

CIWP Team & Schedules

Resources 

Indicators of Quality CIWP: CIWP Team

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




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

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

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



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

[CIWP Team Guidance](#)

Name 	Role 	Email 
Ryan Coors	Principal	rwcoors@cps.edu
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Maggie Castigilone	LSC Member	norwoodparklsc@gmail.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	4/10/23	4/10/23
Reflection: Curriculum & Instruction (Instructional Core)	4/13/23	4/13/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/20/23	4/20/23
Reflection: Connectedness & Wellbeing	4/27/23	4/27/23
Reflection: Postsecondary Success	4/27/23	4/27/23
Reflection: Partnerships & Engagement	4/27/23	4/27/23
Priorities	5/16/23	5/16/23
Root Cause	5/25/23	5/25/23
Theory of Acton	6/13/23	6/13/23
Implementation Plans	6/27/23	6/27/23
Goals	7/6/23	7/6/23
Fund Compliance	7/11/23	7/11/23
Parent & Family Plan	8/7/23	8/7/23
Approval	9/12/23	9/12/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.

As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/27/23
Quarter 2	12/22/23
Quarter 3	4/1/24
Quarter 4	6/7/24

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

[Return to Top](#)

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	Root Cause Unfamiliarity with using Branching Minds to progress monitor Not differentiating enough between struggling students and enrichment Understanding what balanced assessment looks like across different subjects, particularly in subjects outside Math and Reading Is instruction being driven by ambiguous scope and sequence or by student need?	 iAR (Math) iAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols	Barriers: Confusion about what "balanced assessment" means to staff Lack of time, inability to find time to go through data to inform instruction Different levels of comfort and time constraints around actually differentiating materials Lack of clarity if there is a knowledge deficit around differentiating instruction/materials, or if there just isn't time to implement differentiation Need for more feedback from other adults who also have a current working relationship with students Figuring out how to get relevant data from various sources (including teacher created) without it feeling overwhelming No error-analysis in place for when there are large gaps of knowledge in students	STAR (Reading)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	What is the feedback from your stakeholders?	STAR (Math) iReady (Reading) iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership	See above.	Cultivate Grades ACCESS
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development	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?	TS Gold
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	Previous cycle on electronic school wide curriculum map.	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.

During classroom observations, students are often all working on the same task.

[Return to Top](#)

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and	MTSS Integrity Memo	Root causes: We have a very small ELL population, and they are spread throughout prek-8 continuum Our program is more reactive than proactive	 Unit/Lesson Inventory for Language Objectives (School Level Data)
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Yes	implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Continuum Roots Survey
Yes	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
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.	

Lack of exposure
Not in our routine to think of language standards during instruction
Based on a single, voluntary data point
The form and screener are disorganized, thanks CPS

Barrier:
No PD time, low priority
Staffing, funding
Wide variety of staff knowledge
ELPD is not tailored to school need


- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)
- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)

What is the feedback from your stakeholders?

See above. 

- [EL Program Review Tool](#)

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?

Previous cycle on MTSS / Branching minds. 

- [Quality Indicators of Specially Designed Curriculum](#)

- [EL Program Review Tool](#)

- [Quality Indicators of Specially Designed Curriculum](#)

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- [EL Program Review Tool](#)



- [Quality Indicators of Specially Designed Curriculum](#)

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.

A need for continued strengthening of EL practices. 

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	Students with extended absences or chronic absenteeism re-enter school with a re-entry plan that facilitates attendance and continued enrollment Root causes: No network/district support Parent not on board Inconsistent transportation Our population of families tend to have furlough at inconvenient times Mindset that school feels "optional" Inconsistent with sending work home early vs following school policy Torn between missing instruction being "sorry, too bad" vs "building a learning community"/clarify family handbook absence to parents on the front end of the year Need for differentiation between primary and middle make up work policy More cautious about health/sickness SEL and mental health barriers Vicious cycle of feeling overwhelmed, not wanting to come, etc Barriers: Family buy in Communication difficulties No support from network/district enforcing consequences Lack of "immediate consequences" Lack of resources (time, money) to investigate root causes	 % 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)
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.		
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? See above. 	


Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		<p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
<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>Attendance interventions for students with chronic attendance issues are needed. Additionally, a strengthening of tier 1 SEL practices and clear tier 2 structures and supports.</p>		<p>SEL leadership team</p>	

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

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





	Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
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)	Continue career and college awareness.	Graduation Rate
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		Program Inquiry: Programs/participation/attainment rates of % of ECCC
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).	Work Based Learning Toolkit	<p>What is the feedback from your stakeholders?</p> Continue career and college awareness.	3 - 8 On Track
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).			Learn, Plan, Succeed
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List	<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> None.	% of KPIs Completed (12th Grade)
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		College Enrollment and Persistence Rate
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		9th and 10th Grade On Track

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 engagement with tasks and personalized learning. 

