time management, and intrinsic motivation.

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One area that is an opportunity for growth at Lyon is exposing students to the wide array of career opportunities available to them after high school. We also see an area of opportunity in building students' awareness of the breadth of opportunities provided by all of the high schools that they are able to apply to.

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Spectrum of Inclusive Partnerships	Our Cultivate survey results showed the following: <i>Learning Mindsets</i> Strengths Relevance to the Future - belief that classwork is useful for preparing for the future. (55) Weaknesses Belonging - belief that one fits in with their peers (29) Growth Mindset - belief that one's ability grows with effort (23) Agency - belief in one's ability to affect change (13) <i>Learning Strategies</i> Strengths Organization and Time Management - ability to manage time to meet school deadlines (57) Weaknesses Monitoring Strategies - ability to monitor one's own thinking (31) <i>Motivation</i> Weakness (41) <i>Learning Conditions - Characteristics of a classroom that matter to improve a student's mindset</i> Strengths Classroom community Meaningful work Teacher caring Well-organized classroom Weaknesses Feedback for growth Learning goals Given that our lowest Mindsets & Strategies for All Students are Agency, Growth Mindset, and Belonging, here are the areas where we are likely to get the most leverage, in order of importance:	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Yes	Reimagining With Community Toolkit		Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	Student Voice Infrastructure Rubric	What is the feedback from your stakeholders? 85% of staff surveyed feels that Mary Lyon School fosters relationships with families and community members. They also feel confident that staff fosters two-way communication with families and community members by offering ways for them to participate in the school community. This was very positive feedback. Some teachers felt like parent involvement has lessened since the pandemic and that some parents don't always appreciate the work that teachers do with students. Some feel that this may be due to the paperwork process now involved in volunteering at the school. However most believe our school does a nice job in engaging parents through the different parent committees and parent mentor program. Stakeholders also report that parents are always contacted when needed and that there are monthly parent meetings and many after school events to keep parents involved.	Formal and informal family and community feedback received locally. (School Level Data)

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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?

Even though we have a large majority of parental participation at Lyon through various programs, we still need more parent support as it relates to our students' academic success and participation at home. We need parents to provide social emotional support to their children as a whole child - academics, SEL and PBIS. On our 5 Essentials Survey, Lyon scored a Performance rate of "1" or "Very Weak" in Parent Supportiveness under the Supplemental Measures section of the survey.



We have an active LSC, who have been deeply involved in helping the school find a new administrator. We also have a very active PAC and BAC, both of whom meet monthly with our administration and our ELPT. We also have a strong Parent Mentor program, and a large number of our students' parents work at the school supporting our recess program and in other ways. The school works closely with the Northwest Side Housing Center to support our students and families outside of school, as well. The school staff organize multiple community events throughout the school year, partnering with local organizations like Somos Uno Puerto Rican Arts Alliance, as well as our alderperson and state representatives.



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

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.
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.
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.

IAR Data:
 3-5: 21% of students met or exceeded expectations in ELA, and 12% met or exceeded expectations in Math.
 6-8: 25% of students met or exceeded expectations in ELA, and 18% met or exceeded expectations in Math.

i-Ready Data:
 K-2 Reading: 130% progress to ATG, 54% of students are at or above grade level
 K-2 Math: 114% progress to ATG, 55% of students are at or above grade level

Star360:
 3-5 Reading: 42% average rank, with 49% showing growth from Fall to Spring.
 3-5 Math: 51% average rank, with 51% showing growth from Fall to Spring.
 6-8 Reading: 36% average rank, with 49% showing growth from Fall to Spring.
 6-8 Math: 44% average rank, with 48% showing growth from Fall to Spring.

Grades:
 The highest number of D's & F's in Math were in 4th and 5th grades; in Reading, in 1st grade; in Science, in 6th grade; in Social Studies, in 1st and 6th grades.

Clearly, the data reflects that our students are not making adequate progress in either Math or ELA, and the majority of our students are not currently working at grade level. While many of our students did show growth in the past year, the issue remains that too many are still not working at grade level. This tells us that our first priority is examining our Tier 1 instructional practices. This is not just an issue with DL students, or ELL students, or gen-ed students. If the majority of our students are not meeting expectations, then we need to examine the instruction that all of our students are receiving, in order to determine where the gaps are.

What is the feedback from your stakeholders?

