CIWP Team & Schedules

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

CIWP Team Guidance

Name ✏️	Role ✏️	Email ✏️
Diane Lena	Teacher Leader	dclena@cps.edu
Shannon Mahoney	Teacher Leader	smmahoney@cps.edu
Elizabeth Scalia	Teacher Leader	edgiesen@cps.edu
Alyssa Shibona	Select Role	ashibona@cps.edu
Ana Solis	Teacher Leader	alsolis@cps.edu
Karen Neary	Curriculum & Instruction Lead	kbneary@cps.edu
Melissa Hooker	Teacher Leader	mchooker@cps.edu
Jill Kittinger	Curriculum & Instruction Lead	javandehei@cps.edu
Tlanna Davis-Lancaster	Teacher Leader	tmdavis@cps.edu
Danielle Drayton	Principal	Ddrayton@cps.edu
Rhyan Sperling	LSC Member	rhyanburkesperling@gmail.com
Sarah Roche	AP	shroche@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	6/9/2023	6/9/2023
Reflection: Curriculum & Instruction (Instructional Core)	7/3/2023	7/31/2023
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/3/2023	7/31/2023
Reflection: Connectedness & Wellbeing	7/3/2023	7/31/2023
Reflection: Postsecondary Success	7/3/2023	7/31/2023
Reflection: Partnerships & Engagement	7/3/2023	7/31/2023
Priorities	8/7/23	8/11/23
Root Cause	8/7/23	8/11/23
Theory of Acton	8/7/23	8/11/23
Implementation Plans	8/14/23	8/18/23
Goals	8/14/23	9/1/23
Fund Compliance	NA	NA
Parent & Family Plan	NA	NA
Approval	9/13/23	9/13/23

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	Resources 🚀
Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.	Reflection on Foundations Protocol
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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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	[takeaways reflecting most students; takeaways reflecting specific student groups] ✏️ Scope and Sequence of Reading and Math are clear at all grade levels. Social Studies and Science curriculums topics such as geography and evolution are covered in the Montessori scope and sequence. MYP follows the prescribed curriculum but does not have many labs prescribed, but many simulations are there. Fourth and fifth grade follow and adhere to the prescribed curriculum. During the rigor walk through the classrooms demonstrated the following: 3/3 Classrooms demonstrated a variety of student work. In 3/3 we observed student engagement. Students were working on a targeted standard 1n 3/3 classrooms the teacher was working with individual or small groups of students In 3/3 classrooms the taxonomy levels of lesson target or student work were retrieval or comprehension In ⅔ classrooms there was evidence of students self monitoring In ⅓ of the rooms the students showed evidence of productive struggle. Intentional use of Bloom's taxonomy when lesson planning Commitment to focus on how to improve student discourse We wonder about ELL learners and objectives for their support We wonder about structures for students who are struggling We saw students parallel working, but not pushing each other, and interacting in ways that deepen understanding. Found that students were working side by side but not together. They were not pushing each other with questions. We did see that students were in groups, and that lessons/tasks were aligned to standards. Consider adding context about curriculum implementation, students' language proficiency scores, participation in professional learning, intervention implementation, or other pieces of information that may help to explain what you have noticed. iReady growth occured for all students as typical growth. We had strong stretch growth as well overall in both content areas. In Reading our overall grwoth was 124% with typical growth towards goal. The current placement overall was 67% mid or above grade level, 19% early on grade level, 12% one grade level below and 2% two or more grade levels below. In Reading, our area with the most students one grade or two grade levels below was information text. (3% were two grade levels below, and 17% were one grade level below. Grade K 71% mid or above grade level, 16% early on level , 13% one grade level below, and none were two or more Grade 1 71% were mid or above grade level, 16% were early on level and 13% were one grade level below. None were two or more below. Grade 2 57% were mid or above grade level, 26% were early on level, 10% were one grade level below and 6% were two grade levels below. The following percentages of students were below in the following domains in Reading: Grade K Phonelogical Awareness 8% , phonics 14%, High Frequency Words 21%, Vocabulary 22%, Comprehension 13%; Literature 14%; Informational text 16% Grade 1 Phonelogical Awareness 14%, Phonics 19%, High Frequency Words 9%, Vocabularly 22%, comprehension 19%, Literature 18% and Informational Text 20% Grade 2 Phonelogical Awareness 4%, Phonics 26%, High Frequency Words 15%, Vocabulary 24%, comprehension 28%, Literature 31% and Informational Text 25% Prior to SY22 we did not have a tool assess math in the early grades, only Reading. We grew more in Reading than math. In third grade we had 20 students partially or did not meet (total). Majority are students of historically marginalized subgroups. We made 97% typcal growth in Math, and 60% mid	IAR (Math) IAR (English)

or above grade level, 15% early on grade level, 23% one grade level below and 2% two grade levels below.

In Math our Domain with the most students one or two grade levels below were Measurement (23% one grade level, and 3% Two grade levels) and Data and Numbers and Operations (26% one grade level below and 2% two grade levels below).

The following percentages of students were below in the following domains in Math:
Grade K 64% mid or above grade level, 18% early on grade level, 18% one grade level below, and none were two or more below.
Grade 1 62% mid or above grade level, 12% early on grade level, 26% one grade level below, and none were two or more below
Grade 2 51% mide or above grade level, 16% early on grade level, 25% one grade level below and 7% were two grade levels below

The following percentages of students were below in the following domains in Math:
Grade K Numbers and operations 21%, Algbraic thinking 29%, Measurement and Data 25%, Geometry 22%
Grade 1 Numbers and operations 33%, Algbraic thinking 18%, Measurement and Data 25%, Geometry 24%
Grade 2 Numbers and operations 31%, Algbraic thinking 18%, Measurement and Data 29%, Geometry 29%

In both math and reading Black students (could not disaggregate Latinx students with IEP/504 are not making the same growth as their same aged peers.

Student growth in Math on iReady:
K   Overall 91% made progress ; met typical Growth 47%; progress towards stretch 63%; Met annual stretch growth 26%; Students with improved placement 60%

K   Asian   50% progress towards typical growth; 40% met typical growth; 41% progress towards stretch; 40% met stretch; 60% improved placement
K   Black   64%progress towards typical growth;   13% met typical growth; 47%   progress towards stretch; 13% met stretch; 63% improved placement
K   Two or More Races 123%progess towards typical growth; 60% met typical growth; 82% progress towards stretch; 30% met stretch; 70% improved placement
K   White   100% progess towards typical growth; 51% met typical growth;   69% progress towards stretch;26%met stretch ; 58%improved placement

1   Overall   104% progess towards typical growth; 55% met typical growth; 78% progress towards stretch; 36% met stretch; 70% improved placement
1   Asian   110%   progress towards typical growth; 80% met typical growth; 81% progress towards stretch;40% met stretch; 80% improved placement
1   Black   53%   progess towards typical growth; 0% met typical growth; 33% progress towards stretch; 0% met stretch; 100% improved placement
1   Two or More Races 110% progess towards typical growth; 64% met typical growth; 6% progress towards stretch; 36%met stretch;   73%improved placement
1   White   104% progess towards typical growth; 54% met typical growth;   76% progress towards stretch; 37% met stretch;   68% improved placement

2   Overall   88% progess towards typical growth; 46% met typical growth; 57% progress towards stretch; 13%met stretch;   51% improved placement
2   Asian   73% progess towards typical growth; 0% met typical growth; 52% progress towards stretch; 0% met stretch; 33% improved placement
2   Black 41% progess towards typical growth; 40% met typical growth; 25% progress towards stretch;   0% met stretch; 20% improved placement
2   Two or More Races 114% progess towards typical growth; 67% met typical growth; 71%progress towards stretch; 0%met stretch; 67% improved placement
2   White   88% progess towards typical growth; 46% met typical growth;   58%progress towards stretch; 18% met stretch; 54% improved placement

Students are not achieving at the same levels in Math on the iReady.
Grade K - Black Students 50% mid or above grade level, 13% early on grade level, 38% one grade level below, and none were two or more below.
Grade K - White (Latinx are part) 70% mid or above grade level, 15% early on grade level, 15% one grade level below, and none were two or more below.
Grade K - Asian 40% mid or above grade level, 20% early on grade level, 40% one grade level below, and none were two or more below.
Grade K - DL students 40% mid or above grade level, 20% early on grade level, 40% one grade level below, and none were two or more below.

Grade 1 - Black Students 0% mid or above grade level, 100%

[Rigor Walk Rubric](link)

Rigor Walk Data
(School Level Data)

[PSAT (EBRW)](link)

Yes	Students experience grade-level, standards-aligned instruction.			PSAT (Math)

Grade 1 - Black Students 0% mid or above grade level, 100% early on grade level, 0% one grade level below, and none were two or more below.
Grade 1 - White (Latinx are part) 62% mid or above grade level, 14% early on grade level, 25% one grade level below, and none were two or more below.
Grade 1 - Asian 100% mid or above grade level, and none were below grade level.
Grade 1 - DL Students 50% mid or above grade level, 50% one grade level below, and none were two or more below.

Grade 2 - Black Students 0% mid or above grade level, 0% early on grade level, 40% one grade level below, and 60% were two below grade levels.
Grade 2 - White (Latinx are part) 52% mid or above grade levelStudents, 20% early on grade level, 24% one grade level below, and 4% were two below.
Grade 2 - Asian 67% mid or above grade level, and 33% were one grade below grade level.
Grade 2 - DL Students 38% mid or above grade level, 27% one grade level below, and 2% two or more below.

[Teacher Team Learning Cycle Protocols]

Star 360 Overall in benchmark movement from beginning of the year to end of year we moved 1.75 % up from urgent to Intervention.
Fourth grade had the most movement upward from urgent intervention to Intervention.

