

### 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
Pablo Guzman	Principal	pguzman1@cps.edu
Jeff Heredia	AP	jheredia13@cps.edu
Laura Ferdinandt	Curriculum & Instruction Lead	lmferdinandt@cps.edu
Jennifer Rocque	Teacher Leader	jarocque@cps.edu
Alexandra O'Callaghan	Teacher Leader	araxel@cps.edu
Jose Villasenor	Other [ELPT]	jjvillasenor@cps.edu
Carmen Rangel	Connectedness & Wellbeing Lead	csrangel@cps.edu
Nury Ortega	LSC Member	Nury Ortega
Sherry Nelson	Teacher Leader	ssnelson@cps.edu
Katherine Kreinbring	Postsecondary Lead	kskreinbring@cps.edu
Johan Cece	Parent	jcececastillo@cps.edu
Vianny Reyes	Other [Type In]	

### Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	7/14/23	7/21/23
Reflection: Curriculum & Instruction (Instructional Core)	7/24/23	9/8/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/24/23	9/8/23
Reflection: Connectedness & Wellbeing	7/24/23	9/8/23
Reflection: Postsecondary Success	7/24/23	9/8/23
Reflection: Partnerships & Engagement	7/24/23	9/8/23
Priorities	7/24/23	9/8/23
Root Cause	7/24/23	9/8/23
Theory of Acton	7/24/23	9/8/23
Implementation Plans	7/24/23	9/8/23
Goals	7/24/23	9/8/23
Fund Compliance	7/24/23	9/8/23
Parent & Family Plan	7/24/23	9/8/23
Approval	9/13/23	9/13/23

### SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates	
Quarter 1	10/27/23
Quarter 2	12/22/23
Quarter 3	3/1/24
Quarter 4	5/23/24

**Indicators of a Quality CIWP: Reflection on Foundations**

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

**Resources**

[Reflection on Foundations Protocol](#)

[Return to Top](#)

