## 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).

| Name ✏️ | Role ✏️ | Email ✏️ |
|---|---|---|
| Yasmeen Muhammad | Principal | ysmuhammad@cps.edu |
| Joshua Marburger | AP | jrmarburger@cps.edu |
| Katherine Douma | Curriculum & Instruction Lead | kdouma@cps.edu |
| Anna Mancuso | Curriculum & Instruction Lead | ammancuso@cps.edu |
| Rachel Stockley | Curriculum & Instruction Lead | rlstockley@cps.edu |
| Donna Hempe | Teacher Leader | dehempe@cps.edu |
| Elizabeth Daniels | Inclusive & Supportive Learning Lead | edaniels9@cps.edu |
| Claudia Greene | Other [Type In] | cagreene1@cps.edu |
| Caitlin Froboese | Teacher Leader | cfroboese@cps.edu |
| Kari Thornborough | Other [Type In] | kthornborough@cps.edu |
| Anna Piepmeyer | LSC Member | anna.piepmeyer@gmail.com |
| Laura April | Curriculum & Instruction Lead | ljberger@cps.edu |

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

| CIWP Components | Planned Start Date ✏️ | Planned Completion Date ✏️ |
|---|---|---|
| Team & Schedule | 5/16/23 | 6/9/23 |
| Reflection: Curriculum & Instruction (Instructional Core) | 5/16/23 | 7/14/23 |
| Reflection: Inclusive & Supportive Learning (Instructional Core) | 7/17/23 | 7/17/23 |
| Reflection: Connectedness & Wellbeing | 7/17/23 | 7/17/23 |
| Reflection: Postsecondary Success | 7/17/23 | 7/17/23 |
| Reflection: Partnerships & Engagement | 4/15/23 | 7/17/23 |
| Priorities | 8/2/23 | 8/3/23 |
| Root Cause | 8/2/23 | 8/3/23 |
| Theory of Acton | 8/14/23 | 8/21/23 |
| Implementation Plans | 8/14/23 | 8/21/23 |
| Goals | 8/14/23 | 8/21/23 |
| Fund Compliance | 8/28/23 | 9/11/23 |
| Parent & Family Plan | 8/28/23 | 9/11/23 |
| Approval | 8/28/23 | 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 | |
| Quarter 2 | |
| Quarter 3 | |
| Quarter 4 | |

**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

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| Using the associated references, is this practice consistently implemented? | References | What are the takeaways after the review of metrics? | Metrics |
|---|---|---|---|
| Yes — 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 | As referenced in the CIWP reflection of EOY school wide instructional data In 3rd-8th grade we were able to maintain incremental growth on ELA and Math on IAR assessment. A slight increase from SY' 22 to SY'23 in students meeting/exceeding expectations however, students in approaching category has remained stagnant. There was significant growth of at least 20 percentage points or more in both the iReady ELA and Math assessments for students in K-2. Latine students have the highest percentage of students at least one grade level below and African American students have the highest percentage of students at least two grade levels below. On the Star360 there was an increase in students who met/exceeded benchmark from Fall to Spring. There was an increase of students in 8th grade who did not yet meet expectations with a decrease of students who met/exceeded expectations. Core walk data showed a significant increase in # of classrooms that had learning target and student task aligned to the standard. Over half the classrooms visited lesson tasks have taxonomy levels ranging from Comprehension to knowledge utilization. Skyline curriculum K-8 adoption SY'24, Envision Math K-5, Skyline math 6-8, pilot Skyline science resources 3-4, piloting Open Science 6-8, participate in field test for K-5 Open Science, K-8 adoption of Skyline social science. Implementation of Skyline Curriculum, rigor walk, participation in district-wide collabs, evidence of responsive discipline strategies, data collection progress monitored through BHT team referrals. Core commitments, Powerful Practices CIWP Rubric. ILT worked on creating and sharing team agendas through grade level meetings linked to teaming rubric, team leads presenting on grouping students and small group instruction, shared resources for student self-assessments, and implementation of collabs. GLT's were led through data analysis cycles for i-ready and Star 360 data review and action steps in grade-level teams. balanced assessment plan, and curriculum-based assessments. | IAR (Math) |
| Yes — Students experience grade-level, standards-aligned instruction. | Rigor Walk Rubric; Teacher Team Learning Cycle Protocols; Quality Indicators Of Specially Designed Instruction | | IAR (English) |
| | | | Rigor Walk Data (School Level Data) |
| 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 | **What is the feedback from your stakeholders?**

Teams referenced specific data outcomes in the EOY analysis. Assessment data reveals Reading is showing a lot of growth. Possibly reading is easier to show growth due to the natural progression of the skills needed to learn to read. If a student has the basic foundation, the student has the tools to show growth. Naturally as the year moves forward and students are introduced to more concepts and skills, they are more ready to apply that knowledge on tasks therefore leaving results that are moving from "Early on grade level", to "Mid or above grade level". Math has more isolated skills that are not as intuitive without specific instruction. Additionally we need to work on our growth with our Hispanic and Non-Hispanic/White population. With the focus on student grouping throughout the year there was an increase in grouping at EOY. ELL students are scoring much higher in Math compared to ELA scores; When looking at the categories for ELA and Math there does not seem to be one area that is experiencing a deficit; 7th grade has shown strong growth and performance this year. Overall, only about 50% of our students are meeting or exceeding on this test for both ELA and Math; We need to work on supporting our black students because they are not showing growth in meeting standards; DL students are also not meeting expectations at the same rate as their general education peers. | PSAT (EBRW) |
| Partially — The ILT leads instructional improvement through distributed leadership. | Continuum of ILT Effectiveness; Distributed Leadership | | PSAT (Math) |
| Partially — School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. | Customized Balanced Assessment Plan; ES Assessment Plan Development Guide; HS Assessment Plan Development | | STAR (Reading); STAR (Math); iReady (Reading); iReady (Math); Cultivate; Grades; ACCESS; TS Gold; Interim Assessment Data |
| 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?**

Our continued focus needs to continue on strengthening our instructional core. The ILT focused on (3) commitments for the previous school year; student-student discourse; task and text complexity; and targeted grouping strategies. Additionally upon analysis of Cultivate data trends show student voice and feedback and growth are prioritized learning conditions. Aligned to a focus on motivation and engagement of students, particularly in 8th grade and how do we continue to shelter more time and space for interventions to see the growth that is necessary to catch all of our students. Focus on task complexity during GLT resulted in lesson objectives and student task increased alignment, making learning targets visible. Teachers planning activities to foster productive struggle. Teachers conducted a gap analysis of curriculum resources for core content areas and moved to implement skyline ELA in K-8. As a result of implementation educators will need professional learning on utilizing a culturally responsive framework. | |

**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.

In what ways can we create inclusive learning environments that are culturally relevant for all children and reaffirm the identities of Black and LatinX children. Children in 6th-8th grade who score at/above the 95th percentile show little to no growth on IAR and diagnostic assessments.