Using IAR, we saw a decrease in our Did not meet expectation categor in both Math and ELA. We saw an increase in Partially Met Expectations. We also saw increases in both Math and Reading regarding the number of studentys in Met and Exceeded.
In math we saw the following:
Exceed in   2022 7%;   2023 10%
Met in   2022 44%;   2023 49%
Approaching2022 25%; 2023 23%
Partial in   2022 15%;   2023 11%
Did not meet in 2022 30%, 2023 7%

In Reading we saw the following:
Exceed in   2022 10%; 2023 18%
Met in   2022 53%; 2023 52%
Approaching2022 22%; 2023 16%
Partial in   2022 7%; 2023 9%
Did not meet 2022 7%, 2023 5%

In the sub claim categories we were equal across the fourth math areas. Our strongest was Major Content, and madeling Applications. Mathematical Reasoning and Additional and supporting content were lower.
Additional supporting content - 50% met or exceeded; 21% approaching; 29% did not meet
Major Content - 6!% met or exceeded, 18% approaching; 21% did not meet
Mathematical Reasoning - 54% met or exceeded; 25% approaching; 21% did not meet
Modeling application - 56% met or exceeded: 22% approaching; 22% did not meet

[Quality Indicators Of Specially Designed Instruction]

In ELA our strongest area was Informational text. While Literary and vocabulary were similar.
In writing We were pretty equal in Language Conventions and Written expression.

Informational text - 71% met or exceeded; 13% approaching; 17% did not meet
Literary text - 61% met or exceeded; 21% approaching; 18% did not meet
Vocabulary - 59% met or exceeded; 21% approaching; 20% did not meet

Writing Language conventions - 69% met or exceeded; 17% approaching; 14% did not meet
Writing Written expression - 69% met or exceeded; 16% approaching; 15% did not meet

STAR (Reading)

| Partially | Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn. | [Powerful Practices Rubric] [Learning Conditions] | | STAR (Math) |

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] 📣

According the the five Essentials data in the Overall we recieved the following:

Involved Families 2021 66; 2022 60; 2023 68 Strong

Ambitious Instruction 2021 65; 2022 62; 2023 60 Strong

iReady (Reading)

| Partially | The ILT leads instructional improvement through distributed leadership. | [Continuum of ILT Effectiveness] [Distributed Leadership] | | iReady (Math) |

Supportive Environment 2021 61; 2022 60; 2023 51 Neutral

Cultivate

Collaborative Teachers 2021 30; 2022 39; 2023 44 Neutral

Grades

Effective Leaders 2021 42 ; 2022 44; 2023 44 Neutral

ACCESS

| Yes | School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. | [Customized Balanced Assessment Plan] [ES Assessment Plan Development Guide] [HS Assessment Plan Development Guide] | | TS Gold |

In Ambitious Instruction we revieved the following
Quality of Student Discussion   2021 71; 2022 68; 2023 73
Responses given by Teacher
English Instruction   2021 63; 2022 66; 2023 61
Responses given by Student
Math Instruction   2021 73; 2022 78; 2023 60
Responses given by Student
Academic Press   2021 53; 2022 36; 2023 44
Responses given by Student

Interim Assessment Data

The reccomendations from the Cultivate Survey were the following:
Improvement in Feedback for growth
Improvement in Student voice

Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

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

[impact on most students; impact on specific student groups] ✏️
Admin has begun some Culturally Responsive professional development opportunities.
We have done some professioal development on Courageous Conversations about race and anti-bias and awareness.

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.

[problems experienced by most students; problems experienced by specific student group] ✏️
We are wondering about tier 1 instruction reaching all students at the levels they need. Students who need more time and instruction - we wonder if they are getting that and how.

We are wondering about support for math instruction when students are not responding to Tier 2 interventions. We do not currently have a math interventionist.

We see smaller amounts of growth happening in subgroups such as DL, Black, and Latinx students.

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially — School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	*[takeaways reflecting most students; takeaways reflecting specific student groups]When looking at the STAR360 Overall Achevement of benchmark, Black and Latinx students had the highest number who were on watch or in urgent intervention or intervention.*	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
No — School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo	*The majority of our discipline groups were in group 3 with 27 and the rest of the groups having between 0 - 9 incidents.* *The top location was in the classroom, while the next two were on the cafeteria and the playground.* *TIER MOVEMENT READING At the Beginning of the year We had 9% of our students in Tier 3 and 6% in Tier 2 At the End of the year we had 3% of our studets in Tier 3 and 7% in Tier 2. We were able to reduce the number of students needing MTSS Tier 3 by 3% percent* *Tier MOVEMENT MATH At the Beginning of the year we had 7% in tier 3 and 4% in Tier 2. At the end of the year we had 3% in Tier 3 and 5% in Tier 2. We were able to move 4% of our tier 3 students down tiers.* *According to the Roots Survey, we were lowest in the area of planning for tier 2 and 3 across the grade levels. Then we saw a low score in implrentation of tier 2 and 3, along with progress monitoring. Screening for At-Risk Students 60.* *Primary Instruction/Core Curriculum Tier 1 39* *Supplemental Intervention (tier 2 &3): Planning 35 Implementation 36 Progress Monitoring 36* *Systems and Infrastructure 51.* *Meeting Quality 50.*	ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Yes — Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?** *[feedback trends across stakeholders; feedback trends across specific stakeholder groups]* ✏️ *In the Area of supportive environment, the community reported the following on the 5Essentials: Safety 2021 N/A; 2022 67; 2023 64 Response given by Student Peer Support for Academic Work 2021; 2022 66; 2023 73 60 Response given by Student Student-Teacher Trust 2021 66; 2022 63; 2023 47 Response given by Student Academic Personalism 2021 50; 2022 38; 2023 31 Response given by Student*	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		
Partially — English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	*Areas of improvement on the 5Essentials are the following: Academic Personalism 31 School Commitment 31 Instructional Leadership 32 Quality Professional Development 37 Collective Responsibility 41* **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?** *[impact on most students; impact on specific student groups]* ✏️ *We have ordered the teacher books for the Math intervention program. We have begun working with DL teachers and Gen Ed teachers on Branching Minds. We will be doing professional development for Coteaching and setting norms.*	
No — There are language objectives (that demonstrate HOW students will use language) across the content.			

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.

[problems experienced by most students; problems experienced by specific student groups] 🔧
We are in the beginning stages of using Branching minds to track progress at Tier 2.
We are wondering about ELLs and DL instruction - are we hitting language standards, and are teachers collaboration for best practice to meet the needs of IEPs

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**
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	*[takeaways reflecting most students; takeaways reflecting specific student groups]* 🔧 *The prioritized areas are student voice, classroom community and feedback for growth.* *The majority of students who are referred to needing support for behavior and SEL are students who identify as Black, Latinx or have IEPs/504s.* *We saw the following* *The following number of K-2 students do not feel safe in the following spaces:* *Playground-35* *Hallway-24* *Classroom-9* *The following number of 3-8 students did not feel safe in:* *Bathroom-23* *Playground- 25* *21- do not think that students get along well and 24 strongly disliked coming to school.* *-Students feel most safe in Mayer Staff supervision* *-Large percentage of students who are struggling to calm their emotions when they feel most emotional, all races are pretty equal across the board* *-High percentage of African American students having a hard time naming their feelings* *Most of the students say they are teased for no particular reason.* *They love to do projects!* *Almost 22% feel they are not being heard.* *K-2: Safety on payground, hallways & bathrooms is a concern; Asian students seemingly feel lost; 3-8: naming emotions is a challenge; 16% say they dont have help identifying emotions; Startling that some say kids are not picked on; 12% say no trusted adult* *There are a lot of I don't knows. Kids answered that they feel safer in classroom on the playground, hallways and bathrooms. 5% of kids felt that they don't have friends at school.* *Black and brown students reported a higher percentage of feeling usafe on the playground* *White kids are less likely than Black kids to say yes to they feel their opinion matters at school. 19% of Asian kids feel they do not have friends at school. 100-% of Black, Latinx, and IDK kiddos feel they can come to their teacher for help and that their teachers help them take care of themselves and others. Small percentage of students not feeling safe* *High amounts of yes in every categories* *High percent rates on teachers helping others* *28% of Latinx don't feel/think they get support at school. 19% of blakc S. can't name their feelings next is Asians at 8%. 93% of S think staff care and want them to be successful.* *1. Majority of students are able to identify/name the different feelings they have.* *2. 16% of black students believe the students at school DO NOT get along well with others.* *3. Only 22% of students strongly agree that they can find a way to help people end arguments.* *Almost 90% of students have an adult from school that they can count on, about 56% of students believe that students get picked on "for no specific reason", almost 25% of students feel that students at school don't get along well with each other* *Students feel most unsafe in area's where there's more students and less adult supervision (for example the cafeteria, recess, and the bathroom). White students feel more safe in school than non-white students. The majority of students feel they have an adult at school they can count on.* *1. 24 kids don't like to come to school* *2. 11 kids don't think staff cares about them* *3. There are lots of places in the building where kids don't feel safe.* *About 20% of black students don't feel they can name their feelings, Asian identifying students feel more supported by staff and teachers, surprised by how many students don't feel safe, and the fact that many say students are picked on for no reason.* *1. most students like to come to school 2. most students feel that staff cares about them 3. most white students feel safe* *1) Nearly half our Black students do not like coming to school.*	% 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

