

CIWP Team & Schedules

[Resources](#)

Indicators of Quality CIWP: CIWP Team

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

[CIWP Team Guidance](#)

Name	Role	Email
Catherine Reidy	Principal	cmdeitelhoff@cps.edu
Joan Rogers	AP	jmgarey-roge@cps.edu
Karen Finnin	Teacher Leader	kkschumacher@cps.edu
Susan Rangel	Teacher Leader	ssrangel@cps.edu
Gina Lieber	Teacher Leader	GMLieber@cps.edu
Jeannie Carroll	Teacher Leader	jtscahill@cps.edu
Ami Stapleton	Teacher Leader	AMStapleton1@cps.edu
Kate Jilek	Teacher Leader	kewinkler@cps.edu
Cara Gillian	Teacher Leader	cacollins1@cps.edu
Claire Mason-Spencer	Inclusive & Supportive Learning Lead	SLLarmon@cps.edu
Erica Lieschke	LSC Member	ericalieschke10@gmail.com
Jayne Cerrito	Parent	jayners3382@yahoo.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	7/1/23	8/29/2023
Reflection: Curriculum & Instruction (Instructional Core)	7/1/23	8/29/2023
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/1/23	8/29/2023
Reflection: Connectedness & Wellbeing	7/1/23	8/29/2023
Reflection: Postsecondary Success	7/1/23	8/29/2023
Reflection: Partnerships & Engagement	7/1/23	8/29/2023
Priorities	7/1/23	8/29/2023
Root Cause	7/1/23	8/29/2023
Theory of Acton	7/1/23	8/29/2023
Implementation Plans	7/1/23	8/29/2023
Goals	7/1/23	8/29/2023
Fund Compliance	7/1/23	8/29/2023
Parent & Family Plan	7/1/23	8/29/2023
Approval	8/29/2023	8/29/2023

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	11/17/2023
Quarter 2	12/21/2023
Quarter 3	3/22/2024
Quarter 4	6/6/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics																		
Yes	<p>CPS High Quality Curriculum Rubrics</p> <p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p>Teachers all have access to high level curriculum. Overwhelmingly 80% teachers were teaching at the grade level standard. According to our cultivate data, students felt connected to their identity and community. However a small percentage of students indicated that they did not feel connected to their teachers. The ILT used the tool to rate themselves during the ILT institute and identified that during the pandemic we lost many of our best practices and have room to grow across the board. The schools Assessment plan does indicate that the school has a well-balanced assessment plan. However, based on rigor walk data a little more than 82% of our staff were engaging in some type of evidence based assessment daily in all subjects for all students, however it is not aligned to the rigor or standards.</p>	<p>iAR (Math)</p> <p>iAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>																		
Yes	<p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p> <p>Students experience grade-level, standards-aligned instruction.</p>																				
Partially	<p>Powerful Practices Rubric</p> <p>Learning Conditions</p> <p>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.</p>	<p>What is the feedback from your stakeholders?</p> <p>Students: Spring Student Survey Survey Results Show Highest Priorities to be: Supportive Teaching, Feedback for Growth, Classroom Community</p> <p>5 Essentials Student Growth Areas Metrics - well organized Where is Mount Greenwood Elementary School performing the lowest?</p> <table border="1"> <tr><td>Teacher Influence</td><td>61</td></tr> <tr><td>Academic Personalism</td><td>62</td></tr> <tr><td>Academic Press</td><td>65</td></tr> <tr><td>Student-Teacher Trust</td><td>73</td></tr> </table> <p>5 Essentials Teacher Growth Areas Metrics</p> <p>Teacher Influence Quality of Student Discussion Innovation Reflective Dialogue Collective Responsibility</p> <p>Where is Mount Greenwood Elementary School performing the highest?</p> <table border="1"> <tr><td>English Instruction</td><td>99</td></tr> <tr><td>Parent Involvement in School</td><td>99</td></tr> <tr><td>Program Coherence</td><td>99</td></tr> <tr><td>Teacher-Parent Trust</td><td>99</td></tr> <tr><td>Quality Professional Development</td><td>97</td></tr> </table> <p>In the initial student survey, one of the major concerns for students was checking for understanding, student attendance rates and the impact on academics, and data on discipline. In upper grades, teachers utilize Google Classroom to make weekly announcements, post notes, assignments, anchor charts, and study guides, etc.</p>	Teacher Influence	61	Academic Personalism	62	Academic Press	65	Student-Teacher Trust	73	English Instruction	99	Parent Involvement in School	99	Program Coherence	99	Teacher-Parent Trust	99	Quality Professional Development	97	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p> <p>Interim Assessment Data</p>
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Quality Professional Development	97																				
Yes	<p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership Foundational Pillars</p> <p>The ILT leads instructional improvement through distributed leadership.</p>																				
Yes	<p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development Guide</p> <p>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.</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Development of consistent unit plans, skills, topics across courses was primary focus of 2022-23 and we have made good strides in that regard and students are getting similar instruction no matter who is teaching the course. * SEL & BLT have been implemented within the classroom and within small groups (including those furthest away from opportunity) during the 2022-23 school year and we have made good strides as well by identifying students in need of SEL supports and creating a culture within the school where students entire well-being is a priority. * Teacher/Staff/Student led tutoring services during lunchtime are well-established giving students struggling academically in-school time to receive additional academic support. * MTSS protocols are in place to identify students with significant deficits regarding attendance, grades, and standardized testing scores. Interventions have been attempted, often with success, to improve those metrics. * Expanded ILT to include members from each department, to work on CIWP and will continue to meet to create learning cycles within each grade level.</p>																			
Yes	<p>Assessment for Learning Reference Document</p> <p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p>																				