About 70% of our staff surveyed believe that Mary Lyon teachers have access to high quality curriculum that is standards-aligned and culturally responsive. 77% of staff surveyed believe that there are balanced assessment systems that measure student learning of grade-level standards, provide evidence to inform decision-making, and monitor progress towards end of year goals.

There are many concerns about the use and implementation of Skyline ELA in our building. Although we see benefits to Skyline, our teachers feel it presents many challenges. One of the areas it is lacking is around the assessment piece. There are not enough quality assessments and checks for understanding for our students. Another Skyline concern is that the program does not provide the necessary materials for appropriate instruction in grade level skills. Our teachers also feel that our bilingual population will have trouble with the Skyline curriculum. It seems that the Spanish translation has not been fully developed or vetted by teachers. Another major concern with Skyline is that the platform is not user-friendly, and this is the case for all content areas. Teachers would like hard copies of student worksheets and teacher manuals, or the teacher facilitation guides. (TFGs) Our staff does appreciate the fact that we ordered a new math curriculum, enVision, and that there was teacher input regarding choosing a new curriculum.

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What student-centered problems have surfaced during this reflection?

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?

Our 3rd-8th grade students are working below grade level in both Math & Reading. A closer examination of the data reveals that, for example, our ELL students are receiving a higher percentage of D's and F's than their native-English-speaking peers. Additionally, a concerning small number of our ELL students transitioned out of the bilingual program last year. This data reflects our continuing need to ensure that our ELL students are receiving strong ESL instruction, in order to fully equip them to succeed in their education.

We have provided numerous professional development sessions on using I-Ready to assign progress monitors to specific students. We are doing the same with Star Custom. Teachers are starting to feel more comfortable with these tools and this should only get better next school year. We are saw success in getting Tier 2 and Tier 3 students ready for EOY testing. Several of our Tier 3 students have been evaluated for IEPs so this will help those students get the services they need while opening up more room to have new Tier 3 students serviced by our interventionists.

The I-Ready learning paths and teacher-assigned activities are supports we are using daily. Our students showed growth in Math and Reading as of EOY May administration. Another new support we are using school wide is Freckle for Math. We like that it is directly tied to Star360 and that it provides activities that 3-8 students are ready to learn in Math. This targeted skills practice has helped teachers and students refine their practice in these last weeks before EOY testing. We started using Freckle Math after Spring Break and teachers' comfort level with the program should only increase for next school year.

Return to Top Determine Priorities

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

Resources:

Students...
 are not performing at grade level in the core subjects. Less than a quarter of Mary Lyon students are currently scoring at grade level in Reading & Math. According to Spring 2023 IAR, 21% of our 3rd through 5th graders are at grade level in Reading. 25% of our 6th - 8th graders are at grade level in Reading. For Math, only 12% of our 3rd - 5th graders scored at grade level on IAR. We only have 18% of our 6th - 8th graders scoring on grade-level for Math. Although our data is higher in the primary grades, there is still much room for growth. Our K-2 has 54% of students on grade-level in Reading and 55% on grade-level in Math.

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

Resources:

As adults in the building, we...
 know that the pandemic seriously impacted the students' educations in many ways, due to trauma, technology access, remote learning, illness, etc. Prior to the pandemic, Lyon's data was much better regarding students at grade level. Students returned to in-person learning with massive learning gaps. Our population was, on average, two years behind grade level due to pandemic learning loss. Learning loss was exacerbated by serious attendance and discipline issues. A large number of our students missed weeks or months of school, both remotely and in-person. Additionally, trauma and lack of structure severely impacted student performance. Our students lacked the academic stamina to persevere through rigorous

[5 Whys Root Cause Protocol](#)

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

problem solving. Students currently demonstrate a serious lack of academic stamina, motivation, and engagement. Missing out on over a year of in-person learning robbed them of the modeling and practice that they need in critical classroom skills, including higher-order thinking, discussion, speaking & listening, etc.

[Return to Top](#) **Theory of Action**

What is your Theory of Action?

If we....
 focus on developing engaging, rigorous, high-level academic tasks and allowing ample opportunities for students to engage high-level academic tasks that involve critical thinking and discourse while continuing to provide rigorous materials at grade-level

then we see....
 significant growth in academic skills like stamina, motivation, discussion and higher-level reasoning with increased student ownership and investment in their education

which leads to...
 35% of 3-8 Lyon students meeting grade level proficiency in IAR Reading and 30% of 3-8 Lyon students meeting grade level proficiency in IAR Math.

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.