| Return to Top | Connectedness & Wellbeing | | |

2) The racial breakdown of "students at my school get along well with each other" - 36% of our Black students feel the answer is no.
3) 30% of Black students and 40% of white students don't feel safe in the cafeteria.
1. (Two pie charts) - 80-90% of our students feel supported by their teachers
2. 173 out of 324 students like to come to school
3. There are higher percentages of students who are able to handle conflict and stay calm
The highest percentage of feeling safe in all areas was from white students, The highest percentage of students who felt that their classes challenged them and they are improving everyday were Black and LatinX, Only 12% of black students Strongly Agree with the statement "I like to come to school everyday"
173 (53.4%) and 69 (21.3%) of all students like coming to school. 22 (6.8%) and 56 (17.3) of all students feel they do not learn how to handle their feelings, or conflicts at school.
84% of students feel they get support from teachers while 16% do not.
African American and Latinx students do not feel as excited about school at Mayer, these same students are less likely to state that everyone gets along at Mayer, Most students feel staff care about them.
Black/Multi-racial students are the majority of students who do not like coming to school, cafeteria, recess and bathroom are places students do not feel the safest, 45% of white students feel unsafe in the hall.
Happy to see that handling conflict being addressed was high for all races, students feel cared for, surprised by the % of I like to come to school
Feeling safe in bathroom and my opinion matters in school were the lowest rated questions. Feeling safe in the hallways and playgrounds was also rated low. Having friends and going to the teacher for help were highest rated.
1. Most K-2 students think learning is fun in their classroom. 2. Most 3-8th grade students Agree that they like to come to school. 3. 3-8th grade students most enjoyed projects in their classrooms.
A lot of k-2 said 'idk' for if their opinion matters, Most 3-8 are able to name their feelings, There is a variety of answers 3-8 about finding a way to help people end arguments.
Majority of students like to come to school. Students feel unsafe mainly in the cafeteria and the bathroom. Majority of students feel supported at school.
I saw that most students in k-2 agreed that learning is fun in their classroom;

I also noticed that in the 3-8 group, more students selected 3 (agree) for a majority of the questions instead of 4 (strongly agree). Some of these questions were: I like to come to school, I am able to stay calm when something goes wrong, my classes challenge me, students at my school get along well with each other, & I can always find a way to end arguments in a peaceful manner.

I saw that 82% of the 3-8 group felt safe in all spaces at Mayer.
Black students have the highest percentage of students who do not want to come to school.
A large percentage of students feel unsafe in the bathroom.

A large percent of students enjoy coming to school and are able to identify emotions they have been taught in school. There seems to be a decrease in percent of students who feel able to implement emotional regulation skills taught in school (deep breathing, counting, etc). Data shows about 20% of students grades 3-8 feel they are not challenged or that they are not improving daily--- that is a large number.
Children enjoy coming to school. Children feel safe here. A majority of the children feel like they have friends here.

Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Increase Average Daily Attendance
			Increased Attendance for Chronically Absent Students
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
			Cultivate (Belonging & Identity)
			Staff trained on alternatives to exclusionary discipline (School Level Data)

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] ✍️

Areas of improvement from 5Essentials are the following
Academic Personalism   31
School Commitment   31
Instructional Leadership   32
Quality Professional Development   37
Collective Responsibility   41

In our Student Perspectives Data we found that our students generally feel that their classrooms are fun. We did see a trend in Latinx and Black students who did not feel a sense of belonging between 3rd and 8th grade.
Students reported not having a person/adult at school that they can trust:
12% Black No person
18% Latinx No Person
10% White No person
16% Asian No person

Overall   Classroom Community 59   Feedbk for Growth 68   Learning goals 72   Meaningful Work 65   Student Voice 41   Supportive Teaching 59   Teacher Caring 52   Well-Organized Classroom 77

     Affirming Identities   Classroom Community   Feedbk for Growth   Learning goals   Meaningful Work   Student Voice   Supportive Teaching   Teacher Caring   Well-Organized Classroom
Math   Affirming Identities 63   Classroom Community 56   Feedbk for Growth 57   Learning goals 61   Meaningful Work 53   Student Voice30   Supportive Teaching   48   Teacher Caring 44   Well-Organized Classroom 67

English   Affirming Identities 84;   Classroom Community 58 ;   Feedbk for Growth 76 ;   Learning goals   76;   Meaningful Work 66;   Student Voice 46;   Supportive Teaching 67;   Teacher Caring   61 ;   Well-Organized Classroom 84

Science   Affirming Identities 74   Classroom Community   56

Science   Affirming Identities 74   Classroom Community   58
Feedbk for Growth 64   Learning goals 67   Meaningful Work
66   Student Voice 37   Supportive Teaching 54   Teacher
caring 41 Well-organized Classroom 75

Social Studies   Affirming Identities 88   Classroom Community
66   Feedbk for Growth 77   Learning goals 84   Meaningful
Work 73   Student Voice 50   Supportive Teaching 68
Teacher caring 60   Well-organized Classroom 81

The Student perspectives data showed the following:
43% of our Black students do not like to come to school
34% of our Latinx students do not like to come to school
23% of our White students do not like to come to school
24% of our Asian Students do not like to come to school

Students that feel they DO NOT have a voice According to our
Student Perspective Surveys
Asian - 20%
Black - 35%
White - 20%
Latinx - 25%

According to the 5Essentials are in need of improvement for the
following areas
Emotional Health 49 Neutral Response given by Student
Rigorous Study Hobits 49 Neutral Response given by Student
Grit 46 Neutral Response given by Student
Inquiry-Based Science Instruction 46 Response given by Neutral
Student
Teacher Safety 45 Neutral Response given by Teacher
Academic Engagement 43 Response given by Neutral Student
Classroom Rigor 43 Neutral Response given by Student
Classroom Disruptions 42 Neutral Response given by Teacher
Parent Supportiveness 42 Neutral Response given by Student
Innovation 34 Weak Response given by Teacher
Reflective Dialogue 27 Weak Response given by Teacher
Course Clarity 21 Weak Response given by Student

Yes

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

Enrichment Program
Participation:
Enrollment &
Attendance

Student Voice
Infrastructure

Reduction in number
of students with
dropout codes at
EOY

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

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

[problems experienced by most students; problems experienced by specific student
groups]
We are seeing more Black, Latinx and Students with DL needs being referred for discipline
issues.

Things we are wondering
What makes students feel unsafe at school? Why do Asian students feel more supported
over other students (is it about getting questions answered, or what)?
1. Why don't non-white students feel as safe as white students in the bathroom
2. why are students feeling unsafe at recess
What is happening in the bathroom? What is happening in the lunch room?
1. 56% of students are teased or picked on for no specific reason. Is this more concerning
that kids are picked on or teased for no particular reason? Does that mean they're just
"playing around?"
2. Why is there 63% of whites who feel safe in all spaces, but 55% of whites feel unsafe in
the bathroom?
Why does the data show that around 50% of white students feel unsafe at or around
school however, they have the highest percentage of children saying there is no bullying
at the school? Big disparity!
I wonder what we can do to make everyone feel welcome and safe in the building.
Why do 61% of white students feel unsafe traveling to school?
It would be interesting to see the breakdown of the grades or ages instead of by race. Can
these questions or others be given again to compare maybe at the end of the year or
middle of year. Teasing for no reason?
What is is about the hallways, playgrounds, and bathrooms that feels unsafe? These are
the least structured places of the school. How can we improve the feeling of safety there? I
am also wondering, from 3-8 data, how we can improve students self-efficacy with dealing
with conflict in school and their ability to understand and cope with emotions.
I wonder how we can make the bathrooms a more comfortable/safe place for students of
all ages/What layer of security needs to be added to do so? I also wonder in what ways
can student voice, at the K-2 level, be amplified?
If there wasn't an 'I don't know' option for k-3 would the data be more accurate? Why do
some students not like coming to school- work, friends, other?
Why a large number of 3-8th students to not feel safe travelling to school? Why do some
students do not like coming to school?
For the students who only agreed instead of strongly agreed with some questions, what
do they need to feel like they can strongly agree with stated questions?

Would the data change significantly if all results had been accounted for?
I wonder about the "I don't know" option for K-2
Can students identify specific calm down strategies?
How can we better support students with getting along with others? (in 3-8th data, almost
30% of students felt the kids at the school don't get along well with each other. I wonder
how the "I don't know" responses should be analyzed.
Does family structure or Financial class play a factor in this data?
Why do so many kids feel unsafe?
What is 1 thing you want to learn more about from our students?

Things we could consider to improve:
Talking to students about how they feel in my classroom and what can I do and what can
we do as a community in Spanish class to help them feel more safe and comfortable.
-Student defiance from the MYP level, getting to a point with the students where they are
now trying to challenge the expectations set at the beginning of the year.
-Student accountability
Behavior in 7th grade. Consequences are seeming to not matter to some of them. I notice
the students being way more disrespectful to each other and to me.
the lack of accountability, especially in the upper grades.
I think checking in with certain kids who answered no to some of the questions.
Opportunities to talk about can we make the playground and bathroom feel more safe.
We discussed in our meeting the format of the choices and how they changed in order

[impact on most students; impact on specific student groups]

We are creating a Whole School Safety Plan to address social
emotional, psychological safety and Relational Trust.

Admin has begun some Culturally Responsive professional
development opportunities.
We have done some professoinal development on Courageous
Conversations about race and anti-bias and awareness.

We are looking to make some improvements with our Culture
and Climate team, as well as our Student Voice committee.

we discussed in our meeting the format of the choices and how they changed in order which may have confused some students.