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

- * Earning proficient/mastery grades within classroom does not always translate to the student being able to show proficiency/mastery on PSAT suite of assessments.
- * ILT is continuing to distribute leadership across department and grade-levels, and must continue to identify expert teachers and staff to take leadership roles in addressing student's academic needs.
- * Student survey results call for more consistent feedback from our teachers, along with more of a connection with their teachers, and a sense of community within the classroom. Best practices have not been disseminated/practiced/reviewed through learning cycles within grade-level and departments.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.</p>	<p>-Development of MTSS committee to strategize opportunities to identify and support at risk learners in all areas.-Usage of state standards and quality indicators to design and deliver specially designed instruction aligned with students Individualize Plan, goals and benchmarks. -Continuation of 100% compliance regarding IEP and 504 meetings and paperwork. -Improvement on student scores on ACCESS/ Alternate ACCESS and DLM testing.-Utilization of EL Program Review Tool to monitor and improve EL program for SE learners.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p>
Yes	<p>MTSS Integrity Memo</p> <p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p>		

Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Yes	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.

Previous pre-pandemic structures that were in place needed to be re-established and enforced. We saw a significant increase in negative student learning behaviors. There is also a need to conduct student surveys to identify where their social/emotional state is and the concerns that arise from these needs.

What is the feedback from your stakeholders?

We need formal structures in place with continued, ongoing support throughout the school year. Data collection practices and ongoing professional development around behavioral strategies are needed.

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?

A BHT has been established. MTSS meetings have provided opportunities for BHT members to collaborate and discuss specific student behaviors and customize intervention plans.

- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

[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	BHT Key Component Assessment SEL Teaming Structure	Our counselor involvement with MTSS and behavioral health places the emphasis on student centered approaches. Due to our high DL population, we recognize the importance of social, emotional and behavioral supports provided by our teachers to students not only in the gen ed room but the non-verbal cluster room.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? We need to increase formal structures that can be developed, modified and enhanced to maximize student growth as it pertains to mental health and academic success. Our students and teachers are approaching the school year and specified interventions with a growth mindset.	
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	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? A behavioral health team has been developed that targets students through MTSS and tier 2 behavioral interventions allowing members to collaborate and problem solve individual	
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>After returning from the pandemic we saw an increase in student behaviors. Students struggled with the ability to increase communication skills as it related to conflict resolution. There is also a need to conduct student survey to identify where their</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	

resolution. There is also a need to conduct student survey to identify where their emotional state is and the concerns that arise from those needs.


allowing members to collaborate and problem solve individual student behaviors resulting in a customized intervention plan.