**Curriculum & Instruction**

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

**References**

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

**Metrics**

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>	<p>All teachers have access to high quality curricular materials through our adoption of the Skyline curriculum. Teachers have received materials needed for teaching Skyline with fidelity and have attended district-wide training for their specific grade and content area. As a result of our adoption of Skyline, all students have access to high-quality, culturally responsive, standards-aligned instruction. This is our first year of our new PK-12 school model, so our ILT will be undergoing a large transformation. We have prioritized curriculum, instruction, connectedness, and wellbeing as our priorities for the next three school years. As a result, our ILT will be formed with staff members who are eager to contribute to the work required to improve instruction, engagement, and school climate. The ILT will be led by our two Lead Coaches. Together with the ILT, the coaches will develop the content for the grade level team meetings (GLTs) so that teachers will engage in ongoing discussions related to Skyline implementation. Through these GLT co-labs, the teachers will focus on instruction and curriculum so that we begin to implement Skyline with fidelity across all grades K-12. In regards to Instruction, our SY23 rigor walks identified a growth opportunity with regards to student engagement. Almost all of our classrooms have prioritized high-quality curriculum (Skyline), but not as many classrooms have focused attention on student engagement levers such as student discourse, productive struggle, and performance-based learning experiences. It is our belief that all of our PK-12 classrooms would benefit from ongoing and deep investigations related to student engagement. Teachers need to be given opportunities to learn and practice engagement strategies, visit colleagues' classrooms to see engagement in other spaces, and reflect on what works and what doesn't work when it comes to student engagement at our school.</p>	<a href="#">iAR (Math)</a> <a href="#">iAR (English)</a> Rigor Walk Data (School Level Data) <a href="#">PSAT (EBRW)</a> <a href="#">PSAT (Math)</a>
Yes	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>		<a href="#">STAR (Reading)</a>
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>	<p><b>What is the feedback from your stakeholders?</b></p> <p>CURRICULUM: All teachers have access to Skyline curricular resources, however the implementation of those resources is not consistent from PK-12. Some teachers have fully engaged in the work required to implement Skyline while some others have been skeptical or slow to transition to the new curriculum. Additionally, Skyline SLA was just published, so the K-5 Dual Language teachers are less experienced with the Skyline materials than their monolingual counterparts. Teachers have expressed mixed feelings about Skyline in general. They appreciate that it is culturally relevant and they have noticed students have been more engaged, especially with the literature selections for the ELA curriculum. However, teachers have expressed concerns that the teacher facilitation guides are way too involved to digest while planning. They've also mentioned that it is often challenging to fit all of the content into the allotted amount of time for each subject area. As a result of these conversations, our ILT will focus on ways to support teachers in tackling the curricular guides and determining how to select which parts of the lesson to teach and which parts can be truncated or eliminated. The GLT co-labs will provide sheltered time for teachers to engage in this planning work and discuss with one another how best to tackle the curriculum.</p> <p>INSTRUCTION: Teachers have worked hard in the last year helping students acclimate to life after Covid-19. Students who spent most of SY21 and SY22 learning online came back in the fall of 2022 and many struggled to adjust to the in-person expectations of school. Teachers maintained high expectations for students, however students were not always prepared to persevere or take responsibility for their learning. Much of SY23 was spent re-establishing overall expectations for student participation and productivity. As we begin SY24, we want to prioritize building student capacity around their own engagement. We want to empower teachers to create strong practices in their classrooms so that students are motivated to work hard and exceed expectations. We want classroom spaces to be interactive, exploratory, and driven by students. Teachers will develop</p>	<a href="#">STAR (Math)</a> <a href="#">iReady (Reading)</a> <a href="#">iReady (Math)</a> <a href="#">Cultivate</a> <a href="#">Grades</a> <a href="#">ACCESS</a> <a href="#">TS Gold</a> <a href="#">Interim Assessment Data</a>
Partially	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>		
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.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development Guide</a>		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>		

**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.

As mentioned earlier, students are still adjusting to life after Covid-19. While teachers tried to maintain high levels of learning during remote and hybrid instruction, the simple fact is that students got used to the slower pace and lower productivity inherent to online learning. Reestablishing expectations and rebuilding student stamina was critical as we

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

Our instructional priorities go hand-in-hand with our SEL priorities because both areas impact the student experience at Spry. Teachers are implementing Calm Classroom across PK-12, which has a positive impact on the classroom atmosphere. Welcoming, inviting classroom spaces allow students to feel comfortable enough to take risks and engage in the content. Through our continued efforts to prioritize Restorative Practices, students are learning that their voice has an impact on the classroom and school community. The Skyline curriculum is more culturally-relevant than previous curriculums and that allows students to access their own experiences through the curriculum itself. All of these priorities work in conjunction with one another to create a more meaningful, connected, and productive school environment for all students and staff.

transitioned back to full-time in-person instruction. SY23 (last year) was really the first "normal" school year students experienced since SY19. We've noticed significant concerns regarding student stamina, perseverance, and commitment to their learning. We've recognized that students have a difficult time with executive functioning skills, time management, and completion of assignments. Students have experienced gaps in learning that have resulted in knowledge and skill deficits. Many students still struggle to understand their role in the school community, causing them to make choices that have a negative impact on the learning environment. The impact of the pandemic has been catastrophic and far-reaching. Our instructional goals will help to address these concerns by establishing and maintaining high expectations for students while supporting them in their growth.

