

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
Erin Roche	Principal	eroche@cps.edu
Melisa Rutkelis	AP	mrutkelis@cps.edu
Marisa Mathews	Connectedness & Wellbeing Lead	mrmathews1@cps.edu
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Priscilla Lindsey	Inclusive & Supportive Learning Lead	paraman@cps.edu
MJ Ross	LSC Member	jmjross7@cps.edu
Tracy Kremer	LSC Member	tracy.kremer@cps.edu
Amy Cortis	LSC Member	amycortis@mac.com
Ryan Crosby	Parent	ryancrosby@gmail.com
Talitha Poole	Partnerships & Engagement Lead	Tcrussell1@cps.edu
Pam Pierini	Case Manager	pwulffen@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	7/31/23	7/31/23
Reflection: Curriculum & Instruction (Instructional Core)	7/31/23	9/15/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/31/23	9/15/23
Reflection: Connectedness & Wellbeing	7/31/23	9/15/23
Reflection: Postsecondary Success	n/a	n/a
Reflection: Partnerships & Engagement	7/31/23	9/15/23
Priorities	7/31/23	9/15/23
Root Cause	7/31/23	9/15/23
Theory of Acton	7/31/23	9/15/23
Implementation Plans	7/31/23	9/15/23
Goals	7/31/23	9/15/23
Fund Compliance	7/31/23	9/15/23
Parent & Family Plan	7/31/23	9/15/23
Approval	7/31/23	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	9/27/23
Quarter 2	11/1/23
Quarter 3	2/7/24
Quarter 4	4/10/24

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](#)

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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
Yes	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

All subjects are covered.
 76% At or above IAR Reading
 54% At or above IAR Math
 Creative Schools continues to be at the Exceling level (highest level possible)
 1. Math 3-5 needs more high-ceiling problems to push high performing students
 2. Science K-2 wants to revisit the NGSS aligned curriculum work from 2016-2018.
 3. ELA K-5 is Units of Study and 6-8 is Expeditionary Learning, ELA teachers need to create a plan to bridge the two curricula.
 4. Social Studies is aligned to state standards and the Learning for Justice pillars and this year is Year 2 of implementation.
 5. SEL continues to grow in its Restorative Practices componente in Year 2 of implementation.

What is the feedback from your stakeholders?

* Learning environments meet conditions for students to learn except the gymnasium and Physical Education and Art Room 002.
 * Flexible seating and collaborative furniture (e.g., tables) meet student learning needs.
 * Classroom libraries hold 400-1000 books per classroom for almost 15,000 books in the school.
 * Classroom libraries are diverse across race, income, LGBTQ+, fiction, and non-fiction.
 * Over 35,000 pieces of student artwork are posted on [Artsonia.com](#)
 * The gym is smaller than standard elementary-school K-8 gymnasiums
 * The school has no auditorium.
 * The school is not able to provide the learning environment for PE for K-8 grade students without an adequately-sized gym.
 * The ILT meets to improve the school.
 * The ILT is going to explore assessment systems that align closely to IAR in order to possibly have additional data on student learning progress throughout the school year
 * Teachers use formative assessments extensively throughout the school year.

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

[Impact on most students; impact on specific student groups]*
 Learning environments meet conditions for students to learn except the gymnasium and Physical Education.
 * The gym is smaller than standard elementary-school K-8 gymnasiums
 * The school has no auditorium.
 * The school is not able to provide the learning environment for PE for K-8 grade students without an adequately-sized gym.

- [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.

[problems experienced by most students; problems experienced by specific student groups]

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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

BHT, the Culture and Climate Team, GLTs, and other teams use an equity lens when analyzing data, making decisions, planning instruction and interventions, and collaborating.
 The school had long established a strong MtSS system. The MtSS data show that students are well served but ELs and students of color are over-represented in the MtSS data and behavioral referrals. Of note is that many ELs test out of EL services due to high learning growth.
 The 5 Essentials data indicate that students generally feel well supported. There are several sub-areas for the school to work

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

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

What student-centered problems have surfaced during this reflection?

