CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Resources 🚀

CIWP Team Guidance

Name	Role	Email
Nicholas Guerrero	Principal	Naguerrero@cps.edu
Stephanie Landry	Curriculum & Instruction Lead	Slandry@cps.edu
Rachel Prastitis	Inclusive & Supportive Learning Lead	Rprastitis@cps.edu
Michael Tajchman	Curriculum & Instruction Lead	Mwtajchman@cps.edu
Keri Schroeder	Curriculum & Instruction Lead	Kmschroeder@cps.edu
Philip Cordes	Curriculum & Instruction Lead	Pcordes@cps.edu
Molly Mehl	Connectedness & Wellbeing Lead	Mmehl@cps.edu
Kathryn Smith	Postsecondary Lead	kppicinich@cps.edu
Lindsay Demaray	Connectedness & Wellbeing Lead	lldemaray@cps.edu
Danielle Gilman	Teacher Leader	Dfgilman@cps.edu
Carolina Paredes	AP	cparedes@cps.edu
Melvy Lima	LSC Member	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	4/20/23	9/15/23
Reflection: Curriculum & Instruction (Instructional Core)	4/20/23	9/15/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/20/23	9/15/23
Reflection: Connectedness & Wellbeing	4/20/23	9/15/23
Reflection: Postsecondary Success	4/20/23	9/15/23
Reflection: Partnerships & Engagement	4/20/23	9/15/23
Priorities	4/20/23	9/15/23
Root Cause	4/20/23	9/15/23
Theory of Acton	4/20/23	9/15/23
Implementation Plans	4/20/23	9/15/23
Goals	4/20/23	9/15/23
Fund Compliance	4/20/23	9/15/23
Parent & Family Plan	4/20/23	9/15/23
Approval	9/11/23	9/14/23

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	10/20/23
Quarter 2	12/22/23
Quarter 3	3/22/24
Quarter 4	6/6/24

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

Curriculum & Instruction

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	*[takeaways reflecting most students; takeaways reflecting specific student groups]* ✏️ -IAR ELA: Three year upward trajectory for Meeting and Exceeding Expectations. Currently at 52%; 26% Approached Expectations. -IAR Math Three year upward trajectory for Meeting and Exceeding Expectations. Currently at 40%; 38% Approached Expectations. -Star ELA: For the grades (3rd-6th) that completed the assessment, 67.7% of students were At/Above Benchmark; 13% On Watch. -Star Math: For the grades (4th-8th) that completed the assessment, 71% of students were At/Above Benchmark; 9.2% On Watch. Grades: D/Fs Q1 (25), Q2 (27), Q3 (26), Q4 (31)	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
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
			What is the feedback from your stakeholders?
			
			[feedback trends across stakeholders; feedback trends across specific stakeholder groups] ✏️
			-Identify trends for Areas of Growth for Ravenswood using the data.
			  -5th-8th: decrease of D's and F's (Grading for Equity)
			  -Grade distribution by race: A's is highest among white, Achievement gap between other races
			  -Attendance: decline in attendance with Middle school (student engagement/ culture and climate	

Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		

Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**
			
			[impact on most students; impact on specific student groups] ✏️
			
			-ILT/CC need to continue to meet separate, so they can support their respective GLTs
			-Begin brainstorming what priorities we would like to focus on (2 total)
			  -Brainstorm what practices/goals we should focus on.
			  -Begin developing Theories of Action for each Practice
			-Developing stronger MTSS/Advisory blocks for 5th-8th	

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] ✏️

Lack of differentiation; Lack of developed tier 1 instruction; Lack of Universal Design for Learning Practices.

Inclusive & Supportive Learning Environment

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	*[takeaways reflecting most students; takeaways reflecting specific student groups]* ✏️ -MTSS Team is in the Developing and Fully Operational phases throughout the continuum. -EL: 87% of ELs are not reaching proficiency; 13% are reaching proficiency. -DL: 53 students are in LRE 1; 13 students are in LRE 2	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		
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	**What is the feedback from your stakeholders?** *[feedback trends across stakeholders; feedback trends across specific stakeholder groups]* ✏️	

-Develop stronger co-teaching structures b/t general education and Diverse Learner teachers.
-Provide more PD and supports for ESL instruction; More push in support (modeling, co-teaching, etc.) from ELPT when possible;
-Dedicated blocks of time for MTSS/Interventions.