[Return to Top](#) **Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>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.</p> <p><a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a></p>	<p>We had a strong MTSS Committee last year, and we have our new committee in place for SY24. We have completed and submitted our MTSS continuum reflection to guide us in areas of growth for this year. We definitely want to grow in our ability to deliver and document high quality interventions. All elementary teachers from SY23 have been trained on Branching Minds. We will complete another training session for all teachers this fall. Not all teachers were able to conduct a Tier 2 or Tier 3 intervention within their teaching schedule. Those who did have an intervention group attempted to use Branching Minds, but we saw varying levels in the quality of goal setting, progress monitoring and data quality. We are still becoming familiar with the platform and the correct way to enter our interventions. Another challenge was having access to approved interventions from the Branching Minds library, as most were not free. During our MTSS periods (7-8th has an hour, 4-6th has an hour), students are placed in the appropriate group based on their needs with the appropriate certified staff. Some students focused on one content the whole year, while others switched between math and reading. For students who were at or above grade level, we developed opportunities for them to grow and explore interesting topics and/or activities. A strength that we observed is that we were able to serve many more students with intervention support through the work of our four CPS tutors.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data) <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a> <a href="#">ACCESS</a> <a href="#">MTSS Academic Tier Movement</a></p>
Partially	<p>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><a href="#">MTSS Integrity Memo</a></p>		
Yes	<p>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.</p> <p><a href="#">LRE Dashboard Page</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>There continues to be conversations regarding the quality of the skyline resources and how to close the gaps in foundational knowledge while continuing to deliver Skyline curriculum with fidelity. Our family and guardian stakeholders overall expressed satisfaction with our case management and diverse learner teacher collaborations. We completed paperwork and meetings according to protocols, and did extensive outreach to families that are difficult to reach for response and involvement. We did have several quite complicated cases last year, and the team rallied to provide the best support possible, in the least restrictive environment. In terms of our Dual Language and Bilingual programs, we have a Bilingual Parent committee where they have an opportunity to participate and also receive training relevant to the school's programs and student progress.</p>	<p><a href="#">Quality Indicators of Specially Designed Curriculum</a> <a href="#">EL Program Review Tool</a></p>
Yes	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p> <p><a href="#">IDEA Procedural Manual</a></p>		
Yes	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p> <p><a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a></p>		
Yes	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>	<p><b>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?</b></p> <p>For the last three years (including this year) we have built in a dedicated MTSS block of time in teacher schedules for 4-8th grades. This has allowed us to use our teachers and tutors to work with intentionally grouped students based off of data from Star360. The last two years we have had a dedicated MTSS Coordinator who has really been able to strategically group students pair teachers with those groups. This has helped MTSS to be more targeted. We also benefitted from the work of CPS Tutor Corps tutors, who served approximately 36 students K-5 in reading (Spanish and English) and 40 students in math (6-8). Our bilingual tutors definitely increased student access to the material and helped them advance toward grade level performance. This year, we anticipate using our tutors strategically to help serve our newcomers, in addition to staff interventions and supports.</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.

One of the student-centered problems we encountered last year is a lack of motivation and engagement during our MTSS blocks of time. One strategy we tried that was successful was implementing an elective "WooHoo" Wednesday, where the MTSS teachers and interventionists offered a different course on Wednesday, and students had that "menu" to choose from. Some of our Wednesday activities included a soccer club, earring making, cheer club, yoga, film discussion, and much more. The students really looked forward to those days, so we will continue with some form of elective options. The MTSS committee will also explore using the MTSS block of time in different ways -- perhaps incorporating some writing across the board, or independent reading time with incentives. In order to best serve our students, we know we need timely and accurate feedback / data on their progress. Some of the problems that surfaced are that teachers and tutors providing MTSS instruction do not have a consistent practice of entering the intervention plan and tools correctly or progress monitoring their students with fidelity. We would like to improve upon that, and the MTSS committee is ready to support this goal. We just began using Branching Minds this past year 3rd quarter, and I think with more practice and support, our teachers will find it easier to use correctly. We also are developing our own knowledge of which interventions best suit our students and are accessible to us. With Amira and Freckle, this will add more tools for us to use in the classroom and in intervention time.