Pen and paper assessments for Ks is not that common so taking this survey could have been difficult for some of them.
My first response to seeing no answers is to take it personally. I should take the opportunity of seeing know answers to see how I can do better.
It's tricky to do this stuff with small kids, they don't think things are safe or fair or good if they're not getting their way even if that's really the safest/fairest/best. They also get confused with directions. Additionally, I would like to hear more from kids who feel unsafe because I think there are things we could easily do and build in to help support them. This is in addition to bigger, structural work as well.
How to make students feel safe at school
Opportunities- Scaffolding conflict resolution strategies, incorporating more student voice
Challenges-Supporting students who do not feel safe or feel that they or others are being picked on.
Challenge: It doesn't seem as if students are implementing the content that is covered during our SEL lessons
Opportunities: Finding ways to ensure school is a safe space for all
I saw that students like projects so I'm going to look into adding more projects to my lessons.
I am very much observing "repeat offenders." I don't think that they mean to be disruptive. I think we have (for whatever reason) a lot of attention problems. (Way more than are actually diagnosed). They need so much positive attention.
Realizing that even when you're doing everything you can think of to help students and make them feel safe that some students still don't feel safe and that may be out of our control depending on why they feel that way
Helping students express their feelings--vocalize what is bothering them/who is bothering them....
We are a predominately white school (students and teachers) in a white supremist society. We need to dig deep into our own identites to make this a better experience for all kids.
Challenge: just how to make everyone feel welcomed and get her voices heard.
Getting to know the deeper reason why students answered that way
It is hard to accurately interpret some of this data. I would like to see the open ended data.
What does it mean that "kids are picked on for no specific reason" -- how can we identify these opportunities/challenges?
Still providing space and time for students who need help and providing more opportunities for student voice.
Making unstructured, less supervised spaces (playground, bathroom) feel like safer spaces for students.
Making sure that students of all racial backgrounds are feeling equally challenged.
Give more opportunities for student voice and prove to sutdents that their voice is being heard.
I am really focused on trying to figure out how to feel students feel more safe.
I am feeling challenged/overwhelmed by trying to allow time and opportunities for my students to work on larger/group projects while balancing meeting the standards and ensuring all students' needs are met academically.
What is safe vs unsafe and how to be more specific with that data
Opportunities to explain the difference between safe and unsafe. Also helping students feel that they matter, their opinion matters, etc.
interpreting this data in 15 minutes and being able to process my thoughts so quickly.

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
N/A	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)	*[takeaways reflecting most students; takeaways reflecting specific student groups]* ✏️ *Majority of our students are on track throughout the year. We average about 72 % in the higher level of on track data. More students sit on track status in ELA, versus math. Science and Social studies keep 70% on track with grades.* *Black students fall about 50% on track or almost on track. Maroity of our Latinx students are on track. Almost 50% of our Students with IEPs are on track.*	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
N/A	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		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
N/A	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** *[feedback trends across stakeholders; feedback trends across specific stakeholder groups* ✏️ *We don't have the data to support focusing on this area.*	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	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	**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?** *[impact on most students; impact on specific student groups]* ✏️	

| 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 | We don't currently have a reason to focus on this area. | |

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.

[problems experienced by most students; problems experienced by specific student groups] We are currently on looking at this area as an area to work on. ✏️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	[takeaways reflecting most students; takeaways reflecting specific student groups] ✏️ that We see strong desire by parents to be involved. We have a strong percentage of LSC members attending LSC meetings regularly. Over the past two years we have seen at least 4 or 5 applicants for 2-3 seats that open on the LSC. The seats have not been held full term by all members for the past two years. Our 5Essentials participation rate is the following: Students 86.5% (75.7%) Teachers 53.2% (71.9%)	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)
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric		Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] ✏️

5Essentials reported the following
Teacher-Parent Trust 72 Strong Response given by Teacher
Parent Involvement in School 70 Strong Response given by Teacher
Parent Influence on Decision Making in Schools 63 Strong Response given by Teacher

Supportive Environment on the following reported the following
Safety 64 Strong Response giving by Student
Peer Support for Academic Work 60 Strong Reported by Student
Student-Teacher Trust 47 Neutral Reported by Student
Academic Personalism 31 Weak Reported by Student

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.

[problems experienced by most students; problems experienced by specific student groups] We are using NAMI and Gabrielle's light to address the behavior and SEL needs. Students were not treating each other with kindess inside or outside the 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?

[impact on most students; impact on specific student groups] All students are effected by the way they are supported socially and academically. ✏️

Jump to...	Priority	TOA	Goal Setting	Progress
Reflection	Root Cause	Implementation Plan		Monitoring

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?	What are the takeaways after the review of metrics?
	[takeaways reflecting most students; takeaways reflecting specific student groups]
	Scope and Sequence of Reading and Math are clear at all grade levels.
	Social Studies and Science curriculums topics such as geography and evolution are covered in the Montessori scope and sequence. MYP follows the prescribed curriculum but does not have many labs prescribed, but many simulations are there.
	Fourth and fifth grade follow and adhere to the prescribed curriculum.
	During the rigor walk through the classrooms demonstrated the following:
	3/3 Classrooms demonstrated a variety of student work.
	In 3/3 we observed student engagement. Students were working on a targeted standard
	In 3/3 classrooms the teacher was working with individual or small groups of students
	In 3/3 classrooms the taxonomy levels of lesson target or student work were retrieval or comprehension
	In ⅔ classrooms there was evidence of students self monitoring
	In ⅓ of the rooms the students showed evidence of productive struggle.
	Intentional use of Bloom's taxonomy when lesson planning
	Commitment to focus on how to improve student discourse
	We wonder about ELL learners and objectives for their support
	We wonder about structures for students who are struggling
	We saw students parallel working, but not pushing each other, and interacting in ways that deepen understanding.
	Found that students were working side by side but not together. They were not pushing each other with questions.
	We did see that students were in groups, and that lessons/tasks were aligned to standards.
	Consider adding context about curriculum implementation, students' language proficiency scores, participation in professional learning, intervention implementation, or other pieces of information that may help to explain what you have noticed.
Partially	*iReady growth occured for all students as typical growth. We had strong stretch growth as well overall in both content areas.*
All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	*In Reading our overall grwoth was 124% with typical growth towards goal. The current placement overall was 67% mid or above grade level, 19% early on grade level, 12% one grade level below and 2% two or more grade levels below.*
	In Reading, our area with the most students one grade or two grade levels below was information text. (3% were two grade levels below, and 17% were one grade level below.
	Grade K 71% mid or above grade level, 16% early on level , 13% one grade level below, and none were two or more
	Grade 1 71% were mid or above grade level, 16% were early on level and 13% were one grade level below. None were two or more below.
	Grade 2 57% were mid or above grade level, 26% were early on level, 10% were one grade level below and 6% were two grade levels below.
	The following percentages of students were below in the following domains in Reading:
	Grade K Phonelogical Awareness 8% , phonics 14%, High Frequency Words 21%, Vocabulary 22%, Comprehension 13%; Literature 14%; Informational text 16%
	Grade 1 Phonelogical Awareness 14%, Phonics 19%, High Frequency Words 9%, Vocabulary 22%, comprehension 19%, Literature 18% and Informational Text 20%
	Grade 2 Phonelogical Awareness 4%, Phonics 26%, High Frequency Words 15%, Vocabulary 24%, comprehension 28%, Literature 31% and Informational Text 25%
	Prior to SY22 we did not have a tool assess math in the early grades, only Reading. We grew more in Reading than math. In third grade we had 20 students partially or did not meet (total). Majority are students of historically marginalized subgroups. We made 97% typcal growth in Math, and 60% mid or above grade level, 15% early on grade level, 23% one grade level below and 2% two grade levels below.
	In Math our Domain with the most students one or two grade levels below were Measurement (23% one grade level, and 3% Two grade levels) and Data and Numbers and Operations (26% one grade level below and 2% two grade levels below).
	The following percentages of students were below in the following domains in Math:
	Grade K 64% mid or above grade level, 18% early on grade level, 18% one grade level below, and none were two or more below.
	Grade 1 62% mid or above grade level, 12% early on grade level, 26% one grade level below, and none were two or more below.

| Jump to... | Priority | TOA | Goal Setting | Progress |
| Reflection | Root Cause | Implementation Plan | | Monitoring |