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## Inclusive & Supportive Learning Environment

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| 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<br><br>MTSS Continuum<br><br>Roots Survey |
|---|---|---|

According to Tiering Data, 1.9 % of students K-8 are Tier 3 in the area of math. Within this category of students, 36% of students are Black, 9% are Latinx and 72% qualify for free lunch. Also, in the area of math, 6.6% of the Nettelhorst population is in Tier 2. Of these students, 24% of Tier 2 math students are Black, 29% are Latinx and 37% qualify for free lunch.

In the area of reading, 2.6% of Nettelhorst K-8 students are in Tier 3. Of this subsection of students, 73% of the students are male, 26% are Black, 13% are Latinx and 53% of students qualify for free lunch. 5.4% of the student population are Tier 2 students in reading. Of these students, 16% are Black, 29% are Latinx and 45% qualify for free lunch.

The Branching Minds, Tier Movement Report indicated that 15 students moved up a tier while 20 students moved down, resulting in a net of 5 students with positive growth in the area of reading. In the area of math, 15 students moved up in the tier report while 27 moved down, resulting in a net of 12 students moving in the positive direction.

Vast majority of interventions utilized in both reading and math have a strong ESSA evidence level. Freckle was utilized most as an intervention for math support at 26% with a 94% fidelity rate. In the area of reading, the most utilized intervention was through Intervention Central at 27% with a 76% fidelity rate.

Unit/Lesson Inventory for Language Objectives (School Level Data)

MTSS Continuum

Roots Survey

| Partially | School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. | MTSS Integrity Memo |
|---|---|---|

100% of general education teachers participated in the documentation of interventions in Branching Minds. Not all teachers utilized progress monitoring tools or set appropriate goals for students engaged in intervention.

The only students in our LRE 3 (22%) are students that are enrolled within our K-2 cluster program where students require significantly modified curriculum with moderate support. 10% or 6 students receive services in LRE 2 and the remaining 68% of students receive services in LRE 1.

52% of general education teachers are ESL certified. Furthermore, 56% of our diverse learning teachers are also ESL certified. Prek-6th grade, students that qualify for ESL services are placed with certified teachers. Currently, there is not an ESL certified teacher at the 7th/8th grade level and will be serviced by the ELPT.

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 |
|---|---|---|

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

**What is the feedback from your stakeholders?**

In the area of MTSS, teachers have requested a more streamlined process to identify and select interventions to support students at various grade levels with specific needs. Teachers have also requested professional development and training with implementing specific interventions. Teachers are feeling more comfortable with utilizing Branching Minds to document interventions, progress monitoring and goals, but will need continued support during SY 24 to develop routine usage.

In the area of Diverse Learning, teachers have indicated inconsistencies within the development of IEPs across grade levels. There is area for improvements in Section 7, ensuring goals are curriculum based and target foundational skills, and LRE minutes meet the needs of students. Students are mostly being taught in LRE 1 with few 3th-8th grade students in LRE 2. All students in LRE 3 are students in the cluster program. While many students are in LRE 1 - co-teaching is a focus of improvement to meet students' needs and improve academic outcomes for DL students.

| Partially | Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. | IDEA Procedural Manual |
|---|---|---|

In the area of English Learners, continued development of content language objectives and the utilizations of the WIDA Can-Do descriptors in planning for EL instruction should be developed. ACCESS scores have shown less growth in the area of writing and should be a focus instruction to support language development across grade levels. Professional development is needed to build the capacity of EL certified teachers to implement sheltered instruction.

| 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<br><br>EL Placement Recommendation Tool HS |
|---|---|---|

**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?**

Weekly MTSS meetings are supported with targeted intervention and utilize the problem solving protocols. Branching Minds PD started in SY 23 and will continue in SY 24 to support teachers with documenting interventions, progress monitoring and goals. The BM PD has had a positive impact on teachers with willingness and ability to docuement student interventions. Will continue to utilize Branching MInds among all teachers, including essentials.

| Partially | There are language objectives (that demonstrate HOW students will use language) across the content. | |
|---|---|---|

The diverse learning team meets monthly. Many teachers co-teach and some teaching staff have participated in co-teaching PD. Strengthening the co-teaching model continues to be an area of development. Collaboration among DL teachers in developing and implementing IEPs.

**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.

Students in need of Tier 2 & 3 supports do not receive consistent interventions with fidelity. A majority of African American and Latin X students did not meet their intervention goals.

Students with IEPs continue to struggle and need to focus on both foundational skills and access to grade level standards.

English Language learners lack access to regular sheltered instruction.

Continue to hire teachers that are ESL certified and encourage current teachers to pursue certification. Initial PDs on content language objectives and sheltered instruction. ELPT coaching EL certified teachers with planning and instruction. Implementing bilingual Spanish education programming for SY 24.