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
N/A	College and Career Competency Curriculum (C4) An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	8thGrade Graduation Rate 100% annually  Algebra Exam half of all students in the 8th grade are exposed to the high school algebra curriculum with a pass rate of.... Career Awareness and Alignment Career Awareness & Alignment has been addressed through Naviance ILPs and Career Days. IEP Transition Plans Eighth grade students engage in a one-on-one interview regarding career interest and post-secondary plans. Parents also participate in the interview process.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Yes	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
N/A	Work Based Learning Toolkit Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	<p style="text-align: center;">What is the feedback from your stakeholders?</p> Annual High School Fair with over 30 high schools represented for 7th and 8th graders is well received and appreciated. All local are schools are invited to attend and the fair operates at capacity each year.  Parental concern about acceptable locations for students to attend high school due to safety concerns for those students that are low academic performers or Diverse Learners.	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	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	PLT Assessment Rubric There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	<p style="text-align: center;">What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> High School Fair has provided opportunities to our students that they were not aware of increasing the number of students that choose CPS schools over private schools annually. 	
N/A	Alumni Support Initiative One Pager Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).		
<p style="text-align: center;">What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			
Connection needs to be made for our students that align with their skill set and the best HS/college selection for them. 			

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Spectrum of Inclusive Partnerships 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.	MTG's PTO and other local organizations are strong within our school. Area businesses and churches support our school and students with volunteer opportunities, donation of school supplies and field trip experiences right here in the neighborhood. The Mt. Greenwood Chicago Public Librarian visits our classrooms annually to promote summer programs and registration for library cards.  Annual Open House provides a smooth opening of the school year as materials are delivered and teachers are able to discuss expectations of the student prior to the start of the school year.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families
	Reimagining With Community Toolkit	Over 800 Volunteers sign up annually through the CPS volunteer link to help out in the classroom, athletics and on field trips or as needed.	5E: Supportive Environment

<p>Yes</p>	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>	<p>8th Grade students receive notification every 5 weeks to ensure they are on track for not only graduation but participatin in graduation activities.</p> <p>Parents are encouraged to seek employment opportunities within the school in positions such as part-time seasonal and paraprofessional. In this way, parents are empowered to become even more involved as stakeholders in the school's success.</p>	<p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
<p>Yes</p>	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p style="text-align: right;">Student Voice Infrastructure Rubric</p>	<p style="text-align: center;">What is the feedback from your stakeholders?</p> <p>Multiple forms of communication are provided to our families. They include CPS Email, Google Classroom, phone calls, ASPEN email, school Website, school marquis, school calendar, facebook, teacher newsletters, and in person conferences as needed by staff, students, and parents. 📌</p> <p>We do regular Home Visits to support student as needed regardless of the concerns and provide additional resources as needed to ensure equal access to the curriculum for all.</p> <p>Parent Volunteers are regularly visible and active within our school.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p style="text-align: center;">What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p style="text-align: center;">What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>Student council and NJHS Students need to be afforded more opportunities for participation in school-wide decision making. 📌</p>		<p>6-8th grade students are active participants in report card pickup days along with their parents, so they are not only involved in their education but take responsibility for it. 📌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Our counselor involvement with MTSS and behavioral health places the emphasis on student centered approaches. Due to our high DL population, we recognize the importance of social, emotional and behavioral supports provided by our teachers to students not only in the gen ed room but the non-verbal cluster room.

What is the feedback from your stakeholders?

We need to increase formal structures that can be developed, modified and enhanced to maximize student growth as it pertains to mental health and academic success. Our students and teachers are approaching the school year and specified interventions with a growth mindset.

What student-centered problems have surfaced during this reflection?

After returning from the pandemic we saw an increase in student behaviors. Students struggled with the ability to increase communication skills as it related to conflict resolution. There is also a need to conduct student survey to identify where their emotional state is and the concerns that arise from those needs.

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?

A behavioral health team has been developed that targets students through MTSS and tier 2 behavioral interventions allowing members to collaborate and problem solve individual student behaviors resulting in a customized intervention plan.

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Resources:

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

[Determine Priorities Protocol](#)

Students...

are not connecting the need for regular attendance to their academic and social emotional successes. This is seen through a decrease of 97% down to 94% school wide attendance in the last two years.



Indicators of a Quality CIWP: Determine Priorities

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

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Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

Need to build a stronger relational trust between educators and students to address chronic absenteeism by establishing a stronger relationship we will be able to transfer accountability equally between the student, family and school community.