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

Curriculum & Instruction

		none were two or more below
		Grade 2 51% mide or above grade level, 16% early on grade level, 25% one grade level below and 7% were two grade levels below
		The following percentages of students were below in the following domains in Math:
		Grade K Numbers and operations 21%, Algbraic thinking 29%, Measurement and Data 25%, Geometry 22%
		Grade 1 Numbers and operations 33%, Algbraic thinking 18%, Measurement and Data 25%, Geometry 24%
		Grade 2 Numbers and operations 31%, Algbraic thinking 18%, Measurement and Data 29%, Geometry 29%
		In both math and reading Black students (could not disaggregate Latinx students with IEP/504 are not making the same growth as their same aged peers.
		Student growth in Math on iReady:
		K Overall 91% made progress ; met typical Growth 47%; progress towards stretch 63%; Met annual stretch growth 26%; Students with improved placement 60%
		K Asian 50% progess towards typical growth; 40% met typical growth; 41% progress towards stretch; 40% met stretch; 60% improved placement
		K Black 64%progress towards typical growth; 13% met typical growth; 47% progress towards stretch; 13% met stretch; 63% improved placement
		K Two or More Races 123%progress towards typical growth; 60% met typical growth; 82% progress towards stretch; 30% met stretch; 70% improved placement
		K White 100% progess towards typical growth; 51% met typical growth; 69% progress towards stretch;26%met stretch ; 58%improved placement
Yes	Students experience grade-level, standards-aligned instruction.	1 Overall 104% progess towards typical growth; 55% met typical growth; 78% progress towards stretch; 36% met stretch; 70% improved placement
		1 Asian 110% progess towards typical growth; 80% met typical growth; 81% progress towards stretch;40% met stretch; 80% improved placement
		1 Black 53% progess towards typical growth; 0% met typical growth; 33% progress towards stretch; 0% met stretch; 100% improved placement
		1 Two or More Races 110% progess towards typical growth; 64% met typical growth; 6% progress towards stretch; 36%met stretch; 73%improved placement
		1 White 104% progess towards typical growth; 54% met typical growth; 76% progress towards stretch; 37% met stretch; 68% improved placement
		2 Overall 88% progess towards typical growth; 46% met typical growth; 57% progress towards stretch; 13%met stretch; 51% improved placement
		2 Asian 73% progess towards typical growth; 0% met typical growth; 52% progress towards stretch; 0% met stretch; 33% improved placement
		2 Black 41% progess towards typical growth; 40% met typical growth; 25% progress towards stretch; 0% met stretch; 20% improved placement
		2 Two or More Races 114% progess towards typical growth; 67% met typical growth; 71%progress towards stretch; 0%met stretch; 67% improved placement
		2 White 88% progess towards typical growth; 46% met typical growth; 58%progress towards stretch; 18% met stretch; 54% improved placement
		Students are not achieving at the same levels in Math on the iReady.
		Grade K - Black Students 50% mid or above grade level, 13% early on grade level, 38% one grade level below, and none were two or more below.
		Grade K - White (Latinx are part) 70% mid or above grade level, 15% early on grade level, 15% one grade level below, and none were two or more below.
		Grade K - Asian 40% mid or above grade level, 20% early on grade level, 40% one grade level below, and none were two or more below.
		Grade K - DL students 40% mid or above grade level, 20% early on grade level, 40% one grade level below, and none were two or more below.
		Grade 1 - Black Students 0% mid or above grade level, 100% early on grade level, 0% one grade level below, and none were two or more below.
		Grade 1 - White (Latinx are part) 62% mid or above grade level, 14% early on grade level, 25% one grade level below, and none were two or more below.
		Grade 1 - Asian 100% mid or above grade level, and none were below grade level.
		Grade 1 - DL Students 50% mid or above grade level, 50% one grade level below, and none were two or more below.
		Grade 2 - Black Students 0% mid or above grade level, 0% early on grade level, 40% one grade level below, and 60% were two below grade levels.
		Grade 2 - White (Latinx are part) 52% mid or above grade levelStudents, 20% early on grade level, 24% one grade level below, and 4% were two below.
		Grade 2 - Asian 67% mid or above grade level, and 33% were one grade below grade level.
		Grade 2 - DL Students 38% mid or above grade level, 27% one grade level below, and 2% two or more below.
		Star 360 Overall in benchmark movement from beginning of the year to end of year we moved 1.75 % up from urgent to Intervention.
		Fourth grade had the most movement upward from urgent intervention to Intervention.
		Using IAR, we saw a decrease in our Did not meet expectation categor in both Math and ELA. We saw an increase in Partially Met Expectations. We also saw increases in both Math and Reading regarding the number of studentys in Met and Exceeded.
		In math we saw the following:
		Exceed in 2022 7%; 2023 10%
		Met in 2022 44%; 2023 49%
		Approaching2022 25%; 2023 23%
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Partial in 2022 15%; 2023 11%
		Did not meet in 2022 30%, 2023 7%
		In Reading we saw the following:
		Exceed in 2022 10%; 2023 18%
		Met in 2022 53%; 2023 52%
		Approaching2022 22%; 2023 16%
		Partial in 2022 7%; 2023 9%
		Did not meet 2022 7%, 2023 5%
		In the sub claim categories we were equal across the fourth math areas. Our strongest was Major Content, and madeling Applications. Mathematical Reasoning and Additional and supporting content were lower.
		Additional supporting content - 50% met or exceeded; 21% approaching; 29% did not meet
		Major Content - 61% met or exceeded, 18% approaching; 21% did not meet
		Mathematical Reasoning - 54% met or exceeded; 25% approaching; 21% did not meet
		Modeling application - 56% met or exceeded; 22% approaching; 22% did not meet
		In ELA our strongest area was Informational text. While Literary and vocabulary were similar. In writing We were pretty equal in Language Conventions and Written expression.
		Informational text - 71% met or exceeded; 13% approaching; 17% did not meet
		Literary text - 61% met or exceeded; 21% approaching; 18% did not meet
		Vocabulary - 59% met or exceeded; 21% approaching; 20% did not meet
		Writing Language conventions - 69% met or exceeded; 17% approaching; 14% did not meet
		Writing Written expression - 69% met or exceeded; 16% approaching; 15% did not meet
Partially	The ILT leads instructional improvement through distributed leadership.	

What is the feedback from your stakeholders?

Jump to...	Priority	TOA	Goal Setting	Progress
Reflection	Root Cause	Implementation Plan		Monitoring

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

Curriculum & Instruction

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.

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

According the the five Essentials data in the Overall we recieved the following:

Involved Families 2021 66; 2022 60; 2023 68 Strong

Ambitious
Instruction 2021 65; 2022 62; 2023 60 Strong

Supportive
Environment 2021 61; 2022 60; 2023 51 Neutral

Collaborative
Teachers 2021 30; 2022 39; 2023 44 Neutral

Effective Leaders 2021 42 ; 2022 44; 2023 44 Neutral

In Ambitious Instruction we reviewed the following
Quality of Student Discussion 2021 71; 2022 68; 2023 73 Responses given by Teacher
English Instruction 2021 63; 2022 66; 2023 61 Responses given by Student
Math Instruction 2021 73; 2022 78; 2023 60 Responses given by Student
Academic Press 2021 53; 2022 36; 2023 44 Responses given by Student

The reccomendations from the Cultivate Survey were the following:
Improvement in Feedback for growth
Improvement in Student voice

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?

[problems experienced by most students; problems experienced by specific student group]
We are wondering about tier 1 instruction reaching all students at the levels they need. Students who need more time and instruction - we wonder if they are getting that and how.

We are wondering about support for math instruction when students are not responding to Tier 2 interventions. We do not currently have a math interventionist.

We see smaller amounts of growth happening in subgroups such as DL, Black, and Latinx students.

[impact on most students; impact on specific student groups]
Admin has begun some Culturally Responsive professional development opportunities. We have done some professioal development on Courageous Conversations about race and anti-bias and awareness.

Return to Top | **Determine Priorities**

Resources: 🚀

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

[Determine Priorities Protocol](#)

Students...

are not receiving instruction and support tailored to their individual needs and learning styles. Students with varying abilities, backgrounds, and learning profiles may struggle to engage with the curriculum and reach their full potential. The lack of differentiation can potentially lead to: 1. Achievement gaps, 2. Disengagement in instruction, 3. Lack of growth. , 4. Lack of inclusivity.

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...

Need to work on the following areas:
1. Co-Teaching Strategies and Collaboration:

Co-teachers will regularly review and update their co-teaching toolbox to ensure a diverse range of strategies is available.
Collaborative planning sessions will be conducted to discuss and align teaching approaches, with a particular focus on students with special needs.
2. Individualized Student Support:

Co-teachers will engage in ongoing discussions to identify and address the individual needs of students.
Teams serving a student will collaborate closely, utilizing data and feedback to tailor support and instruction effectively.
3. Teacher Capacity Building:

Professional development opportunities will be provided to enhance teacher capacity in meeting the needs of students who require enrichment.
Educators will have access to training and resources to implement advanced instructional strategies effectively.
4. Data-Informed Instruction:

Data analysis will guide our efforts to reach all students. We will identify trends, areas of improvement, and students requiring additional support.
Co-teaching teams will adjust their strategies based on data-driven insights to ensure effective instruction.
5. Classroom Structure and Differentiation:

Classroom structures will be assessed and adapted to support differentiation.
Co-teachers will explore various ways to differentiate instruction, addressing the diverse learning needs of students.
6. Promoting Critical Thinking and Complex Learning:

Grade-level standards will be used as a foundation for fostering deeper thinking and more complex learning experiences.
Instruction will be designed to challenge students to explore concepts in greater depth while still aligning with grade-level expectations.
For Our Students:

Students will be provided with tasks and assignments that match their ability levels, allowing for better success and growth.
Culturally relevant and responsive instruction will be integrated into our teaching practices to engage students and honor their diverse backgrounds and learning styles.

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top | **Theory of Action**

What is your Theory of Action?

If we....

enhance the incorporation of strategies address diverse learning styles and levels within our lesson plans ✏️

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....

instructional practices in the classroom that more attuned to the unique needs and preferences of our students. The inclusivity extends to diverse learners, native English speakers, and those requiring enrichment opportunities. ✏️

which leads to...