## Connectedness & Wellbeing

| Using the associated references, is this practice consistently implemented? | References | What are the takeaways after the review of metrics? | Metrics |
|---|---|---|---|

| | | References | What are the takeaways after the review of metrics? | Metrics |
|---|---|---|---|---|
| Yes | 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 | Solid BHT structures in place team meetings weekly and culture and climate team meets monthly. BHT completes BOY and EOY Key Components surveys annually to identify areas in need of growth. BHT lead participated in BHT PLCs in SY23 to strengthen team structures. Teachers in PK-8th grade implement Second Step curriculum in addition to ADL anti-bias curriculum and other SEL resources aligned to student interest or content area. Counselor creates a school wide scope and sequence aligned with CASEL framework. School newly adopted K-8 ELA skyline curriculum. Tier 2 and 3 behavioral supports are inclusive of restorative practices such as talking circles and peace circles led by trained staff. School is in year 3 of Conscious Discipline resulting in the formation of Conscious Discipline Action Team and book study. All staff have been introduced to Conscious Discipline creating classroom families and de-escalating behavior using brain smart strategies. 3-8 staff have access to restorative practice-oriented student behavior reflection sheets. Several staff are trained in Calm Classroom. Every classroom in the building has a Calm Down Corner. Our OST programs are designed to support all students with enrichment and academic programming. OST:<br><br>84% attendance rate in OST programming<br>32% students with IEPs participation<br>27% students identifying as black/Latinx<br>13% students identifying as EL<br>32% students with IEP<br><br>SY 23 OST outlines that over half the students attending the programs were students with an IEP, ELL, or Black/Latin X males. Counselor, BHT, and admin work 1-1 with families who have extended absences or chronic absenteeism. Families are provided a unique support plan with incentives and resources for the child and family. BHT utilizes CPS' Restorative Re-Entry Toolkit in the planning process for students with extended absences. | % of Students receiving Tier 2/3 interventions meeting targets<br><br>Reduction in OSS per 100<br><br>Reduction in repeated disruptive behaviors (4-6 SCC)<br><br>Access to OST<br><br>Increase Average Daily Attendance<br><br>Increased Attendance for Chronically Absent Students<br><br>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent<br><br>Cultivate (Belonging & Identity)<br><br>Staff trained on alternatives to exclusionary discipline (School Level Data)<br><br>Enrichment Program Participation: Enrollment & Attendance<br><br>Student Voice Infrastructure<br><br>Reduction in number of students with dropout codes at EOY |
| Partially | Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices. | | | |
| Partially | All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs. | | **What is the feedback from your stakeholders?**<br><br>At this time we have a regular cadence of team meetings for BHT and culture and climate. A majority of GLT's implement our Second Step Tier 1 curriculum aligned with supplemental resources in response to school wide interventions or grade level concerns. Over 50% of the students enrolled in our OST program are Black, Latin X, and DL. Counselor works with teachers to provide training on restorative practices as well as facilitate peer and talking circles. Additionally 14 staff members have volunteered to be a part of the Conscious Discipline Action Team. | |
| Yes | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. | | | |

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

Students should have leadership and decision-making roles within the school community and student voices should represent the diversity of the student body, and ensure varied perspectives.

**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?**

The CDAT will collaborate this year to create a PD plan for all staff engaging in Conscious Discipline framework. Culture and Climate team assissts with monitoring the implementation of the Second Step curriculum in 4th-8th grade.

## 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 |
|---|---|---|---|---|
| Yes | 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) | School counselor creates annual scope and sequence for 6-8 grade lessons that address the grades' respective College and Career Competencies.<br><br>School counselor partners with 6-8 grade teachers to schedule monthly push-in lessons that include ILP task completion.<br><br>School counselor leads efforts in K-8 to introduce students to career clusters and careers, explore career interests and pathways, research job outlook, etc. | Graduation Rate<br><br>Program Inquiry: Programs/participation/attainment rates of % of ECCC<br><br>3 - 8 On Track<br><br>Learn, Plan, Succeed<br><br>% of KPIs Completed (12th Grade)<br><br>College Enrollment and Persistence Rate<br><br>9th and 10th Grade On Track |
| Yes | Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). | Individualized Learning Plans | | |
| | Work Based Learning activities are planned and | Work Based Learning Toolkit | **What is the feedback from your stakeholders?** | |

| | | | |
|---|---|---|---|
| Yes | 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). | | |
| N/A | Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th). | | |
| N/A | Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). | ECCE Certification List | |
| N/A | There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). | PLT Assessment Rubric | |
| N/A | Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni). | Alumni Support Initiative One Pager | |

Children need additional time to engage in post secondary opportunities ✏️

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data)

**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?**

Struturing times for 7th/8th to have opportunities to practice interviewing skills or writing resumes and to hear from individuals who engage in a traditional and non-traditional careers. ✏️

**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.

Students need to be exposed to a variety of traditional and non-traditional career options. Students should see a diverse demographic of identities represented in traditional and non-traditional careers. ✏️

## Partnership & Engagement

| Using the associated references, is this practice consistently implemented? | | References | What are the takeaways after the review of metrics? | Metrics |
|---|---|---|---|---|
| Select Rating | 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 | Families are engaged through a variety of platforms including but not limited to BAC, NPTO, LSC, Student showcases, community events, and family nights. There is no current Student Voice committee. The initial self-assessment of our student voice infrastrucure was 8/20 for Step 1- Listen; Step 2- Collaborate 3/20; Step 3- 0/12. ✏️ | Cultivate |
| Select Rating | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | 5 Essentials Parent Participation Rate |
| Select Rating | 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 | | 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)

Formal and informal family and community feedback received locally. (School Level Data)

**What is the feedback from your stakeholders?**

Parents would like more access to the Arts during and after school ✏️
Improve: Building trusting relationships between students, students and staff. Increase feedback to support student learning. Students feel a lack of connectedness/engagement among each other and staff.
Supportive Teaching
–Relationship between teachers and students. In middle school, there is less time for teachers and students to build relationships. Class periods are shorter and students are involved in more activities
Classroom Community
-Mutual support of classmates; feelings of safety; we are in this together. Time to build community is limited to homeroom times and WIN period and embedding within all classes.
Feedback for Growth
-To improve student work. Time to improve on work/tutoring is not always embedded into classroom time. It is implemented in a sporadic manner. Feedback is seen in a negative light rather than an opportunity for growth

**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.

Children need feedback to understand how to progress monitor goals and build agency as a learner. Children need opportunities to elevate their voice and have their ideas and feedback included in school wide decisions. ✏️