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

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] ✏️

-GUST Foundation partnership for the entire school.
-Upgrade from 0.5 to 1.0 ELPT for SY24

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] ✏️

Lack of differentiation for DL/EL students; Lack of tier 1 instruction for DL/EL students; Lack of Universal Design for Learning Practices.

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure	[takeaways reflecting most students; takeaways reflecting specific student groups] ✏️ -School Counselor provides weekly SEL learning to students by partnering with teachers. - BHT meets bi-weekly to discuss academics and SEL students needs. - Students are identified and given SEL supports by Social worker or counselor. - MTSS coordinator provides academic supports - Culture and Climate team meet weekly to create school wide initiatives to support Adult and Student SEL needs - Restorative Practices are provided to students in the classroom by the classroom teachers. - Students that need further support meet with the Restorative Justice Coach, students walk through lessons and reflect on their actions. - OST programing is based on student needs and interests. Students receive academic support in ELA and Math. ELL support in academics, Diverse Learners are provided tutoring support in ELA and Math by DL certified teachers. - After school Enrichment: Students have access to sports: Basketball, flag football, volleyball. Arts programing is available as well. - Administration meets with parents to support chronic absences. Administration and teachers collaborate to support academic support for the student and SEL support provided by school counselor.	% 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 Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
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?** [feedback trends across stakeholders; feedback trends across specific stakeholder groups] ✏️ - Cultivate Survey: Agency (30), Belonging (47). The two measures that were lowest. - Reflection: students missing connection to classmates and belonging to the school environment	
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			

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

[problems experienced by most students; problems experienced by specific student groups] ✏️
- How can we increase student/ adult partnership?
- How can we increase students participation in decision-making, problem solving, events and/or initiatives?

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] ✏️
- Currently have a student council that organizes Spirit week.
- Held a GSA (Gender Sexuality Alliance) support group based on student interest to promote acceptance of all people regardless of sexual preference and gender identity or expression.
- Counselor began peer group to support students with problem solving skills. : Increase program to peer support group

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)	[takeaways reflecting most students; takeaways reflecting specific student groups] - Students met Naviance goals and completed assingments to prepare them for College and Career readiness. - Students had opportunities to reflect on career paths using the ILPs - Staff participated in College day: to promote different Universities and programs - Students participated in the District Wide Career Exploration Expo. Students were introduced to a variety of Careers	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
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		
Partially	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	**What is the feedback from your stakeholders?** [feedback trends across stakeholders; feedback trends across specific stakeholder groups] - Cultivate Survey: Growth Mindset (54) students expressed very and extremely motivated to completing classroom tasks. Students believe in their potential for success have a strong influence on their willingness to engage in learning. - On Track Data: 64% of students 3rd to 8th grade are ON TRACK - 100% of 8th graders were accepted to a HS that has a programs that students want to participate in - Students completed the Naviance Lessons, stayed on track and reflected on their future	
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**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] - Student connection to Naviance lessons is unclear to students. - Students are compliant to the Naviance tasks, yet how can they use the information to go beyond the classroom.	
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 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]
- How can we begin to introduce career readiness and success as early as PreK?
- How can we use the Work Base LearningTook Kit to provide students with access to a variety of careers?

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	[takeaways reflecting most students; takeaways reflecting specific student groups] Cultivate Survey: Agency (30), Belonging (47). The two measures that were lowest. - Reflection: students missing connection to classmates and belonging to the school environment - 5 Essentials: Involved Families is Well Organized, Supportive environment: Neutral - Monthly classroom Newsletters are provided to parents in English/Spanish for communication - Active BAC and it supports EL families monthly - Parent committee focuses on organizing cultural celebrations for families to participate after hours - FORs (Friends of Ravenswood), shares school information with families by email, and school website - Parents coach Sports, and participate in school fundraisers - Active LSC and meetings held monthly, in person as well as virtual opportunities	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		

Partially

School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

[Student Voice Infrastructure Rubric](#)

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]
- Parents state they feel welcomed at the school and participate in school fundraisers
- Parents participate in Parent/Teacher conferences
- Parents have been invited to be part of the CIWP committee.
- Principal report is shared with LSC monthly, as well as shared on the school website
- Parents led our Eye for Equity presentations to support parents equity for the community

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]
- How can we increase student participation in LSC, BAC ?
- How can we increase students participation in decision-making, problem solving, events and/or initiatives?