[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
---	------------	---	---------



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

After a review of attendance, behavior, Cultivate, 5 Essentials, MTSS and After School Enrichment program data, the key takeaway is that we are in a very unique and advantageous position to not only build on the common strengths and areas of growth at both the HS and Elementary School level, but we have the opportunity to learn from each other on how to develop and improve areas of growth at the high school level that the elementary school is thriving in and vice-versa. In order to leverage the collective capacity of the entire Spry staff and learn from each other we will need to continue to focus on building the relational trust among all staff members while also creating the time and space for collaboration and learning to take place.

A metric that was reviewed that leads to the conclusion that we are primed to engage in this work is the EOY 5 Essentials data in which there was significant growth of teacher-to-teacher, teacher-to-principal trust from 21-22 to 22-23. Having the team of teaching and support staff trusting each other and leadership creates an environment in which difficult conversations can take place and improvements flourish.

In addition to the trusting relationship between the adults, students at all levels also reported having high levels of trust in their teachers as well as feeling that their teachers care for and respect them.

An area where all students surveyed reported we can do better is building strong peer-to-peer relationships and creating an environment that feels physically and emotionally safe in which restorative approaches to discipline address root causes of conflict among peers, repairs harm and are opportunities of learning and relationship building.

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

**Students:**  
Based on 5Essential Data, the majority of students at both the high school and elementary school levels report having positive and trusting relationships with their teachers; however students also reported less positive interactions and relationships with peers. Students at both levels also report having concerns regarding physical and emotional safety related to taking academic risks in the classroom. Students at the elementary school level have low scores on the Growth Mindset and Academic Risk Taking metrics located on the Cultivate data. On the supplemental measure "School Safety both HS and ES students also report high levels of worry about crime and violence within the school.

**Teachers:**  
According to the 2022-23 5 Essentials data, Teacher to Teacher Trust and Teacher-Principal Trust are Very Strong at both the ES and HS level with large increases from 21-22 to 22-23. A high percentage of teachers at both the HS and ES levels also reported concerns regarding disorder in the classroom and hallways, disrespect towards teachers by students and threats of violence towards teachers. Physical conflicts between peers was also a significant concern among elementary school staff.

**Community:**  
Although we do not have quantitative data on the perceptions of the school from the community. It is believed that there is a misconception or negative image of the work being done and have heard from students that attend the high school from other schools and from within Spry Elementary school that Spry HS is not a quality choice for 8th grade students because of low rigor, behavior challenges and disorganization.

- [% 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](#)

**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.

**Attendance:**  
A high level of Chronic Absentism (ES 30%/HS72%) and Chronic Truancy (ES 23%/HS 80%) at both the high school and elementary school level.  
At the high school level female high school students had a lower daily attendance rate compared to their male counterparts (femal/59% male 67%) as well as ELL students (62%) compared to non ELL students (65%).  
At the ES, attendance rates for students with IEP's (87%) and non ELL students (88%) were the two groups below the school average of 90%.

**Behavior:**  
A high percentage of incidents resulting in suspensions (29%) at the high school level. Males students made up 82 of the 98 incident reports recorded in aspen and had a suspension rate of 23%, female students had fewer incidents recorded in Aspen (16) but higher suspension rate of 67%.  
A low number of incidents logged at the ES level (3) in which 2 results in suspension.  
A lack of MTSS data related to interventions for students logged into Branching Minds at both the High School and Elementary School.

**Survey Data**  
Both at the HS and ES level 5 Essentials Data Teacher Safety and School Safety have scores of Weak  
Building Classroom Community was a top 3 "Prioritized Learning Conditon" for both the ES and HS.

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

At the beginning of the 2022-23 school Spry Community Links High School and John Spry Elementary school merged into one school. In many ways the two schools continued to operate as separate entities however the work began to identify how this merger could be an opportunity to share resources, practices, identity and physical space. The Spry Elementary School build underwent significant renovations over the summer of 2023 in preparation of housing the high school students, classes and staff on the third floor.