Increases in the 5Essentials Measure of Academic Personalism shifting from Weak (31) to Neutral (50) or higher. Additionally evidence of supportive teaching as measured by the Cultivate Survey will increase from 54 to 64 or higher. ✏️

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 ✏️

All teams at Mayer (Grade Band, Essentials, Diverse Learner)

Dates for Progress Monitoring Check Ins

| 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 Develop a shared language and explanations for each aspect of differentiation (content, process, product, and environment) that align with the school's mission and goals.	Staff	June 2024	*Select Status*
Action Step 1 Gather stakeholder input by creating a teacher self assessment inventory to assess differentiation practices are evident in their classes	ILT/Staff	October 2023	*Select Status*
Action Step 2 *Select an anchor text to ground our learning about differentiation.*	ILT & Admin team	November 2023	*Select Status*
Action Step 3 Develop a comprehensive professional development sessions for all school staff on differentiation concepts, including content, process, product, and environment	Admin Team	November 2023	*Select Status*
Action Step 4 Provide professional development opportunities for staff to introduce and reinforce the shared language of differentiation. These sessions should emphasize the alignment with the school's mission and goals.	Admin Team	November - March 2024	*Select Status*
Action Step 5 Craft, concise and accessible definitions for each aspect of differentiation that resonate with the school's mission and goals.	ILT/Staff	November - March 2024	*Select Status*
Implementation Milestone 2 Experimentation with differentiation strategies	ILT Team	February 2024	*Select Status*
Action Step 1 Collaborate with staff to identify a range of differentiation strategies that aligned to our shared language.	Staff	January 2024	*Select Status*
Action Step 2 Pilot Marzano's Strategies and PD, The New Art and Science of Teaching workshops to build internal capacity around evidence-based instructional practice.	ILT Team	February 2024	*Select Status*
Action Step 3 Develop lessons that incorporates various differentiation strategies across grade levels and subjects.	ILT Team	February 2024	*Select Status*
Action Step 4 Conduct observations to provide about their instruction.	ILT & Admin Team	March 2024	*Select Status*
Action Step 5 Develop, refine, and implement "Schoolwide Model of Instruction" focusing on evidence-based, differentiated, small group instructional strategies.	ILT & Admin Team	March 2024	*Select Status*
Implementation Milestone 3 Implementation of lesson study within grade level teams	Admin Team	April - June 2024	*Select Status*
Action Step 1 Within grade level teams, we will work together to plan, observe, and reflect on lessons incorporating differentiation strategies.	Admin Team & Staff	April 2024	*Select Status*
Action Step 2 In addition to the focus on differentiation strategies, we will continue to work on our area of focus on the rigor walk: Questioning and Student to student discourse.	Admin Team & Staff	April 2024	*Select Status*
Action Step 3 Hold structured reflection sessions after the observrvations to determine what worked well, what didn't work well, and next steps in terms of improvement.	Admin Team & Staff	April 2024	*Select Status*
Action Step 4 Develop and implement learning cycles for grade level teams.	Admin team	April 2024	*Select Status*
Action Step 5 N/A			*Select Status*
Implementation Milestone 4 Widespread implementation of differentiation strategies In lesson plans	Admin Team	May - June 2024	*Select Status*
Action Step 1 Conduct peer observations in each other's classrooms to gather feedback on the usage of the differentiation strategy.	Staff	May - June 2024	*Select Status*
Action Step 2 Create a repository of differentiated instructional materials, resources, and lesson plans that are easily accessible for all educators.	Admin Team & Staff	May 2024	*Select Status*
Action Step 3 Establish a peer support system where tenured educators can support new teachers in implementation of differentiation strategies.	Admin Team & Staff	June 2024	*Select Status*

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Curriculum & Instruction

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| Action Step 4 | Establish a system for ongoing support and guidance, including regular check-ins and access to resources, to assist educators in implementing the shared language effectively. | Admin Team | June 2024 | *Select Status* |
| Action Step 5 | N/A | | | *Select Status* |

SY25-SY26 Implementation Milestones

| SY25 Anticipated Milestones | Using the notes captured from observations as well as progress monitoring data, we will review, analyze, and adjust our strategies accordingly based on our findings. We will assess the effectiveness of each strategy as well as engage in any problem solving conversations to refine our practices. | ✏️ |
| SY26 Anticipated Milestones | Using the notes captured from observations as well as progress monitoring data, we will review, analyze, and adjust our strategies accordingly based on our findings. We will assess the effectiveness of each strategy as well as engage in any problem solving conversations to refine our practices. Recognize and celebrate our successes in implementing differentiation effectively. Share success stories within the school community. Foster a culture of continuous improvement where differentiation practices are regularly assessed, refined, and adapted based on feedback and evolving needs. | ✏️ |

Return to Top | **Goal Setting**

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
Track and analyze student performance data before and after implementing a differentiation strategy.	Yes	Cultivate	Overall	54	56	59	64
			Overall				
Professional Development & Continuous Improvement : Regularly evaluate the effectiveness of the differentiation strategies through classroom obvservation and student performance data.	No	5E: Supportive Environment	Overall	31	36	41	50
			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: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.	Provide ongoing professional development opportunities for staff to develop and refine their instructional practices that cater to diverse student needs and preferences. Educators will engage in lesson planning that involves differentiation strategies.	Educators will engage in lesson study. Staff will observe practice, determine trends (what is working well, what is not working well), and reflect on lessons incorporating differentiation strategies.	Whole school implementation of differentiation strategies in their lesson plans and evident in classroom observations.
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.	Pilot Marzano's teaching strategies and PD, The New Art and Science of teaching strategies to build teacher capacity and or refine our teaching practices.	Conduct instructional learning cycles so that staff can learn from each other as they experiment and or implement various differentiation strategies.	Establish a system of ongoing support for teachers. Solicit feedback from students on their learning experiences and use their input to refine our instructional practices.
Select a Practice	N/A	N/A	N/A

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

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

Curriculum & Instruction

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Track and analyze student performance data before and after implementing a differentiation strategy.	Cultivate	Overall	54	56	Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
Professional Development & Continuous Improvement : Regularly evaluate the effectivesness of the differentiation strategies through classroom obvservation and student performance data.	5E: Supportive Environment	Overall	31	36	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: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.	Provide ongoing professional development opportunities for staff to develop and refine their instructional practices that cater to diverse student needs and preferences. Educators will engage in lesson planning that involves differentiation strategies.	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.	Pilot Marzano"s teaching strategies and PD, The New Art and Science of teaching strategies to build teacher capacity and or refine our teaching practices.	Select Status	Select Status	Select Status	Select Status
Select a Practice	N/A	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.	*[takeaways reflecting most students; takeaways reflecting specific student groups]* *The prioritized areas are student voice, classroom community and feedback for growth.* *The majority of students who are referred to needing support for behavior and SEL are students who identify as Black, Latinx or have IEPs/504s.* *We saw the following* *The following number of K-2 students do not feel safe in the following spaces:* *Playground-35* *Hallway-24* *Classroom-9* *The following number of 3-8 students did not feel safe in:* *Bathroom-23* *Playground- 25* *21- do not think that students get along well and 24 strongly disliked coming to school.* *-Students feel most safe in Mayer Staff supervision* *-Large percentage of students who are struggling to calm their emotions when they feel most emotional, all races are pretty equal across the board* *-High percentage of African American students having a hard time naming their feelings* *Most of the students say they are teased for no particular reason.* *They love to do projects!* *Almost 22% feel they are not being heard.* *K-2: Safety on payground, hallways & bathrooms is a concern; Asian students seemingly feel lost; 3-8: naming emotions is a challenge; 16% say they dont have help identifying emotions; Startling that some say kids are not picked on; 12% say no trusted adult* *There are a lot of I don't knows. Kids answered that they feel safer in classroom on the playground, hallways and bathrooms. 5% of kids felt that they don't have friends at school. Black and brown students reported a higher percentage of feeling usafe on the playground*
Yes — Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	*White kids are less likely than Black kids to say yes to they feel their opinion matters at school. 19% of Asian kids feel they do not have friends at school. 100-% of Black, Latinx, and IDK kiddos feel they can come to their teacher for help and that their teachers help them take care of themselves and others.* *Small percentage of students not feeling safe* *High amounts of yes in every categories* *High percent rates on teachers helping others* *28% of Latinx don't feel/think they get support at school. 19% of blakc S. can't name their feelings next is Asians at 8%. 93% of S think staff care and want them to be successful.* *1. Majority of students are able to identify/name the different feelings they have.* *2. 16% of black students believe the students at school DO NOT get along well with others.* *3. Only 22% of students strongly agree that they can find a way to help people end arguments.* *Almost 90% of students have an adult from school that they can count on, about 56% of students believe that students get picked on "for no specific reason", almost 25% of students feel that students at school don't get along well with each other* *Students feel most unsafe in area's where there's more students and less adult supervision (for example the cafeteria, recess, and the bathroom). White students feel more safe in school than non-white students. The majority of students feel they have an adult at school they can count on.* *1. 24 kids don't like to come to school* *2. 11 kids don't think staff cares about them* *3. There are lots of places in the building where kids don't feel safe.* *About 20% of black students don't feel they can name their feelings, Asian identifying students feel more supported by staff and teachers, surprised by how many students don't feel safe, and the fact that many say students are picked on for no reason.* *1. most students like to come to school 2. most students feel that staff cares about them 3. most white students feel safe* *1) Nearly half our Black students do not like coming to school.* *2) The racial breakdown of "students at my school get along well with each other" - 36% of our Black students feel the answer is no.* *3) 30% of Black students and 40% of white students don't feel safe in the cafeteria.* *1. (Two pie charts) - 80-90% of our students feel supported by their teachers* *2. 173 out of 324 students like to come to school* *3. There are higher percentages of students who are able to handle conflict and stay calm* *The highest percentage of feeling safe in all areas was from white students, The highest percentage of students who felt that their classes challenged them and they are improving everyday were Black and LatinX, Only 12% of black students Strongly Agree with the statement "I like to come to school everyday"* *173 (53.4%) and 69 (21.3%) of all students like coming to school.* *22 (6.8%) and 56 (17.3) of all students feel they do not learn how to handle their feelings, or conflicts at school.* *84% of students feel they get support from teachers while 16% do not.* *African American and Latinx students do not feel as excited about school at Mayer, these same students are less likely to state that everyone gets along at Mayer; Most students feel staff care about them.* *Black/Multi-racial students are the majority of students who do not like coming to school, cafeteria, recess and bathroom are places students do not feel the safest, 45% of white students feel unsafe in the hall.* *Happy to see that handling conflict being addressed was high for all races, students feel cared for, surprised by the % of I like to come to school* *Feeling safe in bathroom and my opinion matters in school were the lowest rated questions. Feeling safe in the hallways and playgrounds was also rated low. Having friends and going to the teacher for help were highest rated.* *1. Most K-2 students think learning is fun in their classroom. 2. Most 3-8th grade students Agree that they like to come to school. 3. 3-8th grade students most enjoyed projects in their classrooms.* *A lot of k-2 said 'idk' for if their opinion matters, Most 3-8 are able to name their feelings, There is a variety of answers 3-8 about finding a way to help people end arguments.* *Majority of students like to come to school. Students feel unsafe mainly in the cafeteria and the bathroom. Majority of students feel supported at school.* *I saw that most students in k-2 agreed that learning is fun in their classroom;*
Partially — All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	*I also noticed that in the 3-8 group, more students selected 3 (agree) for a majority of the questions instead of 4 (strongly agree). Some of these questions were: I like to come to school, I am able to stay calm when something goes wrong, my classes challenge me, students at my school get along well with each other, & I can always find a way to end arguments in a peaceful manner.* *I saw that 82% of the 3-8 group felt safe in all spaces at Mayer.* *Black students have the highest percentage of students who do not want to come to school.* *A large percentage of students feel unsafe in the bathroom.* *A large percent of students enjoy coming to school and are able to identify emotions they have been taught in school. There seems to be a decrease in percent of students who feel able to implement emotional regulation skills taught in school (deep breathing, counting, etc).* *Data shows about 20% of students grades 3-8 feel they are not challenged or that they are not improving daily--- that is a large number.* *Children enjoy coming to school. Children feel safe here. A majority of the children feel like they have friends here.*

