

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name	Role	Email
Jaime Sanchez	Principal	jsanchez@cps.edu
Jessica Porstner	Connectedness & Wellbeing Lead	jkrawczyk1@cps.edu
Pranvera Karimani	Curriculum & Instruction Lead	pkarimani@cps.edu
Andrea Salgado	Teacher Leader	asalgado177@cps.edu
Ariagna Castaneda	Teacher Leader	aecastaneda1@cps.edu
Daisy Ziolo	Teacher Leader	dziolo@cps.edu
Sarah Popowich	Teacher Leader	snpopowich@cps.edu
Hortencia Becerril	Other [Type In]-Bilingual Lead Teacher	hbecerril@cps.edu
Kati Segura	Parent	kdonovan312@gmail.com
Kamila Safinski	Teacher Leader	ksafinski@cps.edu
Jessica Quigley	Teacher Leader	jlbroski@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	8/3/23	9/15/23
Reflection: Curriculum & Instruction (Instructional Core)	8/4/23	9/15/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/5/23	9/15/23
Reflection: Connectedness & Wellbeing	8/6/23	9/15/02
Reflection: Postsecondary Success	8/7/23	9/15/23
Reflection: Partnerships & Engagement	8/7/23	9/15/23
Priorities	8/14/23	9/15/23
Root Cause	8/14/23	9/15/23
Theory of Acton	8/15/23	9/15/23
Implementation Plans	8/16/23	9/15/23
Goals	8/16/23	9/15/23
Fund Compliance	8/29/23	9/15/23
Parent & Family Plan	8/29/23	9/15/23
Approval	9/12/23	9/15/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates

Quarter 1	11/9/2023
Quarter 2	2/9/2024
Quarter 3	4/12/2024
Quarter 4	6/7/2024

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.

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[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness 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.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

At North River Elementary, iReady Math K-2 assessment trends were collectively moving and demonstrating growth. Our analysis also determined that there were still a significant number of students behind grade level and not making the expected growth due to the existing factors such as our "newcomers, DL and EL categories. 1st grade math 65% were at level while 35% behind. 2nd grade math 54 were at above grade level standards and 46% were identified below level. takeaways reflecting most students; takeaways reflecting specific student groups]STAR showed positive growth in At/Above benchmark from 40% to 55% from BOY to EOY in grades 3-8 in Math. STAR showed positive growth in At/Above benchmark from 32% to 38% from BOY to EOY in grades 3-8 in Reading. EL "newcomers" are showing less growth with interventions than established students. EL native language interventions and growth targets we met at 85%.

What is the feedback from your stakeholders?

Classroom management, participation and involvement is high but must be better adaptive to more systemically ensure Spanish language supports are fully integrated into all aspects of daily learning experiences school wide.

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?

In partnership with OLCE and the Network 1, PD/learning opportunities for all teachers on effective language and ESL strategies will be implemented. Additional support will be provided to hire ESL endorsed staff for targeted instructional supports. MTSS PLC teams will meet biweekly to review data, plan for targeted instructional supports across all tiered levels. North River will actively schedule and operationalize the use of Branching Minds to routinely gather and record student progress monitoring data to evaluate and adjust specific student growth goal targets in a 5 week cycle of assessments.

- [iAR \(Math\)](#)
- [iAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

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.

Student do not have a centralized process to input, monitor, and adjust specific goal targets. Student do not have a systemic process to engage in effective analysis of goal progress and teacher feedback. Student do not a process to communicate targeted instructional goals with parents and family to elicits supports and greater parent involvement.

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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	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
		MTSS Integrity Memo

The ILT will need to continue to provide support around MTSS progress monitoring and inputting data into Branching Minds. The ILT also needs to oversee the implementation of learning objectives in Native Language/ESL.

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

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.	
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
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

EL students continue to advocate for English Language Development standards be included in curriculum. The teachers have stated that they need additional training on Branching Minds as new data monitoring becomes available. 🍌

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?

Teachers of ELs are including WIDA standards and Language objectives into their units. 🍌

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

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.

The student centered problem that surfaced that our EL students may not have the correct curriculum and material to meet their academic needs. 🍌

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

Using the associated references, is this practice consistently implemented?	References
Yes	BHT Key Component Assessment SEL Teaming Structure
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

What are the takeaways after the review of metrics?

The ILT should continue to focus on tier 1 SEL support and redefine systems to support student with inconsistent attendance. After analyzing the 5 Essentials Data, the Emotional Health component was rated as neutral with a score of 56. The student 5 Essential survey results indicated additional support with conflict resolution strategies. 🍌

What is the feedback from your stakeholders?