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

Students generally perceive the curriculum as rigorous and teachers as supportive but not enough feel 100% safe. 🗳️

on.

What is the feedback from your stakeholders?

The school is implementing BrM this year as per district directive and already completed one collective training. 🗳️

Students receive instruction in LRE.

Next steps are to share best practices in writing IEPs and to identify model IEPs to build common expectations and processes in writing IEPs.

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?

Important efforts include the major initiative of Restorative Practices. The school held a learning year in 2021-22 for all staff. Then 2022-23 was Year 1 of implementation. This is Year 2 of implementation to build systems and structures that proactively and reactively allow students to learn to restore relational trust after causing harm to others or themselves. We have learned a lot about how to create such a working system within the CPS frameworks of OSP and reporting requirements. We look forward to seeing additional improvements in student reporting data (5 Essentials and a better-implementation of the UChicago's Cultivate survey this year). 🗳️

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

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	<ul style="list-style-type: none"> * Over 80% of 3-8th graders participated in a before or after-school program last year (2022-23) 🗳️ ☑️ Data and Antibias, Antiracist MTSS at Prescott / SY24 Co... * Only about 65% of students of color participated--> the school has to improve recruiting efforts and tailor extra-curriculars to interests of students of color * Students of color were over-represented in after-school tutoring programs (Do the Math and Leveled Literacy Intervention)--> how does the school respond to this? * Students of color were over-represented in BHT referrals * Students of color average attendance was lower--> how can the school help? how can the district help? 	<ul style="list-style-type: none"> % 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
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.	<p>What is the feedback from your stakeholders?</p> <ul style="list-style-type: none"> * The Student Voice Committee engaged middle schoolers to identify a significant problem and to propose a solution 🗳️ * Annually, the 3rd graders write a persuasive essay to the principal to identify problems and propose solutions. This has resulted in many improvements such as a Buddy Bench, recess in the park, water fountain improvements, and more. 	

Yes	<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>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>From 5 Essentials analysis Student Teacher Trust This area also saw a 9-point decline Stronger in this area during the pandemic Restorative practices support improvements in this area Next Steps Avoid sarcasm Display ideal staff-staff relationships for students to model Follow through with your promise to students</p> <p>Academic Personalism There was only a 1-point decrease in this area There is a tricky balance between personalism and finding ways to develop student's independence. 18% of students said they do not get specific feedback to improve Next Steps Create explicit ways for students to receive feedback and improve their work.</p> <p>Safety This area dropped 9 points from last year. Students feel safe in the classroom with teachers but unsafe in the hallway or bathrooms. Transitions are improving, but there are still students getting hurt Next Steps Student Voice Committee Additional survey data is needed on specific situations in the bathroom or dealing with gossip disaggregated by grade. Implement private safe spaces for students.</p>	<p>* Adjusted ground floor bathroom procedures * Restorative Practices workshop for new staff 8/12/23 * Restorative Practices training for all staff BOY PD * Develop more challenging problems and pathways for high-performing students</p>		