As we open the 2023-24 school year all elementary and high school students are in now housed in one building, staff meetings are taking place that include members of both the HS and ES, resources like administrators, instructional coaches, office staff, the parent advocate, restorative practice coordinator, student service advocate, dean and security guards have all taken on more responsibility and are all committed to serving all Spry students, a much larger group of students then previously asked.

This year we have also started the process of consolidating teams where it makes sense including the BHT and CCT where in the past each entity had their own teams that operated in isolation and were only focused on their group of students and identified initiatives and resources that were not shared with staff or students at the other school.

Since we are in the beginning stages of making these changes, the impact may not be something that can be quantified yet but it has created an environment that feels more collaborative, collegial and positive in all spaces of the school. We are still focused on building that shared identity and building the relational trust among all staff members PreK-12th grade.


It's our belief that by sharing our resources, expertise and building on the collective efficacy of the school community we will address the barriers and obstacles that our students furthest from opportunity are facing.

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	<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><a href="#">College and Career Competency Curriculum (C4)</a></p>	<p>We use the One Goal curriculum and CPS tracking system- Learn, Plan, Succeed in these classes. Students create their ILPs mostly in One Goal classes, but with the support of their English teachers. We also have a PSLT which meets bi-weekly. Our Senior team also addresses Post-Secondary topics and needs during every other Senior Team Meeting. I do think we now have the potential to stretch these ideas down into the 6th-8th grade classrooms to instill a greater going to college/ trade school mentality amongst students. We do connect students to work based experiences, but these should be increased and streamlined throughout the school. We will be implimentign career based curriculum in all of our classes this year.</p>	<p><a href="#">Graduation Rate</a></p> <p><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a></p> <p><a href="#">3 - 8 On Track</a></p>
Yes	<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><a href="#">Individualized Learning Plans</a></p>		<p><a href="#">Learn, Plan, Succeed</a></p> <p><a href="#">% of KPIs Completed (12th Grade)</a></p> <p><a href="#">College Enrollment and Persistence Rate</a></p>
Partially	<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><a href="#">Work Based Learning Toolkit</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Parents want information on 4th year options to be clear and written out for them. There should be more emphasis on post secondary in 6-8. They like this opportunity for students to get a free year of college.</p>	<p><a href="#">9th and 10th Grade On Track</a></p> <p><a href="#">Cultivate (Relevance to the Future)</a></p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
Yes	<p>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).</p>		
Yes	<p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p> <p><a href="#">ECCE Certification List</a></p>		
Yes	<p>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).</p> <p><a href="#">PLT Assessment Rubric</a></p>	<p><b>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?</b></p> <p>We are growing our Post-Secondary 4th year option. This allows all of our students, including undocumented students, to attend college for free and with our support.</p>	
Partially	<p>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).</p> <p><a href="#">Alumni Support Initiative One Pager</a></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.

Student desire to continue with their education after school has been on a decrease. Building engagement in learning will increase student's overall interest in being life long learners. 

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p> <p><a href="#">Spectrum of Inclusive Partnerships</a></p>	<p>Throughout the challenging process of merging the two schools, elementary and high school, realtional trust among all stakeholders has increased. Community partnerships are ongoing and some new ones have been added, e.g. Enlace and Erikson. New initiatives such as Coffee with the Principal meetings, Parent Mentors program and parent volunteers group have enriched and fortified relationships within the school community.</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p><a href="#">Reimogining With Community Toolkit</a></p>		<p><a href="#">5E: Supportive Environment</a></p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p>

No	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles &amp; CIWP).</p> <p style="text-align: right;"><a href="#">Student Voice Infrastructure Rubric</a></p>

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

Although some improvements have been made in the area of engaging students and families, data from surveys such as cultivate and the 5essentials shows that there are still areas that require attention. These include leveraging parents as partners and fostering student voice to increase a sense of ownership in the educational process. 🍌