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

We are in need of a platform where a diverse group of children have the opportunity to have voice and choice in classroom and school wide decisions. ✏️
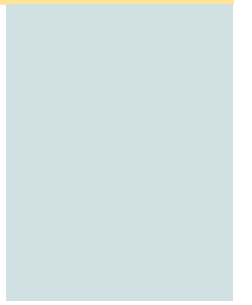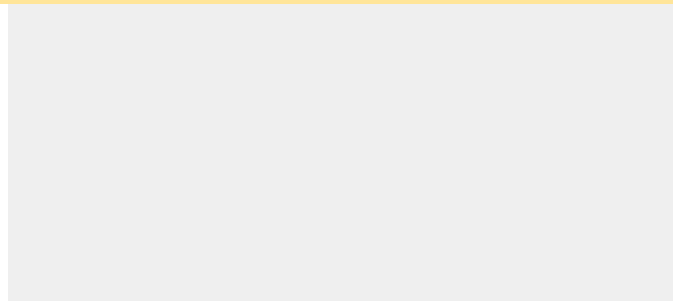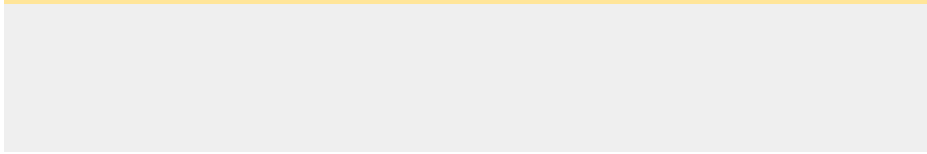
# Curriculum & Instruction

## 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. |
| Partially | The ILT leads instructional improvement through distributed leadership. |
| Partially | School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. |
| Partially | Evidence-based assessment for learning practices are enacted daily in every classroom. |

### What are the takeaways after the review of metrics?

As referenced in the CIWP reflection of EOY school wide instructional data In 3rd-8th grade we were able to maintain incremental growth on ELA and Math on IAR assessment. A slight increase from SY' 22 to SY'23 in students meeting/exceeding expectations however, students in approaching category has remained stagnant. There was significant growth of at least 20 percentage points or more in both the iReady ELA and Math assessments for students in K-2. Latine students have the highest percentage of students at least one grade level below and African American students have the highest percentage of students at least two grade levels below. On the Star360 there was an increase in students who met/exceeded benchmark from Fall to Spring. There was an increase of students in 8th grade who did not yet meet expectations with a decrease of students who met/exceeded expectations. Core walk data showed a significant increase in # of classrooms that had learning target and student task aligned to the standard. Over half the classrooms visited lesson tasks have taxonomy levels ranging from Comprehension to knowledge utilization. Skyline curriculum K-8 adoption SY'24, Envision Math K-5, Skyline math 6-8, pilot Skyline science resources 3-4, piloting Open Science 6-8, participate in field test for K-5 Open Science, K-8 adoption of Skyline social science. Implementation of Skyline Curriculum, rigor walk, participation in district-wide collabs, evidence of responsive classroom and conscious discipline strategies, data collection progress monitored through BHT team referrals. Core commitments, Powerful Practices CIWP Rubric. ILT worked on creating and sharing team agendas through grade level meetings linked to teaming rubric, team leads presenting on grouping students and small group instruction, shared resources for student self-assessments, and implementation of collabs. GLT's were led through data analysis cycles for i-ready and Star 360 data review and action steps in grade-level teams. balanced assessment plan, and curriculum-based assessments.

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### What student-centered problems have surfaced during this reflection?

In what ways can we create inclusive learning environments that are culturally relevant for all children and reaffirm the identities of Black and LatinX children. Children in 6th-8th grade who score at/above the 95th percentile show little to no growth on IAR and diagnostic assessments.

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

Our continued focus needs to continue on strengthening our instructional core. The ILT focused on (3) commitments for the previous school year; student-student discourse; task and text complexity; and targeted grouping strategies. Additionally upon analysis of Cultivate data trends show student voice and feedback and growth are prioritized learning conditions. Aligned to a focus on motivation and engagement of students, particularly in 8th grade and how do we continue to shelter more time and space for interventions to see the growth that is necessary to catch all of our students. Focus on task complexity during GLT resulted in lesson objectives and student task increased alignment, making learning targets visible. Teachers planning activities to foster productive struggle. Teachers conducted a gap analysis of curriclum resources for core content areas and moved to implement skyline ELA in K-8. As a result of implementation educators will need professional learning on utilizing a culturally responsive framework.

## Determine Priorities

Return to Top

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

Students...

Our students don't have access to an instructional framework that provides mirrors and windows and also supports students at or above the 95th%-ile ✏️

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

## Root Cause

Return to Top

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

As adults in the building, we...

Think there is an overabundance of resources to consider and a finite amount of time to review them to meet the needs of so many identities and academic levels. ✏️

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

## Theory of Action

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### What is your Theory of Action?

If we....

adopt an equity focused instructional framework that engages students in a culturally relevant/non-biased curricula that promotes inquiry, ciritical tihnking and problem solving ✏️

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

# Curriculum & Instruction

skills.

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

Theory of Action is an impactful strategy that counters the associated root cause.

**then we see....**

Teachers engaging in professional learning that affirms culturally relevant, non-biased teaching practices and collaborating to plan/exchange strategies that deepen learning through community-based inquiries to build understanding of our increasingly complex and interconnected world. ✏️

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

**which leads to...**

Students feeling reaffirmed by their classroom community and engaging more critically with core content. ✏️

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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** ✏️