[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

ILT

Dates for Progress Monitoring Check Ins

Q1 10/27/23 Q3 4/1/24
 Q2 12/22/23 Q4 6/7/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Facilitate teacher proficiency with all new Lyon curriculums - Skyline, enVision and MyView/MiVision.	ILT	SY24	In Progress
Action Step 1	Teachers will attend all districtwide Skyline professional development sessions.	Administration	SY24	In Progress
Action Step 2	Teachers will participate in various Skyline co-labs during grade level meetings.	Instructional Coach	SY24	Not Started
Action Step 3	Teachers will attend 3 different enVision Math trainings provided by Savvas in August, September and October. Math Coach will provide support with enVision implementation.	Math Coach	SY24	In Progress
Action Step 4	Teachers will attend CPS quarterly professional development trainings for MyView/Mi Vision and Instructional Coach will provide support. Lyon will facilitate teacher proficiency with all new Lyon curriculums - Skyline, enVision and MyView/MiVision.	Instructional Coach	SY24	In Progress
Action Step 5	Teachers will receive ongoing training on our progress monitoring assessment platforms - I-Ready, Star Custom and Checkpoint and analyze the data to address learning gaps and provide differentiated instruction.	Instructional Coach and Math Coach	SY24	Not Started
Implementation Milestone 2	Teachers will build strong learning communities within their classrooms.	Teachers	SY25	In Progress
Action Step 1	We will implement cooperative learning among students in the classroom. When working in pairs or small groups, students will have roles to help them accomplish the learning task by taking responsibility for their own learning and those of their team members.	ILT	SY24	Not Started
Action Step 2	Teachers will engage in a cycle of learning/coaching to understand how to utilize questioning for students to challenge each other's thinking through student-to-student discourse and discussion.	ILT	SY25	Not Started
Action Step 3	Students will use content-appropriate academic vocabulary in their group discussions.	ILT	SY24	Not Started
Action Step 4	Teachers will present multiple perspectives and viewpoints when analyzing text.	Instructional Coach	SY24	Not Started
Action Step 5	When given a math problem, students will share different strategies for finding solutions.	Math Coach	SY24	Not Started
Implementation Milestone 3	Students demonstrate increased learning stamina & motivation.	ILT	SY26	Not Started
Action Step 1	Teachers will engage students in learning by building their background knowledge of the content.	ILT/Academics Team	SY24	Not Started

Action Step 2	Teachers will receive coaching and professional development in developing tasks that promote higher-order thinking to improve comprehension. These tasks will encourage analysis and knowledge utilization.	ILT/Academics Team	SY25	Not Started
Action Step 3	Teachers need support in developing project-based tasks that will encourage student engagement.	ILT/Academics Team	SY26	Not Started
Action Step 4	Teachers will show students different strategies on how to proceed when they encounter a problem in their learning. For example, students can use different resources like anchor charts, graphic organizers, interactive notebooks, etc so they persevere in problem solving.	ILT	SY24	Not Started
Action Step 5	Teachers will ensure students have the reading and math foundational skills needed to solve a problem or to be able to engage in the task.	ILT	SY24	Not Started
Implementation Milestone 4	Improve student writing skills in all four major content areas to be able to write for various purposes	ILT	SY24	Not Started
Action Step 1	Teachers will engage students in the writing process in order to complete narrative, argumentative and informational essays (types of writings) presented in the IAR.	Instructional Coach	SY24	Not Started
Action Step 2	Teachers will guide students in writing a response to prompts about the texts they are reading.	Instructional Coach	SY24	Not Started
Action Step 3	Students will write the how and the why of the steps they took to solve math word problems.	Math Coach	SY24	Not Started
Action Step 4	Students will be able to write how to solve math problems in multiple ways.	Math Coach	SY24	Not Started
Action Step 5	In Science students will be able to write about the scientific process they used to conduct experiments.	Science teachers	SY25	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones 📌
 Teachers will build strong learning communities within their classrooms. Students will challenge each other's thinking through student-to-student discourse and discussion. We will implement cooperative learning among students in the classroom. When working in pairs or small groups, students will have roles to help them accomplish the learning task by taking responsibility for their own learning and those of their team members. Students will use content-appropriate academic vocabulary in their group discussions and in their writing. Teachers will present multiple perspectives and viewpoints when analyzing text. When given a math problem, students will share different strategies for finding solutions.