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]
- BAC comittee is small, ELPT is reaching out to parents and organizing presentations to increase parent participation.
- LSC meets monthly, Agenda and calendar dates are shared with the community to help increase school participation

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups]
-IAR ELA: Three year upward trajectory for Meeting and Exceeding Expectations. Currently at 52%; 26% Approached Expectations.
-IAR Math Three year upward trajectory for Meeting and Exceeding Expectations. Currently at 40%; 38% Approached Expectations.
-Star ELA: For the grades (3rd-6th) that completed the assessment, 67.7% of students were At/Above Benchmark; 13% On Watch.
-Star Math: For the grades (4th-8th) that completed the assessment, 71% of students were At/Above Benchmark; 9.2% On Watch.
Grades: D/Fs Q1 (25), Q2 (27), Q3 (26), Q4 (31)

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]
-Identify trends for Areas of Growth for Ravenswood using the data.
  -5th-8th: decrease of D's and F's (Grading for Equity)
  -Grade distribution by race: A's is highest among white, Achievement gap between other races
  -Attendance: decline in attendance with Middle school (student engagement/ culture and climate

What student-centered problems have surfaced during this reflection?

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

Lack of differentiation; Lack of developed tier 1 instruction; Lack of Universal Design for Learning Practices.

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

[impact on most students; impact on specific student groups]

-ILT/CC need to continue to meet separate, so they can support their respective GLTs
-Begin brainstorming what priorities we would like to focus on (2 total)
  -Brainstorm what practices/goals we should focus on.
  -Begin developing Theories of Action for each Practice
-Developing stronger MTSS/Advisory blocks for 5th-8th

Return to Top | **Determine Priorities**

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

Resources: 🚀

Students...

Teachers, Special Education Certified Assistants, and Teacher Assistants have not been able to develop their areas of growth in tier 1 instruction due to a lack of differentiation at the school level. Additionally, distributive leadership practices have not been fully maximized, which has prevented the opportunity to tap into the expertise of staff members.

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?

Resources: 🚀

As adults in the building, we...

noticed professional Development is not adequately differentiated for Tier 1 instruction. This is inhibiting teachers and staff from developing their specific areas of development.

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?

Resources: 🚀

If we....

develop professional learning communities for a variety of tier 1 instructional practices that will target specific areas of development,

then we see....

100% of teachers, SECAs, and TAs engaging and collaborating in differentiated learning across teams and grade levels,

which leads to...

5 Essentials:
Collaborative Teachers: Increase from Strong to Very Strong.
Collaborative responsibility - Increase from 58 to 82
Collaborative Practices - Increase from 52 to 80
Teacher - Teacher Trust - Increase from 75 to 85
Quality Professional Development - Increase from 67 to 85

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.

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 ✏️

Administration/Teacher Leaders/ILT

Dates for Progress Monitoring Check Ins

Q1	10/20/23	Q3	3/22/24
Q2	12/22/23	Q4	6/6/24

	SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1	Collaborative Teachers: Increase from Strong to Very Strong. Collaborative responsibility - Increase from 58 to 66. Collaborative Practices - Increase from 52 to 61 Teacher - Teacher Trust - Increase from 75 to 78 Quality Professional Development - Increase from 67 to 73 Effective Leaders: Increase from Strong to Very Strong Teacher Influence - Increase from 59 to 66. Teacher Principal Trust - Increase from 53 to 62. Instructional Leadership - Increase from 46 to 56. Program Coherence - Increase from 80 to 83.	PLC Leaders, ILT, Administration	End of SY 23-24	In Progress
Action Step 1	Teacher leaders develop PLC topics, goals, benchmarks, and schedules for each PLC for SY24.	ILT, Teacher Leaders, Administration	End of SY 23 and 0 Week	Completed
Action Step 2	Teachers and staff participate in a PLC for their respective area of professional growth.	PLC Leads, staff, administration	Principal Directed PD Days, (six times during SY 24)	In Progress
Action Step 3	PLC leads meet monthly to assess progress in each respective cohort. PLC leads will identify specific goals and supports for each team member within their PLC.	PLC Leads, staff, administration	Monthly PLC meetings	In Progress
Action Step 4	Praise, Question, Suggestion feedback (Ravenswood level) for PLC leads during Principal Directed PD Days.	Administration	Principal Directed PD Days	In Progress
Action Step 5	PLC Leads develop a qualitative survey to solicit feedback re: PLC effectiveness and progress. PLC will reference the Professional Development Rubric from 5Essentials.	PLC Leads, administration	Quaterly	In Progress
Implementation Milestone 2				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Collaborative Teachers: Increase from Strong to Very Strong. By 8 points Collaborative responsibility - Increase from 66 to 74 Collaborative Practices - Increase from 61 to 70 Teacher - Teacher Trust - Increase from 78 to 81 Quality Professional Development - Increase from 73 to 79	✏️
SY26 Anticipated Milestones	Collaborative Teachers: Increase from Strong to Very Strong. Collaborative responsibility - Increase from 74 to 82 Collaborative Practices - Increase from 70 to 80 Teacher - Teacher Trust - Increase from 81 to 85 Quality Professional Development - Increase from 79 to 85	✏️