Skyline ELA implementation team/ILT/Admin

**Dates for Progress Monitoring Check Ins**

| Q1 | | Q3 | |
| Q2 | | Q4 | |

| **SY24 Implementation Milestones & Action Steps** ✏️ | **Who** ✏️ | **By When** ✏️ | **Progress Monitoring** |
|---|---|---|---|
| **Implementation Milestone 1** — Adopt a culturally responsive instructional framework | Admin/ILT | June 2024 | Select Status |
| Action Step 1 — Introduce CHRE HILL Model | Admin/ILT | August 18, 2023 | Completed |
| Action Step 2 — Staff Read Chap.1-2 of Cultivating Genius | Admin/ILT | October 2023 | Select Status |
| Action Step 3 — Staff Study of Pursuits 1 & 2 ( Identity & Skills) | Admin/ILT | December 2023 | Select Status |
| Action Step 4 — Staff Study of Pursuit 3 (Intellect) | Admin/ILT | February 2024 | Select Status |
| Action Step 5 — Staff Study of Pursuit 4 (Criticality) | Admin/ILT | May 2024 | Select Status |
| **Implementation Milestone 2** — (K-8 ELA) Implement a high-quality culturally responsive rigorous curriculum | Skyline Implementation Team | June 2024 | Select Status |
| Action Step 1 — K-8 District led professional learning | Admin | Summer 2023 | Select Status |
| Action Step 2 — ELA Skyline Implementation (Institute #2) | Skyline Implementation Team | November 17, 2023 | Select Status |
| Action Step 3 — ELA Skyline Implementation (Institute #3) | Skyline Implementation Team | January 26, 2024 | Select Status |
| Action Step 4 — ELA Skyline Implementation (Institute #4) | Skyline Implementation Team | March 8, 2024 | Select Status |
| Action Step 5 — | | | Select Status |
| **Implementation Milestone 3** — Adopt/create a school-wide model of instruction | ILT/Admin | March 2024 | Select Status |
| Action Step 1 — Introduction to the New Art and Science of Teaching | ILT | September 2023 | Select Status |
| Action Step 2 — Understand Marzano Model of Instruction | ILT | October 2023 | Select Status |
| Action Step 3 — Analyze Marzano Model of Instruction | ILT | January 2024 | Select Status |
| Action Step 4 — Adopt a school side Model of Instruction | ILT | February 2024 | 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**
Introduce Pursuit #5 Joy through Unearthing Joy Text
Arts Leadership Team will create Arts Integration Model
Arts Leadership Team create PD plan and work with arts lisason to facilitate professional Learning
(5th-8th grade) pilot team attend Marzano Coaching Academy ✏️

**SY26 Anticipated Milestones**
Construct instructional planning template aligned to five pursuits
Arts Leadership Team will create Arts Integration Model
Arts leadership team co-Create Pk-8 CHRAE (Culturally & Historically Responsive Arts Education) Units with Humanities Team
K-4th grade) pilot team attend Marzano Coaching Academy ✏️

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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).

**IL-EMPOWER Goal Requirements**

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

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

# Curriculum & Instruction

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.

-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 |
|---|---|---|---|---|---|---|---|
| BY EOY Increase the number of Latin X and Black students in the at/above benchmark cateogry from BOY to EOY on the Star 360 assessment | Yes | STAR (Reading) | African American | | | | |
| | | | Latino Male | | | | |
| By EOY decrease the percentage of students in the did not meet, partially met, and approaching categories on the IAR assessment from 57% to 50% | No | IAR (Math) | Overall | 57% | 50% | 47% | 45% |
| | | | Select Group or Overall | | | | |

## Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals. ✏️ | Specify your practice goal and identify how you will measure progress towards this goal. ✏️ | | |
| | SY24 | SY25 | SY26 |
|---|---|---|---|
| C&I:2 Students experience grade-level, standards-aligned instruction. | 100% of teachers will create a grade level proficiceny scale aligned to unit learning targets. | | |
| 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. | 100% of teachers will identify a powerful advanced practice competency and select 1-2 indicators to implement | | |
| C&I:4 The ILT leads instructional improvement through distributed leadership. | Support and monitor Skyline ELA implementation and Lead development of school wide Model of Instruction | | |

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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 |
|---|---|---|---|---|---|---|---|---|
| BY EOY Increase the number of Latin X and Black students in the at/above benchmark cateogry from BOY to EOY on the Star 360 assessment | STAR (Reading) | African American | | | Select Status | Select Status | Select Status | Select Status |
| | | Latino Male | | | Select Status | Select Status | Select Status | Select Status |
| By EOY decrease the percentage of students in the did not meet, partially met, and approaching categories on the IAR assessment from 57% to 50% | IAR (Math) | Overall | 57% | 50% | Select Status | Select Status | Select Status | Select Status |
| | | Select Group or Overall | | | Select Status | Select Status | Select Status | Select Status |

### Practice Goals

| Identified Practices | SY24 | Progress Monitoring | | | |
| | | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|---|---|---|---|---|
| C&I:2 Students experience grade-level, standards-aligned instruction. | 100% of teachers will create a grade level proficiceny scale aligned to unit learning targets. | 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. | 100% of teachers will identify a powerful advanced practice competency and select 1-2 indicators to implement | Select Status | Select Status | Select Status | Select Status |
| C&I:4 The ILT leads instructional improvement through distributed leadership. | Support and monitor Skyline ELA implementation and Lead development of school wide Model of Instruction | Select Status | Select Status | Select Status | Select Status |

# Inclusive & Supportive Learning Environment

## Reflection on Foundation

**Using the associated documents, is this practice consistently implemented?**

**What are the takeaways after the review of 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. |

According to Tiering Data, 1.9 % of students K-8 are Tier 3 in the area of math. Within this category of students, 36% of students are Black, 9% of students are Latinx and 72% qualify for free lunch. Also, in the area of math, 6.6% of the Nettelhorst population is in Tier 2. Of these students, 24% of Tier 2 math students are Black, 29% are Latinx and 37% qualify for free lunch.

In the area of reading, 2.6% of Nettelhorst K-8 students are in Tier 3. Of this subsection of students, 73% of the students are male, 26% are Black, 13% are Latinx and 53% of students qualify for free lunch. 5.4% of the student population are Tier 2 students in reading. Of these students, 16% are Black, 29% are Latinx and 45% qualify for free lunch.

The Branching Minds, Tier Movement Report indicated that 15 students moved up a tier while 20 students moved down, resulting in a net of 5 students with positive growth in the area of reading. In the area of math, 15 students moved up in the tier report while 27 moved down, resulting in a net of 12 students moving in the positive direction.

| Partially | School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. |

Vast majority of interventions utilized in both reading and math have a strong ESSA evidence level. Freckle was utilized most as an intervention for math support at 26% with a 94% fidelity rate. In the area of reading, the most utilized intervention was through Intervention Central at 27% with a 76% fidelity rate.