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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
Yes	<p>College and Career Competency Curriculum (C4)</p> <p>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).</p>	<p>* 100% of 8th graders graduated last year</p> <p>Algebra in 8th grade 37/40 8th graders took the Algebra Exit Exam (extremely rigorous) 29/37 (78%) of students who took the AEE passed (76% of all 8th graders) 12/37of students scored a High Pass on the AEE--extraordinary accomplishment</p> <p><u>On-track goal: 90% on-track or almost on-track (Ss with all As, Bs, or Cs and attn above 95%):</u> EOY 2022-23: 83% on-track or almost on-track 66% on-track 17% almost on track 2021-22: 78%. 2018-19: 61.37%. 2017-18: 57.42% 2016-17: 60.20%</p> <p><u>IAR: % of 3-8th graders met or exceeded Common Core State Standards</u> ELA 76% Reading Informational text: 73% Literary Text: 65% Vocabulary: 63% Writing Language conventions: 79% Written expression: 80% Math 54% Additional & Supporting Content: 51% Major Content: 52% Mathematical Reasoning: 63% Modeling Application: 50%</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p>
Yes	<p>Individualized Learning Plans</p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
Yes	<p>Work Based Learning Toolkit</p> <p>Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).</p>	<p>What is the feedback from your stakeholders?</p> <p>Writing is a major strength</p> <p>Black students IAR ELA 60% and IAR Math 30% M/E did very well compared to other, similar schools but a gap still exists with white and Asian students</p> <p>Hispanic students IAR ELA 70% and IAR Math 42% M/E did well compared to other, similar schools but a gap still exists with white and Asian students.</p> <p>More students are on-track or almost on-track than ever before, but we'd like to see it at 90%.</p>	<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
Yes			
N/A	<p>ECCE Certification List</p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		
	<p>PLT Assessment Rubric</p> <p>There is an active Postsecondary Leadership Team (PLT)</p>		

N/A	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).
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

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?


Major initiatives 2023-24 

Branching Minds (required by district)
 Anti-bias, anti-racism (ABAR) PD
 Restorative Practices



Minor initiatives

Aligning ELA: K-5 and 6-8th grades Units of Study v. EL 6-
 Personal restraint training-- Training for SECAs by Nov 1
 K-2 Science curriculum, assessments, and instruction
 Implementation year 2-- Social Studies
 PE assessments and reporting system
 Grading for equity
 Grades 3-5 math fluency expectations and program
 Grades K-5 Illustrative Math adjustments for high-performing students


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

[problems experienced by most students; problems experienced by specific student groups] 


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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Spectrum of Inclusive Partnerships	5Es Involved Families is Green 	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families
Yes	Reimagining With Community Toolkit	<ol style="list-style-type: none"> 1. Family Reading Night 2. Family STEM Night 3. Curriculum Night K-5 4. Curriculum Night 6-8 5. Popsicle Party (back to school event) 6. Kindergarten scavenger hunt (back to school event) 7. New (transfer) student scavenger hunt (back to school event) 8. Family Art Show 9. Family Movie Nights 10. Prescott Parents-- teacher and staff liaisons 11. Prescott Parents (Friends of.. group) 12. Local School Council-- locally elected governing body 13. Bilingual Advisory Council 14. Parent tour guides 15. Parent coaches for athletics 16. Weekly family newsletter 17. Teacher weekly newsletters to families 	5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Yes	Student Voice Infrastructure Rubric	<p>What is the feedback from your stakeholders?</p> <ul style="list-style-type: none"> * Morning Meeting from Responsive Classroom allows for daily student voice.  * Student voice committee functions well and is very ground-up for middle schoolers * Extensive student choice (e.g., choice time, student selection of books, student selection of book club books, student time management options starting in Kinder) * 8th grader presentation of rules to K-5 and at 6-8th assemblies was powerful * Annual 3rd grader persuasive essay proposals to the principal has resulted in many changes/improvements at the school 	Formal and informal family and community feedback received locally. (School Level 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.

The 5 Essentials analysis included discussion among teachers and staff that 4-8th graders perceive sometimes that they don't have choice and yet there are many, many examples of daily choices. Students may define choice as being able to do exactly what they want when they want which is significantly different from ranged or forced choice structures. We have to discuss further to help students understand the meaning of choice. 

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?

Create more opportunities for students to solve student-created problems 
 Create posters to support "math outside of school."
 Find opportunities to share math discussion suggestions across the grades.

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.
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.
Yes	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?