SY26 Anticipated Milestones 📌
 Students demonstrate increased learning stamina & motivation. Teachers will engage students in learning by building their background knowledge of the content. Teachers will develop tasks that promote higher-order thinking to improve comprehension. These tasks will encourage analysis and knowledge utilization. Teachers need support in developing project-based tasks that will encourage student engagement. Teachers will show students different strategies on how to proceed when they encounter a problem in their learning. For example, students can use different resources like anchor charts, graphic organizers, interactive notebooks, etc so they persevere in problem solving. Teachers will ensure students have the reading and math foundational skills needed to solve a problem or to be able to engage in the task.

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 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
By the end of SY26, at least 45% of Lyon students in grades 3-8 will meet or exceed expectations on IAR Reading.	Yes	STAR (Reading)	Overall	K-2 54 on level 3-5 21 on level 6-8 25 on level			
			Select Group or Overall				
By the end of SY26, at least 40% of Lyon students in grades 3-8 will meet or exceed expectations on IAR Math.	Yes	STAR (Math)	Overall	K-2 55 on level 3-5 12 on level 6-8 18 on level			
			Select Group or 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&I:2 Students experience grade-level, standards-aligned instruction.	Analyzing lesson plans and giving feedback to improve the lesson plan. Allowing teachers to engage in peer-to-peer observation and providing helpful feedback on how to improve their practice. Instructional coaches will help improve teacher practice by providing professional development on a continuous basis.	Analyzing lesson plans and giving feedback to improve the lesson plan. Allowing teachers to engage in peer-to-peer observation and providing helpful feedback on how to improve their practice. Instructional coaches will help improve teacher practice by providing professional development on a continuous basis.	Analyzing lesson plans and giving feedback to improve the lesson plan. Allowing teachers to engage in peer-to-peer observation and providing helpful feedback on how to improve their practice. Instructional coaches will help improve teacher practice by providing professional development on a continuous basis.
C&I:3 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.	This practice will be measured by results of the BOY, MOY and EOY rigor walks as it pertains to the LSI rubric. Also, we will obtain student feedback through the use of Google Forms and surveys in order to give students a voice in their learning.	This practice will be measured by results of the BOY, MOY and EOY rigor walks as it pertains to the LSI rubric. Also, we will obtain student feedback through the use of Google Forms and surveys in order to give students a voice in their learning.	This practice will be measured by results of the BOY, MOY and EOY rigor walks as it pertains to the LSI rubric. Also, we will obtain student feedback through the use of Google Forms and surveys in order to give students a voice in their learning.
C&I:4 The ILT leads instructional improvement through distributed leadership.	For SY24 we have begun the process on ensuring there is grade level representation for all grades on the ILT. We also have all content areas represented. Administration and instructional coaches will support grade level leads and ILT members in implementing our professional development plan.	For SY24 we have begun the process on ensuring there is grade level representation for all grades on the ILT. We also have all content areas represented. Administration and instructional coaches will support grade level leads and ILT members in implementing our professional development plan.	For SY24 we have begun the process on ensuring there is grade level representation for all grades on the ILT. We also have all content areas represented. Administration and instructional coaches will support grade level leads and ILT members in implementing our professional development plan.

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
By the end of SY26, at least 45% of Lyon students in grades 3-8 will meet or exceed expectations on IAR Reading.	STAR (Reading)	Overall	K-2 54 on level 3-5 21 on level 6-8 25 on level		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By the end of SY26, at least 40% of Lyon students in grades 3-8 will meet or exceed expectations on IAR Math.	STAR (Math)	Overall	K-2 55 on level 3-5 12 on level 6-8 18 on level		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
C&I:2 Students experience grade-level, standards-aligned instruction.	Analyzing lesson plans and giving feedback to improve the lesson plan. Allowing teachers to engage in peer-to-peer observation and providing helpful feedback on how to improve their practice. Instructional coaches will help improve teacher practice by providing professional development on a continuous basis.	Select Status	Select Status	Select Status	Select Status
C&I:3 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.	This practice will be measured by results of the BOY, MOY and EOY rigor walks as it pertains to the LSI rubric. Also, we will obtain student feedback through the use of Google Forms and surveys in order to give students a voice in their learning.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	For SY24 we have begun the process on ensuring there is grade level representation for all grades on the ILT. We also have all content areas represented. Administration and instructional coaches will support grade level leads and ILT members in implementing our professional development plan.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

21% of Lyon students receive Tier 3 Reading interventions and had current plans and goals in Branching Minds. Only 3% of Lyon students receive Tier 2 Reading interventions and had current plans and goals in Branching Minds.