100% of general education teachers participated in the documentation of interventions in Branching Minds. Not all teachers utilized progress monitoring tools or set appropriate goals for students engaged in intervention.

| 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. |

The only students in our LRE 3 (22%) are students that are enrolled within our K-2 cluster program where students require significantly modified curriculum with moderate support. 10% or 6 students receive services in LRE 2 and the remaining 68% of students receive services in LRE 1.

52% of general education teachers are ESL certified. Furthermore, 56% of our diverse learning teachers are also ESL certified. Prek-6th grade, students that qualify for ESL services are placed with certified teachers. Currently, there is not an ESL certified teacher at the 7th/8th grade level and will be serviced by the ELPT.

| Partially | Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. |

**What is the feedback from your stakeholders?**

| Partially | English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services. |

In the area of MTSS, teachers have requested a more streamlined process to identify and select interventions to support students at various grade levels with specific needs. Teachers have also requested professional development and training with implementing specific interventions. Teachers are feeling more comfortable with utilizing Branching Minds to document interventions, progress monitoring and goals, but will need continued support during SY 24 to develop routine usage.

| Partially | There are language objectives (that demonstrate HOW students will use language) across the content. |

In the area of Diverse Learning, teachers have indicated inconsistencies within the development of IEPs across grade levels. There is area for improvements in Section 7, ensuring goals are curriculum based and target foundational skills, and LRE minutes meet the needs of students. Students are mostly being taught in LRE 1 with few 3th-8th grade students in LRE 2. All students in LRE 3 are students in the cluster program. While many students are in LRE 1 - co-teaching is a focus of improvement to meet students' needs and improve academic outcomes for DL students.

In the area of English Learners, continued development of content language objectives and the utilizations of the WIDA Can-Do descriptors in planning for EL instruction should be developed. ACCESS scores have shown less growth in the area of writing and should be a focus instruction to support language development across grade levels. Professional development is needed to build the capacity of EL certified teachers to implement sheltered instruction.

**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?**

Students in need of Tier 2 & 3 supports do not receive consistent interventions with fidelity. A majority of African American and Latin X students did not meet their intervention goals.

Students with IEPs continue to struggle and need to focus on both foundational skills and access to grade level standards.

English Language learners lack access to regular sheltered instruction.

Weekly MTSS meetings are supported with targeted intervention and utilize the problem solving protocols. Branching Minds PD started in SY 23 and will continue in SY 24 to support teachers with documenting interventions, progress monitoring and goals. The BM PD has had a positive impact on teachers with willingness and ability to document student interventions. Will continue to utilize Branching Minds among all teachers, including essentials.

The diverse learning team meets monthly. Many teachers co-teach and some teaching staff have participated in co-teaching PD. Strengthening the co-teaching model continues to be an area of development. Collaboration among DL teachers in developing and implementing IEPs.

Continue to hire teachers that are ESL certified and encourage current teachers to pursue certification. Initial PDs on content language objectives and sheltered instruction. ELPT coaching EL certified teachers with planning and instruction. Implementing bilingual Spanish education programming for SY 24.

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## Determine Priorities

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

Resources: 🚀

Determine Priorities Protocol

Students...

African American, Latinx, EL, and DL students need access to thoughtfully selected, culturally responsive interventions that are implemented with fidelity. ✏️

**Indicators of a Quality CIWP: Determine Priorities**

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

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

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

Priorities are determined by impact on students' daily experiences.

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## Root Cause

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

Resources: 🚀

5 Why's Root Cause Protocol

As adults in the building, we...

The school's MTSS team has spent time on creating a school wide MTSS structure. ✏️

**Indicators of a Quality CIWP: Root Cause Analysis**

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

# Inclusive & Supportive Learning Environment

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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Return to Top
## Theory of Action

### What is your Theory of Action?

**If we....**

Research, develop and implement culturally responsive interventions that align with students' lived experiences and use Branching Minds across grade levels to progress monitor interventions, set student goals and determine effectiveness of intervention cycles. ✍️

**then we see....**

The MTSS team guiding and coaching teachers with selecting and utilizing culturally responsive interventions with fidelity. ✍️

**which leads to...**

Tier 2 and Tier 3 students being provided interventions with fidelity that meet their needs and a decrease in the percentage of students moving to the Urgent Intervention category on the school tier movement report. ✍️

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.

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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** ✍️

Assistant Principal, MTSS team, Interventionist, Teachers

**Dates for Progress Monitoring Check Ins**

| | | | |
|---|---|---|---|
| Q1 | | Q3 | |
| Q2 | | Q4 | |

| SY24 Implementation Milestones & Action Steps ✍️ | Who ✍️ | By When ✍️ | Progress Monitoring |
|---|---|---|---|
| **Implementation Milestone 1** Revise and publish Nettelhorst MTSS Handbook with culturally responsive interventions. | MTSS Team | January 26, 2024 | In Progress |
| **Action Step 1** MTSS team review and edit current handbook with updates to screener data matrix and MTSS process flow charts | MTSS Team | September 29, 2023 | Select Status |
| **Action Step 2** MTSS team develop menu of interventions with culturally responsive focus | MTSS Team | December 22, 2023 | Select Status |
| **Action Step 3** Publish MTSS Handbook and review with GLTs | AP | January 26, 2024 | Select Status |
| **Action Step 4** | | | Select Status |
| **Action Step 5** | | | Select Status |
| **Implementation Milestone 2** 100% of teachers documenting intervention, progress monitoring and goals in Branching Minds for Tier 2 students | Teachers | May 31, 2024 | Select Status |
| **Action Step 1** PL for teachers on interventions, progress monitoring and setting goals. | MTSS Team/AP | September 22, 2023 | Select Status |
| **Action Step 2** Cycle 1 implementation of Tier 2 interventions with progress monitoring and goal setting recorded in Branching Minds. | Teachers | December 22, 2023 | Select Status |
| **Action Step 3** Cycle 2 implementation of Tier 2 interventions with progress monitoring and goal setting recorded in Branching Minds. | Teachers | April 30. 2024 | Select Status |
| **Action Step 4** Upload MTSS profile in Branching Minds for SY 25 | Teachers/Interventionist | May 31, 2024 | Select Status |
| **Action Step 5** | | | Select Status |
| **Implementation Milestone 3** Ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with strong supports in LRE setting. | Case Manager, DL Team | May 31, 2024 | Select Status |
| **Action Step 1** DL Team develops and institutes peer review protocol. | DL Team | October 30, 2023 | Select Status |
| **Action Step 2** Progress monitor peer review protocol. | Case Manager/AP | January 26, 2024 | Select Status |
| **Action Step 3** PL for DL and GE teachers re: co-teaching implementation | DL Team/Teachers | January 26, 2024 | Select Status |
| **Action Step 4** Peer observations/critical feedback cycles re: co-teaching | DL Team/Teachers/CM/AP | May, 31, 2024 | Select Status |
| **Action Step 5** | | | Select Status |
| **Implementation Milestone 4** 100% of teachers with EL students are providing EL supports through content language objectives in lesson plans and sheltered instruction | ELPT/EL Teachers | May, 31, 2024 | Select Status |
| **Action Step 1** ELPT to provide PL on planning for EL students with content language objectives and sheltered instruction strategies to all EL teachers. | ELPT | December 22, 2023 | Select Status |
| **Action Step 2** ELPT to provide individualized coaching and review of planning for all EL teachers. | ELPT | February 23, 2024 | Select Status |