- * Over 80% of 3-8th graders participated in a before or after-school program last year (2022-23) Data and Antibias, Antiracist MTSS at Prescott / SY24 Counseling at Prescott
- * Only about 65% of students of color participated--> the school has to improve recruiting efforts and tailor extra-curriculars to interests of students of color
- * Students of color were over-represented in after-school tutoring programs (Do the Math and Leveled Literacy Intervention)--> how does the school respond to this?
- * Students of color were over-represented in BHT referrals
- * Students of color average attendance was lower--> how can the school help? how can the district help?

What is the feedback from your stakeholders?

- * The Student Voice Committee engaged middle schoolers to identify a significant problem and to propose a solution
- * Annually, the 3rd graders write a persuasive essay to the principal to identify problems and propose solutions. This has resulted in many improvements such as a Buddy Bench, recess in the park, water fountain improvements, and more.

What student-centered problems have surfaced during this reflection?

From 5 Essentials analysis
 Student Teacher Trust
 This area also saw a 9-point decline
 Stronger in this area during the pandemic
 Restorative practices support improvements in this area
 Next Steps
 Avoid sarcasm
 Display ideal staff-staff relationships for students to model
 Follow through with your promise to students

Academic Personalism
 There was only a 1-point decrease in this area
 There is a tricky balance between personalism and finding ways to develop student's independence.
 18% of students said they do not get specific feedback to improve
 Next Steps
 Create explicit ways for students to receive feedback and improve their work.

Safety
 This area dropped 9 points from last year.
 Students feel safe in the classroom with teachers but unsafe in the hallway or bathrooms.
 Transitions are improving, but there are still students getting hurt
 Next Steps
 Student Voice Committee
 Additional survey data is needed on specific situations in the bathroom or dealing with gossip disaggregated by grade.
 Implement private safe spaces for students.

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?

- * Adjusted ground floor bathroom procedures
- * Restorative Practices workshop for new staff 8/12/23
- * Restorative Practices training for all staff BOY PD
- * Develop more challenging problems and pathways for high-performing students

Return to Top Determine Priorities

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

Students...

Student-Teacher Trust-- we want to increase students' perception of trust in their teachers and staff, as evidenced by the 5 Essentials

Resources:

[Determine Priorities Protocol](#)

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

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

As adults in the building, we...

Some students responded Agree but not Strongly Agree on the 5 Essentials. We want to increase the number of Strongly Agree respondents and eliminate the Disagree or Strongly Disagree. The root cause is that some students do not yet feel completely safe at the school-- during academics, SEL, or unstructured activities (bathroom, recess, lunch).

Resources:

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

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

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What is your Theory of Action?

If we....
 ...1. train new teachers and staff in Responsive Classroom
 ...2. continue to operationalize Restorative Practices (Year 2 of implementation)
 ...3. use the Cultivate survey data (if it's functional and timely this year) to gauge progress and make midyear adjustments

then we see....
 ...student perception improvements in Teacher-Student Trust, as evidenced by the 5 Essentials

which leads to...
 ...high student engagement and satisfaction with their holistic learning experience
 ...growth in student GPA
 ...growth in IAR, esp in priority groups such as our African-American, Latino, EL, and DL students.

Resources:

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

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Resources:

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

Team/Individual Responsible for Implementation Plan
 Culture & Climate Team

Dates for Progress Monitoring Check Ins
 Q1 9/27/23 Q3 2/7/24
 Q2 11/1/23 Q4 4/10/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	All SECAs trained in Safety Care	SECAs	November 1, 2023	In Progress
Action Step 1	Train Interventionist in Safety Care	Interventionist	September 1, 2023	Completed
Action Step 2	Train SECAs during PD days and morning prep	SECAs	November 1, 2023	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Common understanding of Anti-Bias, Anti-Racism (ABAR)	Counselor & Interventionist	June 7, 2023	In Progress
Action Step 1	PD at BOY PD	Counselor	August 25, 2023	Completed
Action Step 2	PD on 9/22/23 PD day	Counselor	9/22/23	Select Status
Action Step 3	PD on 10/27/23 PD day	Counselor	10/27/23	Select Status
Action Step 4	PD on 12/22/23 PD day	Counselor	12/22/23	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Infuse ABAR into all instructional plans (content areas and SEL)			Select Status
Action Step 1	Create collective staff agreements Prescott Staff Collective Agreements	Counselor & Interventionist	8/25/23	Completed
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Understand, review, and make plans based on the 5 Essentials			Select Status
Action Step 1	Teachers and staff analyze the results of the 2022-23 SY 5 Essentials	Principal with staff	8/25/23	Completed
Action Step 2	Teachers and staff identify areas of success and for improvement	Principal with staff	8/25/23	Completed
Action Step 3	Create and share with staff a summary of the analysis and next steps	Asst Principal	9/1/23	In Progress
Action Step 4				Select Status
Action Step 5				Select Status