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

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

**What 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.

Inconsistent implementation of systems, structures and supports around SEL instruction and school-wide expectations have resulted in student disengagement. 🍌

**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?**

Woo-hoo Wednesdays (electives period) was highly praised by both students and staff and proved to be successful in increasing student connectedness. Plans are already in the works to build upon this success. One group of students that pose a unique set of challenges are the refugee/newcomers. We continue to investigate the best ways to differentiate for their needs. 🍌

Jump to... [Priority Reflection](#) [TOA Root Cause](#) [Goal Setting Implementation Plan](#) [Progress Monitoring](#)

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

## Curriculum & Instruction

### Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

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

All teachers have access to high quality curricular materials through our adoption of the Skyline curriculum. Teachers have received materials needed for teaching Skyline with fidelity and have attended district-wide training for their specific grade and content area. As a result of our adoption of Skyline, all students have access to high-quality, culturally responsive, standards-aligned instruction.

This is our first year of our new PK-12 school model, so our ILT will be undergoing a large transformation. We have prioritized curriculum, instruction, connectedness, and wellbeing as our priorities for the next three school years. As a result, our ILT will be formed with staff members who are eager to contribute to the work required to improve instruction, engagement, and school climate. The ILT will be led by our two Lead Coaches. Together with the ILT, the coaches will develop the content for the grade level team meetings (GLTs) so that teachers will engage in ongoing discussions related to Skyline implementation. Through these GLT co-labs, the teachers will focus on instruction and curriculum so that we begin to implement Skyline with fidelity across all grades K-12.

In regards to Instruction, our SY23 rigor walks identified a growth opportunity with regards to student engagement. Almost all of our classrooms have prioritized high-quality curriculum (Skyline), but not as many classrooms have focused attention on student engagement levers such as student discourse, productive struggle, and performance-based learning experiences. It is our belief that all of our PK-12 classrooms would benefit from ongoing and deep investigations related to student engagement. Teachers need to be given opportunities to learn and practice engagement strategies, visit colleagues' classrooms to see engagement in other spaces, and reflect on what works and what doesn't work when it comes to student engagement at our school.

What is the feedback from your stakeholders?

**CURRICULUM:** All teachers have access to Skyline curricular resources, however the implementation of those resources is not consistent from PK-12. Some teachers have fully engaged in the work required to implement Skyline while some others have been skeptical or slow to transition to the new curriculum. Additionally, Skyline SLA was just published, so the K-5 Dual Language teachers are less experienced with the Skyline materials than their monolingual counterparts.

Teachers have expressed mixed feelings about Skyline in general. They appreciate that it is culturally relevant and they have noticed students have been more engaged, especially with the literature selections for the ELA curriculum. However, teachers have expressed concerns that the teacher facilitation guides are way too involved to digest while planning. They've also mentioned that it is often challenging to fit all of the content into the allotted amount of time for each subject area. As a result of these conversations, our ILT will focus on ways to support teachers in tackling the curricular guides and determining how to select which parts of the lesson to teach and which parts can be truncated or eliminated. The GLT co-labs will provide sheltered time for teachers to engage in this planning work and discuss with one another how best to tackle the curriculum.

**INSTRUCTION:** Teachers have worked hard in the last year helping students acclimate to life after Covid-19. Students who spent most of SY21 and SY22 learning online came back in the fall of 2022 and many struggled to adjust to the in-person expectations of school. Teachers maintained high expectations for students, however students were not always prepared to persevere or take responsibility for their learning. Much of SY23 was spent re-establishing overall expectations for student participation and productivity. As we begin SY24, we want to prioritize building student capacity around their own engagement. We want to empower teachers to create strong practices in their classrooms so that students are motivated to work hard and exceed expectations. We want classroom spaces to be interactive, exploratory, and driven by students. Teachers will develop

What student-centered problems have surfaced during this reflection?