Goal Setting

Return to Top

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	Numerical Targets [Optional] ✏️		
					SY24	SY25	SY26

Collaborative Teachers: Increase from Strong to Very Strong. Collaborative responsibility - Increase from 58 to 66. Collaborative Practices - Increase from 52 to 61 Teacher - Teacher Trust - Increase from 75 to 78 Quality Professional Development - Increase from 67 to 73	Yes	Other	Overall	Collaborative responsibility - 58 Collaborative Practices - 52 Teacher - Teacher Trust - 75 Quality Professional Development - 67	66 61 73 67	74 70 81 73	82 80 85 85
			NA				
Effective Leaders: Increase from Strong to Very Strong Teacher Influence - Increase from 59 to 66. Teacher Principal Trust - Increase from 53 to 62. Instructional Leadership - Increase from 46 to 56. Program Coherence - Increase from 80 to 83.	Yes	Other	Overall	Teacher Influence - 59 Teacher Principal Trust - 53 Instructional Leadership - 46 Program Coherence - 80	59 53 46 80	66 62 56 83	80 80 76 90
			NA				

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:4 The ILT leads instructional improvement through distributed leadership.	Collaborative Teachers: Increase from Strong to Very Strong. Collaborative responsibility - Increase from 58 to 66. Collaborative Practices - Increase from 52 to 61 Teacher - Teacher Trust - Increase from 75 to 78 Quality Professional Development - Increase from 67 to 73	Collaborative Teachers: Increase from Strong to Very Strong. By 8 points Collaborative responsibility - Increase from 66 to 74 Collaborative Practices - Increase from 61 to 70 Teacher - Teacher Trust - Increase from 78 to 81 Quality Professional Development - Increase from 73 to 79	Collaborative Teachers: Increase from Strong to Very Strong. Collaborative responsibility - Increase from 74 to 82 Collaborative Practices - Increase from 70 to 80 Teacher - Teacher Trust - Increase from 81 to 85 Quality Professional Development - Increase from 79 to 85
C&I:4 The ILT leads instructional improvement through distributed leadership.	Effective Leaders: Increase from Strong to Very Strong Teacher Influence - Increase from 59 to 66. Teacher Principal Trust - Increase from 53 to 62. Instructional Leadership - Increase from 46 to 56. Program Coherence - Increase from 80 to 83.	Effective Leaders: Increase from Strong to Very Strong Teacher Influence - Increase from 66 to 73. Teacher Principal Trust - Increase from 62 to 71. Instructional Leadership - Increase from 56 to 66. Program Coherence - Increase from 83 to 86.	Effective Leaders: Increase from Strong to Very Strong Teacher Influence - Increase from 73 to 80. Teacher Principal Trust - Increase from 71 to 80. Instructional Leadership - Increase from 66 to 76. Program Coherence - Increase from 86 to 90.
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
Collaborative Teachers: Increase from Strong to Very Strong. Collaborative responsibility - Increase from 58 to 66. Collaborative Practices - Increase from 52 to 61 Teacher - Teacher Trust - Increase from 75 to 78 Quality Professional Development - Increase from 67 to 73	Other	Overall	Collaborative responsibility - 58 Collaborative Practices - 52 Teacher - Teacher Trust - 75 Quality Professional Development - 67	66 61 73 67	On Track	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
Effective Leaders: Increase from Strong to Very Strong Teacher Influence - Increase from 59 to 66. Teacher Principal Trust - Increase from 53 to 62. Instructional Leadership - Increase from 46 to 56. Program Coherence - Increase from 80 to 83.	Other	Overall	Teacher Influence - 59 Teacher Principal Trust - 53 Instructional Leadership - 46 Program Coherence - 80	59 53 46 80	On Track	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status