Connectedness & Wellbeing

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

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

Areas of improvement from 5Essentials are the following
Academic Personalism   31
School Commitment   31
Instructional Leadership   32
Quality Professional Development   37
Collective Responsibility   41

In our Student Perspectives Data we found that our students generally feel that their classrooms are fun. We did see a trend in Latinx and Black students who did not feel a sense of belonging between 3rd and 8th grade.
Students reported not having a person/adult at school that they can trust:
12% Black No person
18% Latinx No Person
10% White No person
16% Asian No person

Overall   Classroom Community 59   Feedbk for Growth 68   Learning goals 72   Meaningful Work 65   Student Voice 41   Supportive Teaching 59   Teacher Caring 52   Well-Organized Classroom 77

*   Affirming Identities   Classroom Community   Feedbk for Growth   Learning goals   Meaningful Work   Student Voice   Supportive Teaching   Teacher Caring   Well-Organized Classroom*
Math   Affirming Identities 63   Classroom Community 56   Feedbk for Growth 57   Learning goals 61   Meaningful Work 53   Student Voice30   Supportive Teaching 48   Teacher Caring 44   Well-Organized Classroom 67

English   Affirming Identities 84;   Classroom Community 58 ;   Feedbk for Growth 76 ;   Learning goals 76; Meaningful Work 66;   Student Voice 46;   Supportive Teaching 67;   Teacher Caring 61;   Well-Organized Classroom 84

Science   Affirming Identities 74   Classroom Community 56   Feedbk for Growth 64   Learning goals 67   Meaningful Work 66 Student Voice 37   Supportive Teaching 54   Teacher caring 41 Well-organized Classroom 75

Social Studies   Affirming Identities 88   Classroom Community 66   Feedbk for Growth 77   Learning goals 84   Meaningful Work 73   Student Voice 50   Supportive Teaching 68   Teacher caring 60   Well-organized Classroom 81

The Student perspectives data showed the following:
43% of our Black students do not like to come to school
34% of our Latinx students do not like to come to school
23% of our White students do not like to come to school
24% of our Asian Students do not like to come to school

Students that feel they DO NOT have a voice According to our Student Perspective Surveys
Asian - 20%
Black - 35%
White - 20%
Latinx - 25%

According to the 5Essentials are in need of improvement for the following areas
Emotional Health 49 Neutral Response given by Student
Rigorous Study Habits 49 Neutral Response given by Student
Grit 46 Neutral Response given by Student
Inquiry-Based Science Instruction 46 Response given by Neutral Student
Teacher Safety 45 Neutral Response given by Teacher
Academic Engagement 43 Response given by Neutral Student
Classroom Rigor 43 Neutral Response given by Student
Classroom Disruptions 42 Neutral Response given by Teacher
Parent Supportiveness 42 Neutral Response given by Student
Innovation 34 Weak Response given by Teacher
Reflective Dialogue 27 Weak Response given by Teacher
Course Clarity 21 Weak Response given by Student

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]
We are seeing more Black, Latinx and Students with DL needs being referred for discipline issues.

Things we are wondering
What makes students feel unsafe at school? Why do Asian students feel more supported over other students (is it about getting questions answered, or what)?
1. Why don't non-white students feel as safe as white students in the bathroom
2. why are students feeling unsafe at recess
What is happening in the bathroom? What is happening to school?
1. 56% of students are teased or picked on for no specific reason. Is this more concerning that kids are picked on or teased for no particular reason? Does that mean they're just "playing around?"
2. Why is there 63% of whites who feel safe in all spaces, but 55% of whites feel unsafe in the bathroom?
Why does the data show that around 50% of white students feel unsafe at or around school however, they have the highest percentage of children saying there is no bullying at the school? Big disparity!
I wonder what we can do to make everyone feel welcome and safe in the building. Why do 61% of white students feel unsafe traveling to school?
It would be interesting to see the breakdown of the grades or ages instead of by race. Can these questions or others be given again to compare maybe at the end of the year or middle of year. Teasing for no reason?
What is is about the hallways, playgrounds, and bathrooms that feels unsafe? These are the least structured places of the school. How can we improve the feeling of safety there? I am also wondering, from 3-8 data, how we can improve students self-efficacy with dealing with conflict in school and their ability to understand and cope with emotions.
I wonder how we can make the bathrooms a more comfortable/safe place for students of all ages/What layer of security needs to be added to do so? I also wonder in what ways can student voice, at the K-2 level, be amplified?
If there wasn't an 'I don't know' option for k-3 would the data be more accurate? Why do some students not like coming to school- work, friends, other?
Why a large number of 3-8th students to not feel safe travelling to school? Why do some students do not like coming to school?
For the students who only agreed instead of strongly agreed with some questions,

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?

[impact on most students; impact on specific student groups]

We are creating a Whole School Safety Plan to address social emotional, psychological safety and Relational Trust.

Admin has begun some Culturally Responsive professional development opportunities.
We have done some professoinal development on Courageous Conversations about race and anti-bias and awareness.

We are looking to make some improvements with our Culture and Climate team, as well as our Student Voice committee.

Connectedness & Wellbeing

what do they need to feel like they can strongly agree with stated questions?

Would the data change significantly if all results had been accounted for?
I wonder about the "I don't know" option for K-2
Can students identify specific calm down strategies?
How can we better support students with getting along with others? (in 3-8th data, almost 30% of students felt the kids at the school don't get along well with each other. I wonder how the "I don't know" responses should be analyzed.
Does family structure or Financial class play a factor in this data?
Why do so many kids feel unsafe?
What is 1 thing you want to learn more about from our students?

Things we could consider to improve:
Talking to students about how they feel in my classroom and what can I do and what can we do as a community in Spanish class to help them feel more safe and comfortable.
-Student defiance from the MYP level, getting to a point with the students where they are now trying to challenge the expectations set at the beginning of the year.
-Student accountability
Behavior in 7th grade. Consequences are seeming to not matter to some of them. I notice the students being way more disrespectful to each other and to me.
the lack of accountability, especially in the upper grades.
I think checking in with certain kids who answered no to some of the questions.
Opportunities to talk about can we make the playground and bathroom feel more safe.
We discussed in our meeting the format of the choices and how they changed in order which may have confused some students.

Pen and paper assessments for Ks is not that common so taking this survey could have been difficult for some of them.
My first response to seeing no answers is to take it personally. I should take the opportunity of seeing know answers to see how I can do better.
It's tricky to do this stuff with small kids, they don't think things are safe or fair or good if they're not getting their way even if that's really the safest/fairest/best. They also get confused with directions. Additionally, I would like to hear more from kids who feel unsafe because I think there are things we could easily do and build in to help support them. This is in addition to bigger, structural work as well.
How to make students feel safe at school
Opportunities- Scaffolding conflict resolution strategies, incorporating more student voice
Challenges-Supporting students who do not feel safe or feel that they or others are being picked on.
Challenge: It doesn't seem as if students are implementing the content that is covered during our SEL lessons
Opportunities: Finding ways to ensure school is a safe space for all
I saw that students like projects so I'm going to look into adding more projects to my lessons.
I am very much observing "repeat offenders." I don't think that they mean to be disruptive. I think we have (for whatever reason) a lot of attention problems. (Way more than are actually diagnosed). They need so much positive attention.
Realizing that even when you're doing everything you can think of to help students and make them feel safe that some students still don't feel safe and that may be out of our control depending on why they feel that way
Helping students express their feelings--vocalize what is bothering them/who is bothering them....
We are a predominately white school (students and teachers) in a white supremist society. We need to dig deep into our own identites to make this a better experience for all kids.
Challenge: just how to make everyone feel welcomed and get her voices heard.
Getting to know the deeper reason why students answered that way
It is hard to accurately interpret some of this data. I would like to see the open ended data.
What does it mean that "kids are picked on for no specific reason" -- how can we identify these opportunities/challenges?
Still providing space and time for students who need help and providing more opportunities for student voice.
Making unstructured, less supervised spaces (playground, bathroom) feel like safer spaces for students.
Making sure that students of all racial backgrounds are feeling equally challenged.
Give more opportunities for student voice and prove to sutdents that their voice is being heard.
I am really focused on trying to figure out how to feel students feel more safe.
I am feeling challenged/overwhelmed by trying to allow time and opportunities for my students to work on larger/group projects while balancing meeting the standards and ensuring all students' needs are met academically.
What is safe vs unsafe and how to be more specific with that data
Opportunities to explain the difference between safe and unsafe. Also helping students feel that they matter, their opinion matters, etc.
interpreting this data in 15 minutes and being able to process my thoughts so quickly.