Indicators of a Quality CIWP: Root Cause Analysis

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

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What is your Theory of Action?

If we....

learn more about students interested and what drives the students the personal relationship will established and a family is developed within the classroom resulting in students wanting to be a part of something. provide students with a Tier 1 social emotional learning curriculum and Tier II supports that addresses self regulation, effective conflict resolution and communication skills



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....

an increase in attendance along with a decrease in Level 2, Level 3 and Level 4 infractions






which leads to...
 decrease in absenteeism and an increase in self-esteem and social emotional well-being resulting in a healthy and positive culture and climate and student experience. 

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Resources: 

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

Team/Individual Responsible for Implementation Plan 	Dates for Progress Monitoring Check Ins
BHT, School Counseling Department and Social Workers	Q1 11/17/2023 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	Establish a solid BHT team emphasizing attendance and relationship building.	BHT team/Admin	August 2023-ongoing	In Progress
Action Step 1	BHT members will be assigned a specific grade band of students	BHT team member	August 2023-ongoing	In Progress
Action Step 2	Using tier 2 intervention of check in and check out to increase student engagement.	BHT team member	August 2023-ongoing	In Progress
Action Step 3	Quarterly parent PD and engagement on the impact of attendance on a student's grades and social emotional well-being	BHT team member	August 2023-ongoing	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Student voice committee	BHT, School Counseling Department and Social Workers	August 2023-ongoing	Select Status
Action Step 1	appoint student leaders in middle school grades	BHT, School Counseling Department and Social Workers	August 2023-ongoing	Select Status
Action Step 2	Create expectations and protocols for annual focus.	BHT, School Counseling Department and Social Workers	August 2023-ongoing	Select Status
Action Step 3	practice student lead experiences in front of adults prior to student exposure	BHT, School Counseling Department and Social Workers	August 2023-ongoing	Select Status
Action Step 4	Implement monthly meetings via student lead programs	BHT, School Counseling Department and Social Workers	August 2023-ongoing	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Establish an attendance committee	Attendance Committee/ILT/Admin	August 2023-ongoing	Select Status
Action Step 1	Establish protocols and norms to adhere to	Attendance Committee/ILT/Admin	August 2023-ongoing	Select Status
Action Step 2	Create incentives to increase overall attendance rate	Attendance Committee/ILT/Admin	August 2023-ongoing	Select Status
Action Step 3	appoint staff members to facilitate	Attendance Committee/ILT/Admin	August 2023-ongoing	Select Status
Action Step 4	Implement check in and check out with targeted students.	Attendance Committee/ILT/Admin	August 2023-ongoing	Select Status
Action Step 5				Select Status
Implementation Milestone 4	Establish a mentor program to support students academics and Social and Emotional Well-being	BHT team/Admin		Select Status
Action Step 1	Design and Implement a mentoring program	BHT team/Admin	August 2023-ongoing	Select Status
Action Step 2	Assign identified students to a mentor	BHT team/Admin	August 2023-ongoing	Select Status
Action Step 3	Mentors meet with mentees	Mentors	August 2023-ongoing	Select Status
Action Step 4	Mentor Team Meetings review data/progress monitor	mentors	August 2023-ongoing	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Achieve 95% school wide attendance goal 
SY26 Anticipated Milestones	Maintain 95% or above while decreasing tardies. 

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Resources: 

Indicators of a Quality CIWP: Goal Setting [IL-EMPOWER Goal Requirements](#)

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

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

Performance Goals

Specify the Goal 🍌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🍌	Numerical Targets [Optional] 🍌		
					SY24	SY25	SY26
Establish positive relationships between staff, students and all stakeholders	Yes	Increase Average Daily Attendance	Overall	94%	95%		
			African American Male	80%	90%		
Increase connectedness among students through the teir 1 teaming structure of calm classroom	Yes	Cultivate (Belonging & Identity)	Overall	50%			
			English Learners	50%			