Practice Goals

		Progress Monitoring			
Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:4 The ILT leads instructional improvement through distributed leadership.	Collaborative Teachers: Increase from Strong to Very Strong. Collaborative responsibility - Increase from 58 to 66. Collaborative Practices - Increase from 52 to 61 Teacher - Teacher Trust - Increase from 75 to 78 Quality Professional Development - Increase from 67 to 73	On Track	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Effective Leaders: Increase from Strong to Very Strong Teacher Influence - Increase from 59 to 66. Teacher Principal Trust - Increase from 53 to 62. Instructional Leadership - Increase from 46 to 56. Program Coherence - Increase from 80 to 83.	On Track	Select Status	Select Status	Select Status

Select a Practice

Select Status

Select Status

Select Status

Select Status

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups]

-MTSS Team is in the Developing and Fully Operational phases throughout the continuum.
-EL: 87% of ELs are not reaching proficiency; 13% are reaching proficiency.
-DL: 53 students are in LRE 1; 13 students are in LRE 2

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

-Develop stronger co-teaching structures b/t general education and Diverse Learner teachers.
-Provide more PD and supports for ESL instruction; More push in support (modeling, co-teaching, etc.) from ELPT when possible;
-Dedicated blocks of time for MTSS/Interventions.

What student-centered problems have surfaced during this reflection?

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

Lack of differentiation for DL/EL students; Lack of tier 1 instruction for DL/EL students; Lack of Universal Design for Learning Practices.

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

[impact on most students; impact on specific student groups]

-GUST Foundation partnership for the entire school.
-Upgrade from 0.5 to 1.0 ELPT for SY24

Determine Priorities

Return to Top

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

Students…

Teachers, Special Education Certified Assistants, and Teacher Assistants have not been able to develop their tier 1 DL/EL instructional practices due to a lack of differentiation at the school level. Therefore, EL and DL Students are struggling to consistently access Tier 1 instruction and meet their IEP goals.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we…

Professional Development is not adequately targeted for Tier 1 DL/EL instructional best practices. This is inhibiting teachers and staff from developing their tier 1 instruction.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we….

Provide Professional Development and implement ESL and DL research based instructional practices within Tier 1 instruction and progress monitor all DL/EL students with fidelity.

then we see….

An increase in accessibility for our DL/EL students in tier 1, specifically in instruction, tasks, and assessments.

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.

which leads to...
Which leads to (by SY26)
- 10% of students taking ACCESS reaching proficiency levels

AND AN

Increase 5 Essentials Supportive Environment sub categories:
- Academic Personalism: Weak to Strong
- Student Teacher- Trust: Neutral to Strong