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

SY25 Anticipated Milestones	When initiating or completing a major or minor initiative, the team or staff automatically consider the anti-bias and anti-racist ramifications. Plans, communications, analysis, and assessments are infused with the ABAR model	
SY26 Anticipated Milestones	African-American, Hispanic, LGBTQ+, and diverse learner GPA and IAR results increase as compared to previous cohorts	

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

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

Resources:

[IL-EMPOWER Goal Requirements](#)
 For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
 -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
Improved IAR of African-American and diverse learners.	Yes <input type="checkbox"/>	IAR (Math)	African American				
			Students with an IEP				
Improved GPA of African-American, Hispanic, LGBTQ+, and diverse learners.	Yes <input type="checkbox"/>	3 - 8 On Track	African American				
			Students with an IEP				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	All SECAs trained in Safety Care	Infuse ABAR into all instructional plans (content areas and SEL)	
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Common understanding of Anti-Bias, Anti-Racism (ABAR)	Infuse ABAR into all instructional plans (content areas and SEL)	
<input type="text" value="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
Improved IAR of African-American	IAR (Math)	African American			<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Connectedness & Wellbeing					
Reflection	Root Cause	Implementation Plan								
and diverse learners.		IAK (MIAT)		Select the Priority Foundation to pull over your Reflections here =>			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
Improved GPA of African-American, Hispanic, LGBTQ+, and diverse learners.	3 - 8 On Track		African American			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	
			Students with an IEP			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	All SECAs trained in Safety Care	<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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Common understanding of Anti-Bias, Anti-Racism (ABAR)	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
Select a Practice		<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?

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.
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.
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.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

BHT, the Culture and Climate Team, GLTs, and other teams use an equity lens when analyzing data, making decisions, planning instruction and interventions, and collaborating.

The school had long established a strong MtSS system. The MtSS data show that students are well served but ELs and students of color are over-represented in the MtSS data and behavioral referrals. Of note is that many ELs test out of EL services due to high learning growth.

The 5 Essentials data indicate that students generally feel well supported. There are several sub-areas for the school to work on.

What is the feedback from your stakeholders?

The school is implementing BrM this year as per district directive and already completed one collective training.

Students receive instruction in LRE.

Next steps are to share best practices in writing IEPs and to identify model IEPs to build common expectations and processes in writing IEPs.

What student-centered problems have surfaced during this reflection?

Students generally perceive the curriculum as rigorous and teachers as supportive but not enough feel 100% safe.

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?

Important efforts include the major initiative of Restorative Practices. The school held a learning year in 2021-22 for all staff. Then 2022-23 was Year 1 of implementation. This is Year 2 of implementation to build systems and structures that proactively and reactively allow students to learn to restore relational trust after causing harm to others or themselves. We have learned a lot about how to create such a working system within the CPS frameworks of OSP and reporting requirements. We look forward to seeing additional improvements in student reporting data (5 Essentials and a better-implementation of the UChicago's Cultivate survey this year).

Return to Top Determine Priorities

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

Students...

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...