The stakeholders are also interested with continued tier 1 SEL support. The Middle School teachers have referred students to the Behavioral Health team requesting additional support with mindful communication, need for restorative practice interventions and bullying prevention. The North River Student Council stated that they need additional support in respectful communication with peers and conflict resolution. 🍌

- Metrics**
- [% 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](#)
 - [Cultivate \(Belonging & Identity\)](#)
 - Staff trained on alternatives to exclusionary discipline (School Level Data)
 - [Enrichment Program Participation: Enrollment & Attendance](#)

Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?	
After a holistic reflection of the metrics students need guidance with helping to find a way to have		BHT is trained and will be implementing a tier 2 Attendance Small Group for the upcoming school year. The Behavioral Health Team has been supporting and rebooting the implementation of tiered restorative practices. During the 22-23 school year, all staff members were trained or re-trained to implement the Second Step curriculum. The curriculum includes lessons on mindful practices, conflict resolution and healthy communications from grades Pre-K-8th. The North River Behavioral Health team is in the process of rebooting training for Calm Classroom and tiered supports for Restorative Practices. Some barriers include limited access to Spanish curriculum to meet all of our students language needs.	

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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
Partially	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).	Additional curriculum should be provided to explore career exploration in addition to the School Links/ previously Naviance Individualized Learning Plans.	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)
Partially	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).	What is the feedback from your stakeholders? Students have voiced interest in learning more about different post secondary careers.	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).	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? <i>[impact on most students; impact on specific student groups]</i>	
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).		

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 additional curriculum and support around exploring post secondary options.

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>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.</p>	<p>North River needs to incorporate more family and community based events. 🍌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</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>
Yes	<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>What is the feedback from your stakeholders?</p> <p>Parents have advocate for additional family events at school through the CSI program and regular programming at North River. 🍌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</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>North River needs to increase their parent and community events to continue to foster and expand upon family relationships and relationships within the Albany Park Community. 🍌</p>		<p><i>[impact on most students; impact on specific student groups]</i> 🍌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

What is the feedback from your stakeholders?

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?

[Return to Top](#) **Determine Priorities**

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

Resources:

Students...

The current problem is the universal data collection process that tracks student performance over time. Academic tiers 1 and 2 are supported with PLC and school-wide goals within the use of universal design for learning (UDL), scaffolding, and differentiation. Students in these tiers are given individual to whole group resources, instruction, and support as determined by PLC groups and data analysis (Star 360 and iReady, formative/summative assessments). Within the academic tier all, students are given a specific and individualized smart goal based upon their data. Students within tier 3 are provided daily interventions assessed 3 times a week. In order to better accurately record and track student performance, a more systemic process and data collection tool must be established to track, record and desegregate student data over time.



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

Resources:

As adults in the building, we...

The current problem is the universal data collection process that tracks student performance over time. Academic tiers 1 and 2 are supported with PLC and school-wide goals within the use of universal design for learning (UDL), scaffolding, and differentiation. Students in these tiers are given individual to whole group resources, instruction, and support as determined by PLC groups and data analysis (Star 360 and iReady, formative/summative assessments). Within the academic tier all, students are given a specific and individualized smart goal based upon their data. Students within tier 3 are provided daily interventions assessed 3 times a week. In order to better accurately record and track student performance, a more systemic process and data collection tool must be established to track, record and desegregate student data over time.



[5 Whys Root Cause Protocol](#)

Indicators of a Quality CIWP: Root Cause Analysis

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

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What is your Theory of Action?

If we...

If we do...continue to develop and reinforce school wide MTSS systems such as structured PLC meetings, universal scheduled intervention time, targeted tiered strategies, robust progress monitoring processes, consistent data collection and assessment cycles...



Resources:

Indicators of a Quality CIWP: Theory of Action

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

then we see....
Then we will ensure that targeted instruction will be delivered to all k-8 students according to their tiered needs in a dynamic approach. Systems will ensure that data driven instruction is integrated in our progress monitoring cycles of learning.

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.

which leads to...
which leads to...allow students with all tiered needs to have equitable access to the grade level material and equitable access at their tiered needs. Growth targets should reflect annual growth in Kindergarten through 2nd grade to 50%, using iReady performance data. 70% of students in Grades 3-8 will reach and/or exceed their growth target goals on Star 360 in literacy and math.