[Return to Top](#)

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>Spectrum of Inclusive Partnerships</p> <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>The school proactively fosters relationships with families, school communities, and community members. Family and community assets are leveraged and help students and families own and contribute to schools goals </p> <p>Root Cause A wide range of ages (K-8) leads to difficulty in consistent engagement Lack of routine around family engagement Lack of information regarding what community relationships are available, and what criteria are required to begin this process Lack of time Unclear what "family, community and student" engagement means/looks like Not being present at drop off/pick up to put faces to names Clarify communication streams to families (website, weekly email, etc)</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Yes	<p>Reimagining With Community Toolkit</p> <p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>	<p>Barriers Work schedules for families Small staff Technology is hard, we don't have someone who is super tech-literate to redesign and program AM-burrrrr please clarify and streamline communication and our websites Inconsistency between teachers about what platforms we are using to communicate</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>
Partially	<p>Student Voice Infrastructure Rubric</p> <p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>See above. </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>Opportunities for student voice. </p>		<p>Active community engagement </p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Root Cause
 Unfamiliarity with using Branching Minds to progress monitor
 Not differentiating enough between struggling students and enrichment
 Understanding what balanced assessment looks like across different subjects, particularly in subjects outside Math and Reading
 Is instruction being driven by ambiguous scope and sequence or by student need?

Barriers:
 Confusion about what "balanced assessment" means to staff
 Lack of time, inability to find time to go through data to inform instruction
 Different levels of comfort and time constraints around actually differentiating materials
 Lack of clarity if there is a knowledge deficit around differentiating instruction/materials, or if there just isn't time to implement differentiation
 Need for more feedback from other adults who also have a current working relationship with students
 Figuring out how to get relevant data from various sources (including teacher created) without it feeling overwhelming
 No error-analysis in place for when there are large gaps of knowledge in students

What is the feedback from your stakeholders?

See above.

What student-centered problems have surfaced during this reflection?

During classroom observations, students are often all working on the same task.

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?


Previous cycle on electronic school wide curriculum map.

[Return to Top](#)

Determine Priorities

Resources: 

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

Students...
 Students do not have consistent access to tasks that are at varied instructional levels, aligned to the learning target as well as their specific learning needs. 

[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

Resources: 

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

As adults in the building, we...
 As adults in the building, we have focused on creating unit plans but have not focused on analyzing, planning and creating quality and differentiated instructional tasks. 

[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....
If we collect school wide data on the instructional tasks given to students, analyze their alignment to individual student learning goals, and create a professional learning plan related to task creation and implementation



Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.
Theory of Action is an impactful strategy that counters the associated root cause.
Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

Resources:

then we see....
Then we will see teacher teams learning about quality task creation and teaching strategies/instruction that deliver quality, differentiated tasks for students that meet their individual and collective needs



which leads to...
Which leads to consistent quality and differentiated tasks and teaching strategies/instruction seen in classrooms throughout the school that are aligned with visible learning targets.



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

Resources:

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

Team/Individual Responsible for Implementation Plan

ILT / Administration

Dates for Progress Monitoring Check Ins

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

SY24 Implementation Milestones & Action Steps **Who** **By When** **Progress Monitoring**

Implementation Milestone 1	Comprehensive data and portfolio collection on tasks.	ILT	December 2023	Select Status
Action Step 1	ILT creates data collection plan / protocol	ILT	End of Sept 2023	Select Status
Action Step 2	ILT collects school wide data (teachers submit)	ILT	End of Oct 2023	Select Status
Action Step 3	ILT analyzes data and reports out	ILT	End of November 2023	Select Status
Action Step 4	ILT creates plan for teacher learning based on data	ILT	End of Q2	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Teacher learning about task differentiation	ILT / Whole Staff	May 2024	Select Status
Action Step 1	Learn about mining for student understanding (ie - miscue analysis, etc.)	Whole staff	January 2024	Select Status
Action Step 2	Learn about analyzing student work and how to do so effectively	Whole staff	February 2024	Select Status
Action Step 3	Create tasks based on analysis of student work	Whole staff	March 2024	Select Status
Action Step 4	ILT creates round 2 of data collection	Whole staff	April 2024	Select Status
Action Step 5	ILT analyzes and reports out on data collection	Whole staff	May 2024	Select Status
Implementation Milestone 3	ILT shifts focus to different content area or other area of need based on most recent data collection.	ILT / Whole Staff	December 2024	Select Status
Action Step 1	Ensure that students and teachers can name the reason for the task in front of them	Whole staff	September 2024	Select Status
Action Step 2	Select professional text to deepen learning on tasks	ILT/Whole Staff	September 2024	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Each teacher has 50% of lessons with differentiated tasks aligned to standards			Select Status
Action Step 1	ILT reviews unit plans in electronic folder	ILT	June 2024	Select Status
Action Step 2	Teachers share their learning with other schools through invitations	Staff	Spring 2024	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
Selected new professional text to deepen learning on tasks for various groups of students that lead to mastery of grade level standard