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. 🍌

Identify the Foundations Practice(s) most aligned to your practice goals. 🍌	Specify your practice goal and identify how you will measure progress towards this goal. 🍌		
	SY24	SY25	SY26
P&E:1 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.	Decrease tier 2 interventions through calm classroom resulting in less behavior infractions and developing student self-awareness of mind, body and actions to improve overall student climate and culture. This will result in students remaining in their classrooms in lieu of being removed for discipline.	Decrease tier 2 interventions through calm classroom resulting in less behavior infractions and developing student self-awareness of mind, body and actions to improve overall student climate and culture. This will result in students remaining in their classrooms in lieu of being removed for discipline.	Decrease tier 2 interventions through calm classroom resulting in less behavior infractions and developing student self-awareness of mind, body and actions to improve overall student climate and culture. This will result in students remaining in their classrooms in lieu of being removed for discipline.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Promote learning and social emotional growth for all students in their primary learning environment.	Promote learning and social emotional growth for all students in their primary learning environment.	Promote learning and social emotional growth for all students in their primary learning environment.
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Establish positive relationships between staff, students and all stakeholders	Increase Average Daily Attendance	Overall	94%	95%	Select Status	Select Status	Select Status	Select Status
		African American Male	80%	90%	Select Status	Select Status	Select Status	Select Status
Increase connectedness among students through the teir 1 teaming structure of calm classroom	Cultivate (Belonging & Identity)	Overall	50%		Select Status	Select Status	Select Status	Select Status
		English Learners	50%		Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:1 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.	Decrease tier 2 interventions through calm classroom resulting in less behavior infractions and developing student self-awareness of mind, body and actions to improve overall student climate and culture. This will result in students remaining in their classrooms in lieu of being removed for discipline.	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Promote learning and social emotional growth for all students in their primary learning environment.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
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.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Teachers all have access to high level curriculum. Overwhelmingly 80% teachers were teaching at the grade level standard. According to our cultivate data, students felt connected to their identity and community. However a small percentage of students indicated that they did not feel connected to their teachers. The ILT used the tool to rate themselves during the ILT institute and identified that during the pandemic we lost many of our best practices and have room to grow across the board. The schools Assessment plan does indicate that the school has a well-balanced assessment plan. However, based on rigor walk data a little more than 82% of our staff were engaging in some type of evidence based assessment daily in all subjects for all students, however it is not aligned to the rigor or standards.

What is the feedback from your stakeholders?

Students:
 Spring Student Survey
 Survey Results Show Highest Priorities to be: Supportive Teaching, Feedback for Growth, Classroom Community

5 Essentials Student Growth Areas Metrics - well organized
 Where is Mount Greenwood Elementary School performing the lowest?
 Teacher Influence 61
 Academic Personalism 62
 Academic Press 65
 Student-Teacher Trust 73

5 Essentials Teacher Growth Areas Metrics
 Teacher Influence
 Quality of Student Discussion
 Innovation
 Reflective Dialogue
 Collective Responsibility

Where is Mount Greenwood Elementary School performing the highest?
 English Instruction 99
 Parent Involvement in School 99
 Program Coherence 99
 Teacher-Parent Trust 99
 Quality Professional Development 97

In the initial student survey, one of the major concerns for students was checking for understanding, student attendance rates and the impact on academics, and data on discipline. In upper grades, teachers utilize Google Classroom to make weekly announcements, post notes, assignments, anchor charts, and study guides, etc.

What student-centered problems have surfaced during this reflection?

* Earning proficient/mastery grades within classroom does not always translate to the student being able to show proficiency/mastery on PSAT suite of assessments.
 * ILT is continuing to distribute leadership across department and grade-levels, and must continue to identify expert teachers and staff to take leadership roles in addressing student's academic needs.
 * Student survey results call for more consistent feedback from our teachers, along with more of a connection with their teachers, and a sense of community within the classroom. Best practices have not been disseminated/practiced/reviewed through learning cycles within grade-level and departments.

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?

Development of consistent unit plans, skills, topics across courses was primary focus of 2022-23 and we have made good strides in that regard and students are getting similar instruction no matter who is teaching the course.
 * SEL & BLT have been implemented within the classroom and within small groups (including those furthest away from opportunity) during the 2022-23 school year and we have made good strides as well by identifying students in need of SEL supports and creating a culture within the school where student's entire well-being is a priority.
 * Teacher/Staff/Student led tutoring services during lunchtime are well-established giving students struggling academically in-school time to receive additional academic support.
 * MTSS protocols are in place to identify students with significant deficits regarding attendance, grades, and standardized testing scores. Interventions have been attempted, often with success, to improve those metrics.
 * Expanded ILT to include members from each department, to work on CIWP and will continue to meet to create learning cycles within each grade level.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

do not feel that the curriculum in their classes are relevant to their future.
 students feel a lack of academic confidence within their core classes, and don't have a strong sense of connection within their classroom community or with their teachers.



Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources:

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

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

As adults in the building, we...

do not have a system to use student feedback to drive instructional/classroom environment choices.
 haven't developed PD/Learning Cycles to benefit from the student feedback we receive.



Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

What is your Theory of Action?

If we... use student voice data to drive our professional learning cycles, continually work toward evaluating our curriculum to incorporate culturally responsive teaching that provides high-interest activities and relevant assessments rooted in inquiry.

then we see... strengthened academic confidence and agency, along with a greater sense of connection within their classrooms and school community.

which leads to... Improved student perception of their learning mindsets and conditions within their classes, increased opportunity for teacher reflection, peer review, and professional learning, which will provide a measurable improvement in a number of academic and behavior metrics.

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.

[Resources:](#)

[Return to Top](#) **Implementation Plan**

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.

[Resources:](#)

Team/Individual Responsible for Implementation Plan

Administration, ILT, MTSS Coordinator, General Education, Diverse Learner, EL Teachers

Dates for Progress Monitoring Check Ins

Q1	11/17/2023	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	SY24 K-8 High Quality Math Curriculum Implementation	Admin/teachers/ILT	Winter 2023-ongoing	Not Started
Action Step 1	Curriculum discovery and adoption	Admin/teachers/ILT	Winter 2023-ongoing	Not Started
Action Step 2	Order and receive materials	Admin/teachers/ILT	Winter 2023-ongoing	Not Started
Action Step 3	PD to ensure accurate implementation of curriculum	Admin/teachers/ILT	Winter 2023-ongoing	Not Started
Action Step 4	Implementation	Admin/teachers/ILT	Winter 2023-ongoing	Not Started
Action Step 5				Select Status
Implementation Milestone 2	SY23 K-8 High Quality Literacy Curriculum Implementation	Admin/teachers/ILT	Winter 2023-ongoing	Completed
Action Step 1	Curriculum discovery and adoption	Admin/teachers/ILT	Winter 2023-ongoing	Completed
Action Step 2	Order and receive materials	Admin/teachers/ILT	Winter 2023-ongoing	Completed
Action Step 3	PD to ensure accurate implementation of curriculum	Admin/teachers/ILT	Winter 2023-ongoing	In Progress
Action Step 4	Implementation	Admin/teachers/ILT	Summer 2023-ongoing	In Progress
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Implementation of a K-8 High Quality Math Curriculum that addresses diverse students needs and reflects culturally response content.	
SY26 Anticipated Milestones	Implementation of a K-8 High Quality Literacy Curriculum that addresses diverse students needs and reflects culturally response content.	

Resources:

Indicators of a Quality CIWP: Goal Setting

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Implement K-8 High Quality Math Curriculum Implementation	Yes <input type="checkbox"/>	STAR (Math)	Overall				
			Select Group or Overall				
SY23 K-8 High Quality Literacy Curriculum Implementation	Yes <input type="checkbox"/>	STAR (Reading)	Overall				
			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.

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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Implementation of a high quality instructional math and literacy program	Increase of student data based on high quality instructional programming	Continue Increase of student data based on high quality instructional programming
C&I:2 Students experience grade-level, standards-aligned instruction.	Implementation of a high quality instructional math and literacy program	Increase of student data based on high quality instructional programming	Continue Increase of student data based on high quality instructional programming
Select a Practice			

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SY24 Progress Monitoring

Resources:

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Implement K-8 High Quality Math Curriculum Implementation	STAR (Math)	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
SY23 K-8 High Quality Literacy Curriculum Implementation	STAR (Reading)	Overall			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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Implementation of a high quality instructional math and literacy program	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Implementation of a high quality instructional math and literacy program	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					

Parent and Family Plan

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

Our school is a Title I school operating a Schoolwide Program

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

If Checked:
No action needed

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