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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
Grade Level PLC's

Dates for Progress Monitoring Check Ins
Q1 11/9/2023 Q3 4/12/2024
Q2 2/9/2024 Q4 6/7/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	MTSS 5 Week cycles of learning plan is established	PLC teams	Sept	In Progress
Action Step 1	Aligned processes and expectations of intervention cycles	PLC Teams		In Progress
Action Step 2	All students will receive a universal screener & assessment protocol.	Teachers	Mid-September	In Progress
Action Step 3	Teachers meet in PLC to determine Tiers for students		September	In Progress
Action Step 4	Aligned procedures, scheduling and instructional supports are established	Teachers	September	In Progress
Action Step 5				Select Status
Implementation Milestone 2	Progress Monitoring and Data Collection Protocols are implemented	Teachers, Teacher Support Staff		In Progress
Action Step 1	Determine and initiate universal screener to determine appropriate tiered supports	Teachers, Administration	September	In Progress
Action Step 2	Differentiated tiered cycles that demonstrate tier 1, tier 2 and tier 3 expectations	Teachers, Teacher Support Staff	End of Sept	In Progress
Action Step 3	Determine and initiate specific teacher tiered instructional practices specific to student tiered needs	Teachers, Teacher Support Staff	End of Sept	In Progress
Action Step 4	Establish progress monitoring calendar / schedule	Teachers, Administration	On going	In Progress
Action Step 5	Develop SMART Goals and strategies for all tiered level-Student goal setting sessions and student conferencing	Teachers, Students	Early-October	In Progress
Implementation Milestone 3	Data analysis and progress monitoring evaluation and adjustments. Student goal setting	Teachers, Students, Administration	On going	In Progress
Action Step 1	Student created goal setting process for teacher and student self tracking	Teachers, Students	On going	In Progress
Action Step 2	Developing assessment/rubrics protocol to analyze student growth and success	Teachers, Students	Mid-October	In Progress
Action Step 3	Track and record student progress/performance on Branching Minds	Teachers, Administration, Students	On going	In Progress
Action Step 4	PLC teacher teams analyze and adjust student goal targets and strategies.	Teachers, Administration	On going	In Progress
Action Step 5	Communicate comprehensive parent/stake holders report to inform and involve in the process	Teachers, Administration, Students, Parents	5 Week Cycles	In Progress
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
-80% of teachers differentiating core instruction
-OPERATIONAL components of high quality, well-documented student support and support plans: 100% of interventions are within the CPS curated list, 100% of interventions are documented and monitored within the Branching Minds Platform, 60% of student support plans and supports implemented with fidelity
-DEVELOPED components of supplemental intervention: progress monitoring: MTSS team and 60% of teachers regularly progress monitor and implement actions in BMs, using multiple data points

SY26 Anticipated Milestones	<p>-All of teachers effectively differentiating core instruction as indicated in their instructional plans.</p> <p>-Maintain OPERATIONAL components of high quality, well-documented student support and support plans: 100% of student support plans and supports implemented with fidelity</p> <p>-FULLY OPERATIONAL on supplemental intervention: 100% of teachers progress monitoring and adjusting interventions and supports based on data,</p> <p>-FULLY OPERATIONAL on Interpret Data and Adjust Instruction from MTSS Continuum</p> <p>milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?</p>	
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Indicators of a Quality CIWP: Goal Setting

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

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

Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).

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

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

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

Resources:

IL-EMPOWER Goal Requirements

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

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Year1, 80% of students will have a tired academic plan with clear targeted goals. Teachers will implement 5 Week Cycles of learning to plan, assess and adjust individual student goal targets. Teacher will record progress using Branching Minds as the central data collection tool.	Yes	MTSS Academic Tier Movement	Overall	Meet On track Data Targets	70	75	80
			Overall	Star 360 and iReady Assessment	70	80	90
Increase the percent of students receiving Tier 2/3 interventions who are meeting targets to 85%.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	MTSS Individualized Growth Targets	70	80	85
			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:1 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.	80% of Teacher teams will progress monitor and record student outcomes to assess student performance and determine future goal modifications. Progress monitoring data will be uploaded and recorded on Branching Minds.	90% of Teacher teams will progress monitor and record student outcomes to assess student performance and determine future goal modifications. Progress monitoring data will be uploaded and recorded on Branching Minds.	100% of Teacher teams will progress monitor and record student outcomes to assess student performance and determine future goal modifications. Progress monitoring data will be uploaded and recorded on Branching Minds.
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric	Most teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.	All teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.
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
Year1, 80% of students will have a tired academic plan with clear targeted goals. Teachers will implement 5 Week Cycles of learning to plan, assess and adjust individual student goal	MTSS Academic Tier Movement	Overall	Meet On track Data Targets	70	On Track	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>				Select Foundation				
Reflection	Root Cause	Implementation Plan											
targets. Teacher will record progress using Branching Minds as the central data collection tool.					Overall	Star 360 and iReady Assessment	70	Select Status	Select Status	Select Status	Select Status		
Increase the percent of students receiving Tier 2/3 interventions who are meeting targets to 85%.	% of Students receiving Tier 2/3 interventions meeting targets				Overall	MTSS Individualized Growth Targets	70	Select Status	Select Status	Select Status	Select Status		
					Overall			Select Status	Select Status	Select Status	Select Status		