As mentioned earlier, students are still adjusting to life after Covid-19. While teachers tried to maintain high levels of learning during remote and hybrid instruction, the simple fact is that students got used to the slower pace and lower productivity inherent to online learning. Reestablishing expectations and rebuilding student stamina was critical as we transitioned back to full-time in-person instruction. SY23 (last year) was really the first "normal" school year students experienced since SY19. We've noticed significant concerns regarding student stamina, perseverance, and commitment to their learning. We've recognized that students have a difficult time with executive functioning skills, time management, and completion of assignments. Students have experienced gaps in learning that have resulted in knowledge and skill deficits. Many students still struggle to understand their role in the school community, causing them to make choices that have a negative impact on the learning environment. The impact of the pandemic has been catastrophic and far-reaching. Our instructional goals will help to address these concerns by establishing and maintaining high expectations for students while supporting them in their growth.

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

Our instructional priorities go hand-in-hand with our SEL priorities because both areas impact the student experience at Spry. Teachers are implementing Calm Classroom across PK-12, which has a positive impact on the classroom atmosphere. Welcoming, inviting classroom spaces allow students to feel comfortable enough to take risks and engage in the content. Through our continued efforts to prioritize Restorative Practices, students are learning that their voice has an impact on the classroom and school community. The Skyline curriculum is more culturally-relevant than previous curriculums and that allows students to access their own experiences through the curriculum itself. All of these priorities work in conjunction with one another to create a more meaningful, connected, and productive school environment for all students and staff.

[Return to Top](#)

### Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

have grown unaccountable for their learning over time, especially as a result of the extended remote learning that took place during Covid-19. Our staff will utilize research-based, culturally responsive practices in order to prioritize raising student expectations, specifically in the areas of student engagement and participation in classroom activities. By establishing high levels of student engagement, we will see improvements in student perseverance, stamina, executive functioning, and accountability.



Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

[Return to Top](#)

### Root Cause

Resources: 

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

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

As adults in the building, we...

have adopted the Skyline curriculum, but the implementation is inconsistent across K-12. We have created a few methods of boosting student engagement in class, but those methods are not applied consistently and do not always increase student stamina, perseverance, and accountability for learning. We do not have universal expectations for student engagement



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.



accountability for learning, we do not have universal expectations for student engagement in lessons/units, nor do we have universal methods for engaging students in learning.

The root cause is based on evidence found when examining the student-centered problem.  
 Root causes are specific statements about adult practice.  
 Root causes are within the school's control.

[Return to Top](#) **Theory of Action**

**What is your Theory of Action?**

If we....  
 provide students with a high quality educational experiences using instructional resources and strategies that are culturally responsive, standards based, and rigorous



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.

then we see....  
 students more engaged in the classroom



which leads to...  
 more students on grade level, higher student achievement, and higher self-efficacy which will result in further academic success