<div align="right">Inclusive & Supportive Learning Environment</div>

| Action Step 3 | ELPT and EL teachers conduct peer observations/critical feedback cycles re: sheltered instruction | ELPT/Teachers | May, 31, 2024 | Select Status |
|---|---|---|---|---|
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |

### SY25-SY26 Implementation Milestones

| SY25 Anticipated Milestones | 60% of staff independently implement MTSS<br>Continued scaffolding to enable educators to be more fluid with implementing MTSS independently - gradual release of responsibility<br>Building Capacity of educators to choose and implement from a variety of interventions<br>Strengthening co-teaching and separate setting structures to drive DL student learning<br>Using ACCESS data to support instruction/continue to develop sheltered instruction | ✏️ |
|---|---|---|
| SY26 Anticipated Milestones | 100% of staff independently implement MTSS using Branching Minds and the menu of interventions<br>DL and GE Teachers implement various co-teaching models to support student learning<br>EL teachers regularly utilize sheltered instruction to support access to curriculum | ✏️ |

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Return to Top  **Goal Setting**

**Indicators of a Quality CIWP: Goal Setting**

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

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

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

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

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

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

Resources: 🚀

| IL-EMPOWER Goal Requirements |
|---|
| For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:<br>-The CIWP includes a reading Performance goal<br>-The CIWP includes a math Performance goal<br>-The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets<br>-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 |
| By EOY, reduce the number of African American male students in Urgent Intervention/Intervention per Star 360. | Yes | STAR | African American Male | 11 | 9 | 7 | 5 |
| | | | | | | | |
| By EOY, reduce the number of Latino male students in Urgent Intervention/Intervention per Star 360. | Yes | STAR | Latino Male | 9 | 7 | 6 | 5 |
| | | | 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 |
| I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. | Tier 2 and Tier 3 students receive interventions that are documented in the Branching Minds platform | | |
| I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. | Peer review data is utilized to ensure high quality IEPs are implemented in the co-teaching model from with data from focused, peer observations. | | |
| I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content. | All EL teachers are observed implementing sheltered instruction. | | |

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Return to Top  **SY24 Progress Monitoring**

Resources: 🚀

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

### Performance Goals

| Specify the Metric | Metric | Student Groups (Select 1-2) | Baseline | SY24 | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|---|---|---|---|---|---|---|---|
| By EOY, reduce the number of African American male students in Urgent | STAR | African American Male | 11 | 9 | Select Status | Select Status | Select Status | Select Status |

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

# Inclusive & Supportive Learning Environment

| Goal | Source | Group | | | Select Status | Select Status | Select Status | Select Status |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| American male students in Urgent Intervention/Intervention per Star 360. | STAR | | | | Select Status | Select Status | Select Status | Select Status |
| By EOY, reduce the number of Latino male students in Urgent Intervention/Intervention per Star 360. | STAR | Latino Male | 9 | 7 | Select Status | Select Status | Select Status | Select Status |
| | | Select Group or Overall | | | Select Status | Select Status | Select Status | Select Status |

## Practice Goals

## Progress Monitoring

| Identified Practices | SY24 | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| --- | --- | --- | --- | --- | --- |
| I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. | Tier 2 and Tier 3 students receive interventions that are documented in the Branching Minds platform | Select Status | Select Status | Select Status | Select Status |
| I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. | Peer review data is utilized to ensure high quality IEPs are implemented in the co-teaching model from with data from focused, peer observations. | Select Status | Select Status | Select Status | Select Status |
| I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content. | All EL teachers are observed implementing sheltered instruction. | Select Status | Select Status | Select Status | Select Status |

## Reflection on Foundation

**Using the associated documents, is this practice consistently implemented?**

| Select Rating | 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. |

| Select Rating | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. |

| Select Rating | 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). |

**What are the takeaways after the review of metrics?**

Families are engaged through a variety of platforms including but not limited to BAC, NPTO, LSC, Student showcases, community events, and family nights. There is no current Student Voice committee. The initial self-assessment of our student voice infrastrucure was 8/20 for Step 1- Listen; Step 2- Collaborate 3/20; Step 3- 0/12.

**What is the feedback from your stakeholders?**

Parents would like more access to the Arts during and after school
Improve: Building trusting relationships between students, students and staff. Increase feedback to support student learning. Students feel a lack of connectedness/engagement among each other and staff.
Supportive Teaching
–Relationship between teachers and students. In middle school, there is less time for teachers and students to build relationships. Class periods are shorter and students are involved in more activities
Classroom Community
-Mutual support of classmates; feelings of safety; we are in this together. Time to build community is limited to homeroom times and WIN period and embedding within all classes.
Feedback for Growth
-To improve student work. Time to improve on work/tutoring is not always embedded into classroom time. It is implemented in a sporadic manner. Feedback is seen in a negative light rather than an opportunity for growth

**What student-centered problems have surfaced during this reflection?**

Children need feedback to understand how to progress monitor goals and build agency as a learner. Children need opportunities to elevate their voice and have their ideas and feedback included in school wide decisions.