Practice Goals

Progress Monitoring

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 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.	80% of Teacher teams will progress monitor and record student outcomes to assess student performance and determine future goal modifications. Progress monitoring data will be uploaded and recorded on Branching Minds.	On Track	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric	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	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
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?

The ILT should continue to focus on tier 1 SEL support and redefine systems to support student with inconsistent attendance. After analyzing the 5 Essentials Data, the Emotional Health component was rated as neutral with a score of 56. The student 5 Essential survey results indicated additional support with conflict resolution strategies.

What is the feedback from your stakeholders?

The stakeholders are also interested with continued tier 1 SEL support. The Middle School teachers have referred students to the Behavioral Health team requesting additional support with mindful communication, need for restorative practice interventions and bullying prevention. The North River Student Council stated that they need additional support in respectful communication with peers and conflict resolution.

What student-centered problems have surfaced during this reflection?

After a holistic reflection of the metrics students need guidance with helping to find a way to have mindful communication during times of conflict. Students need guidance when taking into consideration what is being said to them and the intent. There is a clear need to further implement tiered supportive practices.

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?

BHT is trained and will be implementing a tier 2 Attendance Small Group for the upcoming school year. The Behavioral Health Team has been supporting and rebooting the implementation of tiered restorative practices. During the 22-23 school year, all staff members were trained or re-trained to implement the Second Step curriculum. The curriculum includes lessons on mindful practices, conflict resolution and healthy communications from grades Pre-K-8th. The North River Behavioral Health team is in the process of rebooting training for Calm Classroom and tiered supports for Restorative Practices. Some barriers include limited access to Spanish curriculum to meet all of our students language needs.

Return to Top Determine Priorities

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

Students... will learn different tiered supports to restorative practices with an emphasis on peer relations and conflict resolution.

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.

Return to Top Root Cause

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

As adults in the building, we... will continue to further our education scope to include further training on restorative practices like talking circles, peace circles, implementing the Second Step curriculum/ Bullying Prevention unit and incorporating the mindful practices of Calm Classroom. We will continue to review social and emotional metrics and make need adjustments to ensure that our tiered implementation of restorative practice interventions are effective for the students.

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.

Return to Top Theory of Action

What is your Theory of Action?

If we... provide restorative practice curricula and strategies via Calm Classroom and Second Step Curriculum

Resources:

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

then we see....
 an overall decrease in behavioral health team referrals in conflict resolution in peer/teacher communication. Students will also feel emotionally supported and have the coping strategies to resolve and address conflicts in a healthy and supportive manner.

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.

which leads to...
 an increase in our five essentials emotional health component and a decrease in behavioral health team referrals, addressing conflict resolution in mindufl communication.

[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
 North River BHT/ ILT/ Culture and Climate