15% of Lyon students receive Tier 3 Math interventions and had current plans and goals in Branching Minds. Only 6% of Lyon students receive Tier 2 Math interventions and had current plans and goals in Branching Minds. These numbers lead us to believe that although Tier 3 interventions are being given by Lyon interventionists and pull-out providers, it does not seem that our Tier 2 interventions are as strong in the classrooms.

As far as behavior incidents, 2.3% of Mary Lyon students have been suspended. 27% of incidents resulted in an out of school suspension. Out of school suspensions lasted an average of 1.4 days. 45% of incidents resulted in either an out of school or an in-school suspension. In-school suspensions lasted an average of 1 day. This shows that we had a low number of students that actually received suspensions but that these particular students were responsible for the majority of our incidents.

The consequences given for behavior at Lyon in 2022-23 were as follows:
 18% of incidents resulted in detentions.
 35% of incidents resulted in restorative conversations
 27% of incidents resulted in out of school suspensions
 18% of incidents resulted in in-school suspensions
 Most misconducts were due to disregards of the instructions of school personnel and failing to abide by school rules.

Student attendance rate for 2022-2023 was 90.5% which was an increase from the previous school year. (only 88.5%)
 Chronic absenteeism rate for 2022-2023 was 31% which was also better than the previous schoolyear. (39%)

As far as our Cultivate results show, our lowest Mindsets & Strategies for All Students are Agency, Growth Mindset, and Belonging. These are the areas where we are likely to get the most leverage, in order of importance:

What is the feedback from your stakeholders?

Only 39% of our staff believes there are structures in place to support student well-being and discipline. Even more concerning is that only 23% of staff believe that students with chronic absenteeism re-enter school with a plan that facilitates better attendance and continued enrollment.

There was a large amount of feedback on the issues of discipline and absenteeism. We have a new Dean position at Lyon and many believe that will help improve discipline. But teachers believe that there are no consequences for many behaviors which makes teaching challenging. Teachers believe that we do have structures in place to support students, but the groups and teams are very limited in terms of what they can accomplish or change. We do not have a clear and consistent plan for dealing with behavior and/or attendance issues. Some staff offered up ideas for incentives like more field trips in order to improve discipline. As it relates to chronic absenteeism, teachers have huge concerns, especially with the parents. Many believe that parents need to be held more accountable and that we need higher expectations from families as it relates to their children's attendance. Additional support staff that could act like truant officers has been offered as a suggestion to improve chronic absenteeism along with more communication between the school and parents. Many teachers believe we need to do more when it comes to dealing with chronic absenteeism. One teacher explained that she has a student who has been absent 88 days. Although she has received support from administration, she feels helpless trying to rectify the situation. She wishes there were more avenues to take to increase student attendance besides calling DCFS, the CPS truancy hotline, and sending security to the student's house. Instances like this tell us that absenteeism is an issue at Lyon.

What student-centered problems have surfaced during this reflection?

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 need a more detailed approach to discipline in order to lessen the amount of behavior incidents that occur within the school. A refined schoolwide discipline program is needed.

In order to improve student attendance rates, we need increased student engagement and a plan for improving student chronic absenteeism.

Our MTSS program continues to improve and this should help students receive the interventions that they need so they can get the academic support to help them be successful. We do not want our MTSS program to be a pathway to diverse learning and an IEP. We hope to improve our differentiated small group instruction so that these students receive their interventions and can maintain learning at their grade-level.

Lyon is implementing a dean position to help assist with student behavior and discipline. The dean will focus on restorative conversations and social emotional strategies. The counselors will have small group and individual sessions with students. The dean, counselors, and office staff will work with families who have chronic absences to provide them with the resources they need to improve their attendance. Our security, administration, case manager will conduct house visits for students who are truant to encourage the families to have their child attend school regularly.

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...
 mostly in the late elementary and middle school grades, demonstrate a disconnect in their actions and attitudes from our school-wide expectation program. (R.O.A.R.S - Responsibility, Organization, Accountability, Respect and Safety). This disconnect can be quantified in terms of chronic absenteeism, lower achievement gains and disruptive or concerning behaviors that directly affect the quality of Lyon's culture and climate goals. Student surveys and student leadership responses consistently indicate that students' sense of security, sense of relational trust between student and faculty and general knowledge of available support is lacking to a degree that is both disconcerting and harmful to promoting a sense of connectedness and well-being in our school community. In response, Lyon is committed to shoring up the fidelity to Level 1 SEL Curriculum regarding our P.A.T.H.S. program (prek-4) and our Second Step program (5-8). Lyon, in addition, will augment student access to supportive services that are already in place as well as strengthen the family/school connection in regard to students' social and emotional well-being.