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

We are in need of a platform where a diverse group of children have the opportunity to have voice and choice in classroom and school wide decisions.

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Return to Top | **Determine Priorities**

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

Students...

Student voices must be valued and elevated and students should have opportunities to share power with adults.

Resources: 🚀

Determine Priorities Protocol

**Indicators of a Quality CIWP: Determine Priorities**

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

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

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

Priorities are determined by impact on students' daily experiences.

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Return to Top | **Root Cause**

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

As adults in the building, we...

As adults we sometimes default to a traditional authoritative mode of teaching which lack opportunities to elevate their voices and validate their unique strengths

Resources: 🚀

5 Why's Root Cause Protocol

**Indicators of a Quality CIWP: Root Cause Analysis**

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Return to Top | **Theory of Action**

**What is your Theory of Action?**

If we....
Provide Educators with professional learning on using engagement strategies and establish a student voice infrastructure that builds youth-adult partnerships in decision making, and centers student perspective and leadership at all levels of school improvement.

then we see....

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.

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

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

# Partnership & Engagement

Teachers utilizing student voice and feedback for growth strategies and students collaborating with stakeholders to analyze student centered data utilizing protocols to provide feedback on curricular decision making and school wide initiatives. ✏️

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

**which leads to...**

Teachers collaborating to develop ways to assist students with tracking their progress and increased outcomes in student-teacher trust on the 5Essentials survey and reduced measures of the student voice learning condition on the Cultivate survey. ✏️

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Return to Top | **Implementation Plan**

**Resources:** 🚀

**Indicators of a Quality CIWP: Implementation Planning**

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

**Team/Individual Responsible for Implementation Plan** ✏️

Culture & Climate/ Principal Muhammad/ Marzano Pilot Team

**Dates for Progress Monitoring Check Ins**

| Q1 | | Q3 | |
| Q2 | | Q4 | |

| **SY24 Implementation Milestones & Action Steps** ✏️ | **Who** ✏️ | **By When** ✏️ | **Progress Monitoring** |
|---|---|---|---|
| **Implementation Milestone 1** — Create a student voice committee | Principal Muhammad/Culture & Climate Committee | December 2024 | In Progress |
| **Action Step 1** — Establish School wide listening strutures | Principal Muhammad/Culture & Climate Committee | September 2024 | Select Status |
| **Action Step 2** — School leadership teams seek out and collect perspectives of students | Principal Muhammad/Culture & Climate Committee | October 2024 | Select Status |
| **Action Step 3** — Establish grade level listening structures | Principal Muhammad/Culture & Climate Committee | November 2024 | Select Status |
| **Action Step 4** — School wide leadership teams create space for students to co-create ideas and suggestions for improvement | Principal Muhammad/Culture & Climate Committee | December 2024 | Select Status |
| **Action Step 5** | | | Select Status |
| **Implementation Milestone 2** — Implementing Strategies for Tracking student progress | | March 2024 | Select Status |
| **Action Step 1** — Using different types of assessments | | November 2024 | Select Status |
| **Action Step 2** — Charting student progress | | January 2024 | Select Status |
| **Action Step 3** — Charting class progress | | March 2024 | Select Status |
| **Action Step 4** | | | Select Status |
| **Action Step 5** | | | Select Status |
| **Implementation Milestone 3** — Understand Feedback for Growth Learning Conditions Strategy | | | Select Status |
| **Action Step 1** — Learning Conditions Co-lab Feedback for Growth | Admin | September 22nd | Select Status |
| **Action Step 2** — Instructional Practice Summit (#1) | Admin | October 27th | Select Status |
| **Action Step 3** — Instructional Practice Summit (#2) | Admin | February 9th | Select Status |
| **Action Step 4** — Instructional Practice Summit (#3) | Admin | April 19th | 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** — Organize student groups and/or events that help students to envision and co-create ideas/actions for improving targeted areas of improvement. Communicate and celebrate with staff and students how student-generated ideas and solutions for school improvement have impacted their thinking, values, decisions and/or actions. Revise Student Led conference protocol ✏️

**SY26 Anticipated Milestones** — Student leadership group that serves as Student reps on the Culture team. ✏️

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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.

**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

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 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 |
| To increase the self-assessment rating of the Listen category on the Student Voice Infrastructure rubric from a 8 to 15 | Yes | Other | Overall | 8/20 | 11/20 | 13/20 | 15/20 |
| | | | *Select Group or Overall* | | | | |
| To increase the measures for student voice on the Cultivate survey from BOY to EOY | Yes | Cultivate | 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. ✍ | | |
|---|---|---|---|
| | SY24 | SY25 | SY26 |
| P&E:3 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). | | | |
| *Select a Practice* | | | |
| *Select a Practice* | | | |

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 |
|---|---|---|---|---|---|---|---|---|
| To increase the self-assessment rating of the Listen category on the Student Voice Infrastructure rubric from a 8 to 15 | Other | Overall | 8/20 | 11/20 | *Select Status* | *Select Status* | *Select Status* | *Select Status* |
| | | *Select Group or Overall* | | | *Select Status* | *Select Status* | *Select Status* | *Select Status* |
| To increase the measures for student voice on the Cultivate survey from BOY to EOY | Cultivate | Overall | | | *Select Status* | *Select Status* | *Select Status* | *Select Status* |
| | | *Select Group or Overall* | | | *Select Status* | *Select Status* | *Select Status* | *Select Status* |

## Practice Goals

| Identified Practices | SY24 | Progress Monitoring | | | |
|---|---|---|---|---|---|
| | | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| P&E:3 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). | | *Select Status* | *Select Status* | *Select Status* | *Select Status* |
| *Select a Practice* | | *Select Status* | *Select Status* | *Select Status* | *Select Status* |
| *Select a Practice* | | *Select Status* | *Select Status* | *Select Status* | *Select Status* |

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)**

✍️