Dates for Progress Monitoring Check Ins
 Q1 11/9/2023 Q3 4/12/2024
 Q2 2/9/2024 Q4 6/7/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Provide training for teachers on tier one SEL curriculum and practices.	Admin/ BHT/ Culture and Climate	End of October 2023	Select Status
Action Step 1	Provide a reboot training on Calm Classroom by the September 22nd Professional Development Day.	Culture and Climate	End of September	Select Status
Action Step 2	Ensure all new teachers and teachers requesting additional support are tra	Admin/ BHT/ Culture and Climate	End of October 2023	Select Status
Action Step 3	Ensure all teachers and staff have the correct materials and curriculum to i	Admin/ BHT/ Culture and Climate	End of October 2023	Select Status
Action Step 4	Model restorative practices and provide onsite guidance about implementir	Teachers	Ongoing	Select Status
Action Step 5	Identify essential staff that would benefit from restorative practice knowledge and utilize trained North River staff or district wide training.	Admin/ BHT/ Culture and Climate	End of September	Select Status
Implementation Milestone 2	Monitoring the progress of tier 1 SEL implementation curriculum and strate	Admin/ BHT/ Culture and Climate	Ongoing	Select Status
Action Step 1	Create a system for providing support for teachers as they deliver the tier 1	Admin/ BHT/ Culture and Climate	End of October 2023	Select Status
Action Step 2	Ensure that teachers have a 30 minute SEL block scheduled on a weekly k	Admin/ BHT/ Culture and Climate	End of September	Select Status
Action Step 3	Providing a feedback form during PLC/ a scheduled PD day to monitor the	Admin/ BHT/ Culture and Climate	End of September	Select Status
Action Step 4	Utilize Culture and Climate Committee to oversee the implementation of tie	Culture and Climate	Ongoing	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Analyze North River data to determine the success of the tier one SEL curri	Admin/ BHT/ Culture and Climate	Ongoing	Select Status
Action Step 1	Provide a BOY and EOY SEL student and teacher needs assessment surv	Admin/ BHT/ Culture and Climate	End of Q1 and Q4	Select Status
Action Step 2	Analyze the results of a BOY and EOY SEL student needs assessment	Admin/ BHT/ Culture and Climate	End of Q1 and Q4	Select Status
Action Step 3	Monitor BHT referrals for peer communication and conflict resolution.	Admin/ BHT	Ongoing	Select Status
Action Step 4	Communicate feedback to North River staff and community regarding the i	Admin/ BHT/ Culture and Climate	Ongoing	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
 Teachers are independent with implementing tier 1 SEL curriculum with support from the North River Culture and Climate team and ILT. New staff members will be provided with training on SEL tier one curriculum and strategies. Students indicate on the Emotional Component of the 5 Essentials Data an increase of a neutral score of 56 from the 22-23 SY.

SY26 Anticipated Milestones Teachers are completely independent with implementing tier 1 SEL curriculum with training provided to new staff members. Students indicate on the Emotional Component of the 5 Essentials Data an increase score from the SY 25 data. 

[Return to Top](#) **Goal Setting**




Indicators of a Quality CIWP: Goal Setting

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



Resources: 

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

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
Increase in student's response to Emotional Health Component in the 5 Essentials Survey.	No	5E: Supportive Environment	Overall	56	60	65	70
			Select Group or Overall				
A decrease for BHT student referrals that focus on positive peer communication and conflict resolution.	Yes	Other	Overall	7	5	4	2
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 	Specify your practice goal and identify how you will measure progress towards this goal. 		
	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Teachers are supported with implementing tier 1 SEL curriculum with support from the North River Culture and Climate team and ILT. New staff members will be provided with training on SEL tier one curriculum and strategies. Students indicate on the Emotional Component of the 5 Essentials Data an increase of a neutral score of 56 from the 22-23 SY.	Teachers are independent with implementing tier 1 SEL curriculum with support from the North River Culture and Climate team and ILT. New staff members will be provided with training on SEL tier one curriculum and strategies. Students indicate on the Emotional Component of the 5 Essentials Data an increase of a neutral score of 56 from the 22-23 SY.	Teachers are completely independent with implementing tier 1 SEL curriculum with training provided to new staff members. Students indicate on the Emotional Component of the 5 Essentials Data an increase score from the SY 25 data.
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
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Reflection	Root Cause	Implementation Plan	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>				
Increase in student's response to Emotional Health Component in the 5 Essentials Survey.	5E: Supportive Environment	Overall	56	60	On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
A decrease for BHT student referrals that focus on positive peer communication and conflict resolution.	Other	Overall	7	5	On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Teachers are supported with implementing tier 1 SEL curriculum with support from the North River Culture and Climate team and ILT. New staff members will be provided with training on SEL tier one curriculum and strategies. Students indicate on the Emotional Component of the 5 Essentials Data an increase of a neutral score of 56 from the 22-23 SY.	On Track	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
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)**



ventions meeting targets: Increase the percent of students receiving Tier 2/3 inter					
ventions meeting targets: Increase the percent of students receiving Tier 2/3 inter					
Select a Goal					

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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


SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Parents will be invited to join the school Parent Advisory Council (PAC); meetings will be held monthly throughout the year. Notification of PAC meetings will be posted on the school calendar and board/doors and sent home with the students. During the meetings if the PAC deems that that current plan needs to be reviewed, re-developed or improved upon then a meeting will be called for that purpose. All literature is available in Spanish. Translators are available on a daily basis at the school. 

Monthly PAC meeting will be held to inform and empower our North River parents. PAC funds are, and will continue to be used, to hire consultants to provide training, classes, or workshops. Funds will also be used to purchase supplies that parents need throughout the year. Sessions are offered for all parents at each parent-teacher conference regarding the use of Aspen and Parent Portal. Each parent will receive a login to access students grades and attendance and establish better communications with their child's teachers. All literature is available in Spanish. Translators are available on a daily basis at the school.

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

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