Determine Priorities

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

Students...

Using the Whole School Safety Plan as a lens, and looking at the data presented, we see a need to focus on Emotional Safety and Relational trust. In response to the needs seen last year during LSC meetings and teacher feedback we have seen a need for SEL to be a focus. We are thinking that we needs that can be addressed through consistency across the school with expecations and commitments from teachers to enforce expectations. Additionally we have added advisory to our Middle school Schedule.

Conversations with students not seeing how their actions affect others and that students don't feel safe.
What makes students feel unsafe at school? Why do Asian students feel more supported over other students (is it about getting questions answered, or what)?
1. Why don't non-white students feel as safe as white students in the bathroom
2. why are students feeling unsafe at recess
What is happening in the bathroom? What is happening in the lunch room?
1. 56% of students are teased or picked on for no specific reason. Is this more concerning that kids are picked on or teased for no particular reason? Does that mean they're just "playing around?"
2. Why is there 63% of whites who feel safe in all spaces, but 55% of whites feel unsafe in the bathroom?
Why does the data show that around 50% of white students feel unsafe at or around school however, they have the highest percentage of children saying there is no bullying at the school? Big disparity!
I wonder what we can do to make everyone feel welcome and safe in the building.
Why do 61% of white students feel unsafe traveling to school?
It would be interesting to see the breakdown of the grades or ages instead of by race. Can these questions or others be given again to compare maybe at the end of the year or middle of year. Teasing for no reason?
What is is about the hallways, playgrounds, and bathrooms that feels unsafe? These are the least structured places of the school. How can we improve the feeling of safety there? I am also wondering, from 3-8 data, how we can improve students self-efficacy with dealing with conflict in school and their ability to

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

Connectedness & Wellbeing

understand and cope with emotions.
I wonder how we can make the bathrooms a more comfortable/safe place for students of all ages/What layer of security needs to be added to do so? I also wonder in what ways can student voice, at the K-2 level, be amplified?
If there wasn't an 'I don't know' option for k-3 would the data be more accurate? Why do some students not like coming to school- work, friends, other?
Why a large number of 3-8th students to not feel safe travelling to school? Why do some students do not like coming to school?
For the students who only agreed instead of strongly agreed with some questions, what do they need to feel like they can strongly agree with stated questions?

Would the data change significantly if all results had been accounted for?
I wonder about the "I don't know" option for K-2
Can students identify specific calm down strategies?
How can we better support students with getting along with others? (in 3-8th data, almost 30% of students felt the kids at the school don't get along well with each other. I wonder how the "I don't know" responses should be analyzed.
Does family structure or Financial class play a factor in this data?
Why do so many kids feel unsafe?
What is 1 thing you want to learn more about from our students?

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

Resources: 🚀

5 Why's Root Cause Protocol

As adults in the building, we...

See a need for connection across the school. We are beginning to plan celebrations and connection points across the school. Building times when there are connections across grade levels would allow for safety in addition. We will continue to revisit the agreements made at the beginning of the year as a staff.

Montessori classrooms build community daily, and we would begin to take the idea school wide, and continue the work towards community building throughout the year.

Culturally Relevant Instruction is about building the relational trust and the relationships needed to allow for learning.

Indicators of a Quality CIWP: Root Cause Analysis

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

Theory of Action

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What is your Theory of Action?

If we....

implement research-based practices that increase relational trust and emotional well-being in alignment with our school values of equity, community, integrity and kindness in ways that integrate these principals throughout our educational community, while also establishing a clear and unified understanding amongst all stakeholders

Indicators of a Quality CIWP: Theory of Action

Resources: 🚀

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....

consistent application of standard practices across all classrooms no matter program type or levels, and increased parent/school collaboration around safety including a Whole School Safety Plan

which leads to...

increased measures in the Learning Mindset area of the Cultivate Survey results for Belonging from 55 to 62, 5Essentials Measure in the Supportive Environment category of Student To Teacher Trust from 47 neutral to 61 (strong), and a completed Whole School Safety Plan.

Implementation Plan

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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 ✍️
All teams at Mayer (Grade Band, Essentials, Diverse Learner)

Dates for Progress Monitoring Check Ins
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 — Tiered plan for SEL/Wellbeing Support	All staff	June 2024	*Select Status*
Action Step 1 Teachers learn the SECA screener	All staff	Week 8-10 SY24	*Select Status*
Action Step 2 Teachers use SECA Screener to target students who have needs	All staff	Week 10-12 SY24	*Select Status*
Action Step 3 BHT reviews established protocol and uses SECA to make adjustments	BHT	End of Quarter 1 SY24	*Select Status*
Action Step 4 Based on needs found within the SECA, use the Art and Science of Teaching to help inform teachers on Tier 1 strategies	BHT	End of Quarter2 SY24	*Select Status*
Action Step 5 BHT uses knowledge from Cultivate and SECA surveys to inform intervention menus that already exist and fine tune more needs	BHT	June 2024	*Select Status*
Implementation Milestone 2 — Functioning Culture and Climate team that includes teachers and students	All Staff	June 2024	*Select Status*

Connectedness & Wellbeing

Action Step 1	Establish members of team (teachers)	Admin and Counselor	End of Quarter 1 SY24	*Select Status*
Action Step 2	Establish schedule and frequency of meetings	Culture and Climate Team	June 2024	*Select Status*
Action Step 3	Work with Admin to cultivate Student Voice Committee	Culture and Climate Team	June 2024	*Select Status*
Action Step 4	Using Marzano, determine focus strategies for engaging student voice	Culture and Climate Team & All staff	June 2024	*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 3	Whole School Safety Plan Committee is designated and begins preliminary work	LSC and Administration	June 2024	*Select Status*
Action Step 1	Establish members and meeting frequency	Safety Committee with Staff	End of Quarter 1	*Select Status*
Action Step 2	Create template and needs assessment with committee using data an	Safety Committee with Staff	End of Quarter 2	*Select Status*
Action Step 3	Analyze and determine root causes/needs at Mayer.	Safety Committee with Staff	End of Quarter 3	*Select Status*
Action Step 4	Look for outside organizations that can assist with needs	Safety Committee with Staff	End of Quarter 4	*Select Status*
Action Step 5	Create actions steps for following year	Safety Committee with Staff	End of Quarter 4	*Select Status*
Implementation Milestone 4	NA			*Select Status*
Action Step 1	NA			*Select Status*
Action Step 2	NA			*Select Status*
Action Step 3	NA			*Select Status*
Action Step 4	NA			*Select Status*
Action Step 5	NA			*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	*[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]* *Using Progress Monitoring from SY24, determine the effectiveness of the Tiered plan and use of SECA* *Assess the effectiveness of the Culture and Climate Committee in conjunction with the Student Voice Committee and create long-term sustainable rituals and routines that include celebrations* *Using the data collected from the initial needs assessment create an action plan and priorities that clearly aligns with the needs and goals of the Whole School Safety Plan.*	✏️
SY26 Anticipated Milestones	*[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]* *Using Data from SY24 and 25, create an enrichment plan for SEL and belonging at Mayer* *After determining the effectiveness of the Culture and Climate Committee create extension activities that would help build community and connection.* *A Feedback and review Cycle will be established and acted out.*	✏️

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Numerical Targets [Optional] ✏️			
				Baseline ✏️	SY24	SY25	SY26
With the use of tiered SEL, improved Culture and Climate Committee in conjunction with a student voice committee, the results of the 5E supportive environment will increase from 47 to 61 by the end of SY26	No	5E: Supportive Environment	Overall	47	51	56	61
			Select Group or Overall				
By applying the strategies and practices determined as a tier 1 trauma informed staff, using data collected and actions for celebrations and connectedness in our school, as well as a whole School Safety plan, we will increasee our	Yes	Cultivate	Overall	55	58	60	62
			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&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Reduce the number of students referred for discipline support	Student Voice Committee is well-established and understood by all students and staff. Climate and Culture Committee has implemented celebrations and connectedness activities.	Provide options within and after school that include strong Tier 2 and tier 3 supports and enrichment for SEL and belonging.
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Reduce the number of students referred for discipline support 100% implementation results for the SEL walkthrough	Student Voice Committee is well-established and understood by all students and staff. The climate and Culture Committee has implemented celebrations and connectedness activities.	Provide options within and after school that include strong Tier 2 and tier 3 supports and enrichment for SEL and belonging.

Connectedness & Wellbeing

| Select a Practice | NA | NA | NA |

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
With the use of tiered SEL, improved Culture and Climate Committee in conjunction with a student voice committee, the results of the 5E supportive environment will increase from 47 to 61 by the end of SY26	5E: Supportive Environment	Overall	47	51	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By applying the strategies and practices determined as a tier 1 trauma informed staff, using data collected and actions for celebrations and connectedness in our school, as well as a whole School Safety plan, we will increasee our	Cultivate	Overall	55	58	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.	Reduce the number of students referred for discipline support	Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Reduce the number of students referred for discipline support 100% implementation results for the SEL walkthrough	Select Status	Select Status	Select Status	Select Status
Select a Practice	NA	Select Status	Select Status	Select Status	Select Status

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)

✍️