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 ✍️

ELPT/ CM Manager/ Administration

Dates for Progress Monitoring Check Ins

Q1	10/20/23	Q3	3/22/24
Q2	12/22/23	Q4	6/6/24

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 — 10% of students taking ACCESS reaching proficiency levels Increase 5 Essentials Supportive Environment sub categories: Academic Personalism from 38 to 45 Student Teacher from 48 to 52	Teacher Leaders; ILT; Administration; GUST Foundation	End of SY 23-24	In Progress
Action Step 1 Provide DL/Gen-Ed teachers with Professional Development on co-teaching instructional practices for tier 1 instruction. DL Team/GUST PD on developing SMART goals for students with IEPs.	Gust Foundation/Case Manager/Administration	Principal Directed PD days & GLT meetings Gust Montly Meetings	In Progress
Action Step 2 Provide ESL/Gen-Ed teachers with Professional Development on co-teaching instructional practices for tier 1 instruction.	ELPT/ Administration/ OLCE	Principal Directed PD days	In Progress
Action Step 3 Implement five week data progress monitoring cycles to assess MTSS data.	ELPT; Interventionist; BHT; Administration	Monthly GLT meetings	In Progress
Action Step 4 Bilingual Learning Walk to determine the needs for planning, environment and instruction practices by using the EL Walkthrough checklist	Network 2 Team/Administration	BOY, MOY, EOY	In Progress
Action Step 5 Praise, Question, Suggestion feedback (Ravenswood) to assess the implementation of EL/DL instructional practices (monthly).	Administration/ELPT/CM	Monthly	In Progress
Implementation Milestone 2 — - 10% of students taking ACCESS reaching proficiency levels Increase 5 Essentials Supportive Environment sub categories: - Academic Personalism from 45 to 52 - Student Teacher from 52 to 56	Teacher Leaders; ILT; Administration; GUST Foundation	End of SY 24-25	Not Started
Action Step 1 Provide DL/Gen-Ed teachers with Professional Development on co-teaching instructional practices for tier 1 instruction. DL Team/GUST PD on developing SMART goals for students with IEPs.	Gust Foundation/Case Manager/Administration	Principal Directed PD days & GLT meetings Gust Montly Meetings	Not Started
Action Step 2 Provide ESL/Gen-Ed teachers with Professional Development on co-teaching instructional practices for tier 1 instruction.	ELPT/ Administration/ OLCE	Principal Directed PD days	Not Started
Action Step 3 Implement five week data progress monitoring cycles to assess MTSS data.	ELPT; Interventionist; BHT; Administration	Monthly GLT meetings	Not Started
Action Step 4 Bilingual Learning Walk to determine the needs for planning, environment and instruction practices by using the EL Walkthrough checklist	Network 2 Team/Administration	BOY, MOY, EOY	Not Started
Action Step 5 Praise, Question, Suggestion feedback (Ravenswood) to assess the implementation of EL/DL instructional practices (monthly).	Administration/ELPT/CM	Monthly	Not Started
Implementation Milestone 3 — - 10% of students taking ACCESS reaching proficiency levels Increase 5 Essentials Supportive Environment sub categories: - Academic Personalism from 52 to 60 (Weak to Strong) - Student Teacher from 55 to 60 (Neutral to Strong)	Teacher Leaders; ILT; Administration; GUST Foundation	End of SY 25-26	Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 4			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	- 10% of students taking ACCESS reaching proficiency levels	✍️

Increase 5 Essentials Supportive Environment sub categories:
- Academic Personalism from 45 to 52
- Student Teacher from 52 to 56

SY26 Anticipated Milestones

- 10% of students taking ACCESS reaching proficiency levels

Increase 5 Essentials Supportive Environment sub categories:

- Academic Personalism from 52 to 60 (Weak to Strong)
- Student Teacher from 55 to 60 (Neutral to Strong)
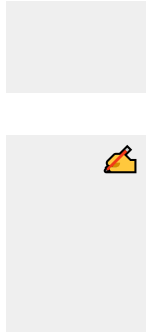
Return to Top | **Goal Setting**

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

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

Performance Goals

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
10% of students taking ACCESS reaching proficiency levels	Yes	ACCESS	English Learners				
			Overall				
Increase 5 Essentials Supportive Environment sub categories: Academic Personalism from 38 to 45 Student Teacher from 48 to 52	Yes	5E: Supportive Environment	English Learners				
			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
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	10% of students taking ACCESS reaching proficiency levels	- 10% of students taking ACCESS reaching proficiency levels	10% of students taking ACCESS reaching proficiency levels
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Increase 5 Essentials Supportive Environment sub categories: Academic Personalism from 38 to 45 Student Teacher from 48 to 52	Increase 5 Essentials Supportive Environment sub categories: - Academic Personalism from 45 to 52 - Student Teacher from 52 to 56	Increase 5 Essentials Supportive Environment sub categories: Academic Personalism from 52 to 60 (Weak to Strong) Student Teacher from 55 to 60 (Neutral to Strong)
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
10% of students taking ACCESS reaching proficiency levels	ACCESS	English Learners			On Track	Select Status	Select Status	Select Status
		Overall			On Track	Select Status	Select Status	Select Status
Increase 5 Essentials Supportive Environment sub categories: Academic Personalism from 38 to 45 Student Teacher from 48 to 52	5E: Supportive Environment	English Learners			On Track	Select Status	Select Status	Select Status
		Students with an IEP			On Track	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	10% of students taking ACCESS reaching proficiency levels	On Track	Select Status	Select Status	Select Status
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Increase 5 Essentials Supportive Environment sub categories: Academic Personalism from 38 to 45 Student Teacher from 48 to 52	On Track	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status