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....
 ...1. implement Branching Minds as a platform to capture MtSS interventions and their impact on student learning growth
 ...2. implement Restorative Practices as a way to teach students how to respond appropriately when harm has happened

Resources:

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

Inclusive & Supportive Learning Environment

...3. understand collectively and act collectively and individually regarding Anti-Bias and Anti-racism (ABAR) practices

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

then we see....
 * personalized interventions to support individual student learning needs
 * interventions will be culturally sensitive and inclusive

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

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

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

which leads to...
 ...* students caring for each other and themselves as seen on the 5 Essentials and Cultivate data
 ...* increased student learning as seen in student GPA and IAR results.

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	Dates for Progress Monitoring Check Ins
Grade Level Teams (GLTs)	Q1 9/27/23 Q3 2/7/24 Q2 11/1/23 Q4 4/10/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Teacher and staff proficiency with the Branching Mind platform	CPS Branching Mind trainers	November 3, 2023	In Progress
Action Step 1	Staff training	CPS Branching Mind trainers	June 7, 2023	Completed
Action Step 2	Staff training, part II	CPS Branching Mind trainers	August 21, 2023	Completed
Action Step 3	Staff training, part III	CPS Branching Mind trainers	9/22/23	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Teachers use the Branching Mlnds platform for MtSS	Teachers	11/3/23	In Progress
Action Step 1	Teachers have proficiency with the Branching Minds platform	CPS Branching Mind trainers	11/3/23	In Progress
Action Step 2	Teachers build student plans in BrM	Teachers	11/3/23	In Progress
Action Step 3	Teachers know high quality Screening and Progress monitoring tools (CBMS)			Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Teachers analyze progress of students with MtSS plans in BrM	Teachers	1/31/24	In Progress
Action Step 1	Teachers have proficiency with the Branching Minds platform	Teachers	11/3/23	In Progress
Action Step 2	Teachers use the BrM platform for MtSS	Teachers	11/3/23	In Progress
Action Step 3	Teachers use the BrM platform to analyze student learning progress	Teachers	12/22/23	In Progress
Action Step 4	Teachers adjust MtSS plans in BrM based on the the analysis	Teachers	12/22/23	In Progress
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
 100% of teachers are trained on Branching Minds
 100% of teachers use Branching Minds for MtSS
 100% of teachers use Branching Minds to analyze student MtSS plans

SY26 Anticipated Milestones
 Teachers automatically use Branching Minds for MtSS planning, analysis, and adjustments.

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

Indicators of a Quality CIWP: Goal Setting

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 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](#).
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 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:
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 -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
Student GPA increases	Yes	Grades	Overall				
			African American Male				
Student IAR increase 5Essentials Supportive Environment will increase to 60 by SY26	No	5E: Supportive Environment	Overall	46 neutral	50	55	60
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	1. Teacher and staff proficiency with the Branching Mind platform 2. Teachers use the Branching MInds platform for MtSS	100% of teachers are trained on Branching Minds 100% of teachers use Branching Minds for MtSS 100% of teachers use Branching Minds to analyze student MtSS plans	Teachers automatically use Branching Minds for MtSS planning, analysis, and adjustments.
C&I:5 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.	Teachers analyze progress of students with MtSS plans in BrM	Teachers automatically use Branching Minds for MtSS planning, analysis, and adjustments.	Teachers automatically use Branching Minds for MtSS planning, analysis, and adjustments.
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
Student GPA increases	Grades	Overall			Select Status	Select Status	Select Status	Select Status
		African American Male			Select Status	Select Status	Select Status	Select Status
Student IAR increase 5Essentials Supportive Environment will increase to 60 by SY26	5E: Supportive Environment	Overall	46 neutral	50	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices

SY24

Quarter 1

Quarter 2

Quarter 3

Quarter 4

Inclusive & Supportive Learning Environment

<p>I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p>	<p>1. Teacher and staff proficiency with the Branching Mind platform 2. Teachers use the Branching MInds platform for MtSS</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p>	<p>Teachers analyze progress of students with MtSS plans in BrM</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>Select a Practice</p>		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

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)