SY26 Anticipated Milestones	Design a system of questions and examples so staff can build their own tasks and/or analyze given tasks and adjust as needed based on multiple data points of current students.	
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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 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
When referencing the school's qualitative rubric for tasks, there will be a school wide increase in task complexity and variation.	Yes <input type="checkbox"/>	Other	Overall	TBD	25	35	50
			Students with an IEP	TBD	25	35	50
There will be an observable increase in the number of students at or above the grade level benchmark percentile on the STAR 360 assessment (State).	Yes <input type="checkbox"/>	STAR (Math)	Overall	40	45	50	55
			Students with an IEP	5	10	15	18

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.	Observed leveled/differentiated tasks during classroom observations	Deepen learning on how to build a system for creating or adjusting tasks for various groups of student	Share learning with other educators
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT members actively participate during ILT meetings and lead learning during grade level team meetings.	ILT continues to identify, build, and implement professional learning	The ILT continues to identify, build, and implement professional learning.
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
When referencing the school's qualitative rubric for tasks, there will be a school wide increase in task complexity and variation.	Other	Overall	TBD	25	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	TBD	25	Select Status	Select Status	Select Status	Select Status
There will be an observable increase in the number of students at or above	STAR (Math)	Overall	40	45	Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	<i>Select the Priority Foundation to pull over your Reflections here =></i>				Curriculum & Instruction				
Reflection	Root Cause	Implementation Plan	STAR (MATH)							<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
the grade level benchmark percentile on the STAR 360 assessment (State).				Students with an IEP	5	10							

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Observed leveled/differentiated tasks during classroom observations	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT members actively participate during ILT meetings and lead learning during grade level team meetings.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
<i>Select a Practice</i>		<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

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

Students with extended absences or chronic absenteeism re-enter school with a re-entry plan that facilitates attendance and continued enrollment
 Root causes:
 No network/district support
 Parent not on board
 Inconsistent transportation
 Our population of families tend to have furlough at inconvenient times
 Mindset that school feels "optional"
 Inconsistent with sending work home early vs following school policy
 Torn between missing instruction being "sorry, too bad" vs "building a learning community"/clarify family handbook absence to parents on the front end of the year
 Need for differentiation between primary and middle make up work policy
 More cautious about health/sickness
 SEL and mental health barriers
 Vicious cycle of feeling overwhelmed, not wanting to come, etc
 Barriers:
 Family buy in
 Communication difficulties
 No support from network/district enforcing consequences
 Lack of "immediate consequences"
 Lack of resources (time, money) to investigate root causes

What is the feedback from your stakeholders?

See above.

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?

Attendance interventions for students with chronic attendance issues are needed. Additionally, a strengthening of tier 1 SEL practices and clear tier 2 structures and supports.

SEL leadership team

Return to Top Determine Priorities

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

Resources: 

Students...

Students need tier 1 SEL skills to navigate their experiences. Students also need access to quality tier 2/3 SEL skills and services when needed.



[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

Resources: 

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

As adults in the building, we...

As adults in the building we have many tier 1 programs and strategies that work for the majority of our students. However, we do not have consistent strategies and approaches that work at the tier 2 or tier 3 level.



[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...
Increase our knowledge of tier 2 and tier 3 strategies, programs, and approaches as well as continue to implement consistent research based tier 1 SEL education and support



Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.
Theory of Action is an impactful strategy that counters the associated root cause.
Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

Resources:

then we see...
Then we will see consistent implementation of tier 2 and tier 3 approaches to SEL support and strategies as well as continued consistent tier 1 SEL education and support



which leads to...
Increased percentage of students who report positively on the SEL survey question, "are you able to use self calming strategies?" and "are you able to solve a disagreement with another student?", implement two interventions for chronically absent students, and decrease repetitive behavior referrals by 5%.