Indicators of a Quality CIWP: Determine Priorities

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

Priorities are determined by impact on students' daily experiences.

[Return to Top](#) **Root Cause**

Resources:

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

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

As adults in the building, we... realize that the importance of students feeling connected in school cannot be overstated, as this perception is crucial to support both their health and well-being. We also know that a lack of school connectedness can lead to adverse physical and mental health outcomes, especially in the aftermath of our community's unique pandemic experience.



Indicators of a Quality CIWP: Root Cause Analysis

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

[Return to Top](#) **Theory of Action**

What is your Theory of Action?

Resources:

If we... focus on structures that support our commitment to school-wide expectations, strengthen our Tier One programs (P.A.T.H.S. and Second Step), solidify our staff's ability to respond to our students' social and emotional needs through effective and restorative responses, and amplify opportunities for student voice and family engagement



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... a more connected, inclusive and nurturing environment for our students.



which leads to... an increased attendance rate of 93% school-wide, a reduction in suspension rates to 1.5% of students with less than 20% of those being out of school suspensions, along with essential growth in relational trust between students and staff and an improved sense of connectedness and well being among all stakeholders.



[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

ILT

Dates for Progress Monitoring Check Ins

Q1 10/27/23 Q3 4/1/24
 Q2 12/22/23 Q4 6/7/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Strengthen implementation of Tier One SEL supports	Admin	SY 24	In Progress
Action Step 1	Teachers will be asked to designate 40 minutes weekly for SEL through "Community Builders" supported through our Skyline Curriculum, PATHS, and Second Step	admin	SY24	In Progress
Action Step 2	Teachers who have not received required PD will be trained on SEL PD.	Admin	SY24	Not Started
Action Step 3	Teachers will submit evidence of SEL instruction in their weekly lesson plans.	Admin	SY24	In Progress
Action Step 4	Evidence of SEL instruction will be clearly visible in classroom	Admin	SY24	In Progress
Action Step 5	Attendance initiatives will be implemented quarterly to increase student engagement and attendance rates.	Admin	SY24	Not Started
Implementation Milestone 2	Teachers are effectively using supportive and restorative responses to challenging behaviors.	ILT	SY24	In Progress
Action Step 1	Train 6 Restorative Practice Champions via OSEL	Culture/Climate Lead	SY24	Not Started
Action Step 2	Designate a central location for RP sessions and circles	Admin	SY24	Not Started
Action Step 3	Create PD for all staff on Resorative Practices and provide coaching cycles to support implementation of restorative practices.	Culture/Climate Lead / Dean of Students/ Admin. / Grade Level Lead Teachers	SY24	Not Started

Action Step 4	Regularly review discipline data to evaluate trends in partnership with regular coaching cycles to support the implementation of restorative practices.	ILT	SY24	In Progress
Action Step 5	Evidence of shared vision and agreements around RP will be clearly	ILT	SY24	Not Started
Implementation Milestone 3	Students will actively engage in the process of cultivating school and classroom culture and climate	ILT	SY24	In Progress
Action Step 1	Establish Student Voice Committee	Culture/Climate Lead	SY24	In Progress
Action Step 2	Elect student representative to LSC	Admin	SY24	Completed
Action Step 3	Student of the month award to recognize students' positive contributions and efforts	Culture/Climate Lead	SY24	Not Started
Action Step 4	Student /Teacher shared agreements are posted in every classroom	Admin	SY24	In Progress
Action Step 5	Create a Student Voice Box where students can submit ideas, concerns and suggestions	Culture/Climate Lead	SY24	Not Started
Implementation Milestone 4	Families will be invited to partner with teachers to support their students' social and emotional development	ILT	SY24	Not Started
Action Step 1	SEL related news and information will be included in school newsletter and morning announcements	ILT	SY24	In Progress
Action Step 2	Classroom teachers (K-4) will share PATHS take home letters monthly	Admin	SY24	In Progress
Action Step 3	Evidence of school/home connections will be visible throughout building	Admin/ILT	SY24	In Progress
Action Step 4	Grades K-4 will host an SEL themed family night	ILT/C&C Lead	SY24	In Progress
Action Step 5	Conduct parent surveys regarding school communications and culture	ILT	SY24	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	In SY 25 we look forward to broad coalition for SEL support at all Tiers. The school's team (combined Tiers 1 and 2/3) or teams (Tier 1 and 2/3 separate) will meet regularly to address the CPS School Climate Standards <ul style="list-style-type: none"> The school's Tier 1 team documents a) planning/implementation and b) progress monitoring of schoolwide, universal SEL skill development and/or school climate initiatives. The school's Tier 2/3 team documents a) the review of student referrals, b) screening for and assignment of intervention, AND c) monitoring of student progress. 	
SY26 Anticipated Milestones	In SY 26 we look forward to strengthening our community partnerships. For at least two partnerships with community organizations: <ul style="list-style-type: none"> A written, signed agreement was developed between the school and the partner that details the scope of services to be provided (e.g. No Cost Agreement, Task Order, Statement of Work) Sample materials demonstrate that the services provided address the CPS School Climate Standards. (e.g., a program overview in a pamphlet, website, or presentation; sample worksheets, presentations, lesson plans, or other program materials) This partnership moves you closer to meeting the CPS School Climate Standards and/or your continuous improvement goals for SEL 	

[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 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
The goal is to increase attendance by having an overall Mary Lyon student attendance rate of 93% by the end of SY26.	Yes	Increase Average Daily Attendance	Overall	90.5			
			Select Group or Overall				
The goal is to decrease incidences of student disruptive behavior by having only 1.5% of students receive a suspension and less than 20% of those suspensions being out of school suspensions by the end of SY26.	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	23 of students received suspensions and 27 of those suspensions were out of school suspensions			
			Select Group or 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

<p>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.</p>	<p>Behavioral Health Team and Culture and Climate Team will work together to ensure that students feel safe in school. We will monitor student discipline metrics and work to decrease suspension rates. Our new Dean of Students will also play an important role in working with these two teams to ensure students feel comfortable at Lyon. ROARS expectations will be implemented and followed. There is a new emphasis on teachers holding students responsible for ROARS expectations and teachers will also be held accountable for enforcing these expectations.</p>	<p>Behavioral Health Team and Culture and Climate Team will work together to ensure that students feel safe in school. We will monitor student discipline metrics and work to decrease suspension rates. Our new Dean of Students will also play an important role in working with these two teams to ensure students feel comfortable at Lyon. ROARS expectations will be implemented and followed. There is a new emphasis on teachers holding students responsible for ROARS expectations and teachers will also be held accountable for enforcing these expectations.</p>	<p>Behavioral Health Team and Culture and Climate Team will work together to ensure that students feel safe in school. We will monitor student discipline metrics and work to decrease suspension rates. Our new Dean of Students will also play an important role in working with these two teams to ensure students feel comfortable at Lyon. ROARS expectations will be implemented and followed. There is a new emphasis on teachers holding students responsible for ROARS expectations and teachers will also be held accountable for enforcing these expectations.</p>
<p>C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>	<p>Teachers will implement SEL lessons for at least 40 minutes per week which will be included in their weekly lesson plans. Plans will be reviewed and feedback will be given by BHT. Evidence of SEL curriculum will be highly visible in the classroom. More teachers will be trained on restorative practices and PD will be given to all teachers on restorative practices.</p>	<p>Teachers will implement SEL lessons for at least 40 minutes per week which will be included in their weekly lesson plans. Plans will be reviewed and feedback will be given by BHT. Evidence of SEL curriculum will be highly visible in the classroom. More teachers will be trained on restorative practices and PD will be given to all teachers on restorative practices.</p>	<p>Teachers will implement SEL lessons for at least 40 minutes per week which will be included in their weekly lesson plans. Plans will be reviewed and feedback will be given by BHT. Evidence of SEL curriculum will be highly visible in the classroom. More teachers will be trained on restorative practices and PD will be given to all teachers on restorative practices.</p>
<p>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.</p>	<p>Students with chronic absenteeism will be identified by homeroom starting at the end of the first quarter. Teachers will institute an attendance monitoring plan for these students and will establish a home communication method to find out critical information from parents about why these students are chronically absent. Main office staff will assist with phone calls home to support this effort. Security personnel and administration will make home visits if necessary. Once students return, teachers will develop a plan to have students re-entering the classroom routines. Makeup work and redos and retakes of assignments missed will be given to these students. Teachers will not overwhelm students upon re-entering so students feel comfortable coming back and staying in school.</p>	<p>Students with chronic absenteeism will be identified by homeroom starting at the end of the first quarter. Teachers will institute an attendance monitoring plan for these students and will establish a home communication method to find out critical information from parents about why these students are chronically absent. Main office staff will assist with phone calls home to support this effort. Security personnel and administration will make home visits if necessary. Once students return, teachers will develop a plan to have students re-entering the classroom routines. Makeup work and redos and retakes of assignments missed will be given to these students. Teachers will not overwhelm students upon re-entering so students feel comfortable coming back and staying in school.</p>	<p>Students with chronic absenteeism will be identified by homeroom starting at the end of the first quarter. Teachers will institute an attendance monitoring plan for these students and will establish a home communication method to find out critical information from parents about why these students are chronically absent. Main office staff will assist with phone calls home to support this effort. Security personnel and administration will make home visits if necessary. Once students return, teachers will develop a plan to have students re-entering the classroom routines. Makeup work and redos and retakes of assignments missed will be given to these students. Teachers will not overwhelm students upon re-entering so students feel comfortable coming back and staying in school.</p>