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

Indicators of a Quality CIWP: Implementation Planning

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

Resources:

Team/Individual Responsible for Implementation Plan

SEL Leadership Team & BHT

Dates for Progress Monitoring Check Ins

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

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Implement Second Step Curriculum with fidelity in all classrooms	ILT & Whole Staff	12/22/23	Select Status
Action Step 1	Organize staff into collaborative teams and allow meeting time with goal of sharing the load of second step implementation	Admin / whole staff	October 2023	Select Status
Action Step 2	Elicit feedback from staff on second step implementation and supports needed	SEL Team	November 2023	Select Status
Action Step 3	Classroom visits to gather commonalities and differences in Second Step Implementation	SEL Team	December 2023	Select Status
Action Step 4	Create professional development related to Second Step based on staff feedback and classroom visits	SEL Team	January 2023	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Increase knowledge of Tier 2 and Tier 3 SEL strategies and selection of strategy focus	SEL Team / Whole Staff	6/7/24	Select Status
Action Step 1	Work with N1 SEL specialist to learn about Tier 2 and Tier 3 SEL strategies	SEL team	February 2024	Select Status
Action Step 2	Choose a professional text/articles/resources to continue learning about tier 2/tier 3 SEL supports	SEL team	March 2024	Select Status
Action Step 3	Design professional learning sessions for staff re: Tier 2 and Tier 3 SEL strategies	SEL Team	April 2024	Select Status
Action Step 4	Elicit feedback from staff on status of Tier 2 and Tier 3 SEL strategies	SEL Team / Whole staff	May 2024	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Overall improvement of attendance metrics		June 2025	Select Status
Action Step 1	Review strategies from Responsive Classroom texts and training last fall.	SEL Team/ Whole Staff	September 2024	Select Status
Action Step 2	Identify 2-3 strategies that staff will implement, with fidelity.	Whole Staff	October 2024	Select Status
Action Step 3	Designate regularly scheduled time in grade level meetings to discuss/address steps taken to build positive/meaningful relationships	SEL Team/ Whole Staff	November 2024	Select Status
Action Step 4	Elicit feedback from students and staff on effectiveness of implemented strategies	Whole Staff	December 2024	Select Status
Action Step 5				Select Status

Implementation Milestone 4	Revisit Tier 1 strategies and investigate improvements to those strategies or choose new strategies based on new research or information.	ILT	June 2025	Select Status
Action Step 1	ILT dedicates time to research publications and contact local resources	ILT	August 2025	Select Status
Action Step 2	Review potential revisions with staff and vote on what to improve or implement	Whole Staff	August 2025	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Review current Tier 1 strategies and decide upon improvements or implementation of new strategies	
SY26 Anticipated Milestones	Empathy walks to examine if student demographics and societal changes call for new strategies for students.	

[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
All students will have weekly access to tier 1 social emotional curriculum (second step) and structures (morning meeting) as well as tier 2 and tier 3 interventions.	Yes <input type="checkbox"/>	Other	Overall	100	100	100	100
			Male	100	100	100	100
Students considered chronically absent will have exposure to 1 - 2 tier 3 interventions.	Yes <input type="checkbox"/>	Increased Attendance for Chronically Absent Students	Overall	50	75	100	100
			FRL Eligible	50	100	100	100

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT will meet weekly to discuss students and the corresponding interventions.	BHT will seek to incorporate staff input in decision making with necessary lag due to timing	Teacher teams develop their own mini BHT to develop behavioral interventions
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All classrooms will implement Second Step curriculum weekly.	Second step and circle talks will begin to become aligned	Staff will flexibly use circle talks and second step proactively and when needed
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
All students will have weekly access to tier 1 social emotional curriculum (second step) and structures (morning meeting) as well as tier 2 and tier 3 interventions.	Other	Overall	100	100	Select Status	Select Status	Select Status	Select Status
		Male	100	100	Select Status	Select Status	Select Status	Select Status
Students considered chronically absent will have exposure to 1 - 2 tier 3 interventions.	Increased Attendance for Chronically Absent Students	Overall	50	75	Select Status	Select Status	Select Status	Select Status
		FRL Eligible	50	100	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT will meet weekly to discuss students and the corresponding interventions.	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All classrooms will implement Second Step curriculum weekly.	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)**



<p>Select a Goal</p>					
<p>Select a Goal</p>					
<p>Select a Goal</p>					

Parent and Family Plan

If Checked:

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

Our school is a Title I school operating a Schoolwide Program

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

If Checked:

No action needed

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