[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
The goal is to increase attendance by having an overall Mary Lyon student attendance rate of 93% by the end of SY26.	Increase Average Daily Attendance	Overall	90.5		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
The goal is to decrease incidences of student disruptive behavior by having only 1.5% of students receive a suspension and less than 20% of those suspensions being out of school suspensions by the end of SY26.	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	2.3 of students received suspensions and 27 of those suspensions were out of school suspensions.		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
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.	Behavioral Health Team and Culture and Climate Team will work together to ensure that students feel safe in school. We will monitor student discipline metrics and work to decrease suspension rates. Our new Dean of Students will also play an important role in working with these two teams to ensure students feel comfortable at Lyon. ROARS expectations will be implemented and followed. There is a new emphasis on teachers holding students responsible for ROARS expectations and teachers will also be held accountable for enforcing these expectations.	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Teachers will implement SEL lessons for at least 40 minutes per week which will be included in their weekly lesson plans. Plans will be reviewed and feedback will be given by BHT. Evidence of SEL curriculum will be highly visible in the classroom. More teachers will be trained on restorative practices and PD will be given to all teachers on restorative practices.	Select Status	Select Status	Select Status	Select Status

[Jump to...](#) [Priority](#) [TOA](#) [Goal Setting](#) [Progress](#)
[Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#)

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

Connectedness & Wellbeing

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.

Students with chronic absenteeism will be identified by homeroom starting at the end of the first quarter. Teachers will institute an attendance monitoring plan for these students and will establish a home communication method to find out critical information from parents about why these students are chronically absent. Main office staff will assist with phone calls home to support this effort. Security personnel and administration will make home visits if necessary. Once students return, teachers will develop a plan to have students re-entering the classroom routines. Makeup work and redos and retakes of assignments missed will be given to these students. Teachers will not overwhelm students upon re-entering so students feel comfortable coming back and staying in school.

Select Status

Select Status

Select Status

Select Status

Parent and Family Plan

If Checked:



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.

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

ESSA, Title I, Part A law requires schools to develop a parent and family policy that reflects their commitment to develop best engagement practices and maximizes meaningful consultation. Checking the boxes below indicates that your school understands and complies with each requirement listed.

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

Your school shall jointly develop, with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Checking off the statements below indicates your school will develop a compact that complies with each requirement. Compact statements will be housed at the school and shared with all parents.

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

The overarching goal for Title I Parent & Family Engagement funds is to increase student academic achievement through parental and family engagement and supporting skills development. In the box below, identify the academic priority areas around which your parent engagement & skills development will be aligned. As a reminder, use of your funds must occur in consultation with parents.



Our PAC hosts workshops for our parents and families on a variety of topics - from social emotional learning on how to deal with stress, and how to work with the school when there is a concern, to communication, anti-bullying, technology support for families on how to access curriculum and academic supports online. Currently our PAC Budget has the following funds allocated per year: Supplies \$2,581, Refreshments \$1,500, Professional and Technical Services (Consultants) \$3500. Total \$7,581.

In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...

- Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)
- Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures
- Assure that funds impact the majority of parents or focus on parents with students most at academic risk
- Provide up to date monthly fund reports to PAC officers
- Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration
- Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support