[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**

Laura Ferdinandt, Alex O'Callaghan, Jennifer Rocque, ILT

**Dates for Progress Monitoring Check Ins**

Q1 10/27/23 Q3 3/1/24  
 Q2 12/22/23 Q4 5/23/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Curriculum - ILT will develop the content for 3 Skyline co-labs during SY24.	ILT, Lead Coaches	June 2024	Not Started
<b>Action Step 1</b>	convene ILT and introduce concept and cadence of co-labs	Lead Coaches	September 2023	In Progress
<b>Action Step 2</b>	develop PL calendar for co-labs, including dates, topics of focus, and how co-labs will be delivered (emphasizing distributed leadership when possible)	ILT	September 2023	Not Started
<b>Action Step 3</b>	develop and deliver co-lab #1	Lead Coaches, Team Leads	December 1, 2023	Not Started
<b>Action Step 4</b>	develop and deliver co-lab #2	Lead Coaches, Team Leads	February 1, 2024	Not Started
<b>Action Step 5</b>	develop and deliver co-lab #3	Lead Coaches, Team Leads	May 1, 2024	Not Started
<b>Implementation Milestone 2</b>	Curriculum - Alongside the ILT created co-labs for Skyline, teachers will participate in individualized coaching, data conversations, classroom observations, and reflective conversations to help support growth	ILT, Lead Coaches	June 2024	Not Started
<b>Action Step 1</b>	identify which teachers will receive individualized coaching and develop a coaching schedule that includes ongoing observations, modeling, feedback, and reflection	Lead Coaches	September 2023	In Progress
<b>Action Step 2</b>	Utilize our external coach from Teaching Labs to leverage an ELA and SLA coaching for Grades K-8 for Skyline Curriculum	Teaching Labs coach, ES Lead Coach	September 2023	In Progress
<b>Action Step 3</b>	Data and reflective conversations will be planned and delivered at grade level and ILT meetings.	Lead Coaches, ILT	September 2023- 6/1/2024	In Progress
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Instruction - The ILT will work to identify, compile, and share highly engaging instructional strategies that focus on questioning and discussion techniques to improve student discourse and increase engagement in classroom lessons.	ILT	June 2024	Not Started
<b>Action Step 1</b>	Identify the engaging instructional activities.	ILT	October 2023	In Progress
<b>Action Step 2</b>	Compile engaging instructional activities in a folder that teachers can access.	ILT	November 2023	Not Started
<b>Action Step 3</b>	Deliver PD on instructional strategies.	ILT	February 2024	Not Started
<b>Action Step 4</b>	During peer observations, coaching observations, and reflective conversations, highlight and celebrate when questioning and discussion strategies are being used	ILT	October 2023- 6/1/2024	Not Started
<b>Action Step 5</b>				Select Status



<b>Implementation Milestone 4</b>	All classrooms will leverage research-based, culturally responsive practices to ensure the learning environment meets the conditions that are needed for students to learn both academic and executive functioning skills such as stamina, perseverance, and accountability for work	ILT	June 2024	Not Started
<b>Action Step 1</b>	Identify research-based, culturally responsive practices to highlight for the 23-24 school year	ILT	October 2023	In Progress
<b>Action Step 2</b>	Access resources and/or publications to dive into culturally responsive practices.	ILT	November 2023	Not Started
<b>Action Step 3</b>	Create and share practices through PD and/or grade-level meetings	ILT	March 2024	Not Started
<b>Action Step 4</b>	During peer observations, coaching observations, and reflective conversations, highlight and celebrate when culturally-responsive strategies are being used	ILT	October 2023- 6/1/2024	Not Started
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**  
 In SY25, we plan to focus our professional learning on utilizing Checkpoint to help teachers maximize the capabilities available on that platform. This will help teachers plan more effective lessons and units because they'll be able to respond to student skill strengths and deficits. Additionally, we will continue to explore culturally-responsive strategies that will be able to boost student engagement, stamina, perseverance, and accountability for work. 🍌

**SY26 Anticipated Milestones**  
 In SY26, we will develop a system that can be used to support new staff with Skyline and Checkpoint. Since our existing staff will have benefitted from two years of ongoing professional learning, we will want any new staff that joins our team to have the same comfort with the curriculum and instructional practices. 🍌

**Return to Top Goal Setting**

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

**Resources:** 🍌

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

**Performance Goals**

Specify the Goal 🍌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🍌	Numerical Targets [Optional] 🍌		
					SY24	SY25	SY26
ES - On the 2023 Winter Cultivate Survey, the Learning Conditions of Classroom Community and Meaningful Work had difference scores of 39 and 34 respectively. These scores will increase over the next 3 years to 55 and 50 respectively as evident on the 2026 Spring Cultivate Survey.	Yes	Cultivate	Overall	Classroom Community 39 Meaningful Work 34	Classroom Community 44 Meaningful Work 39	Classroom Community 50 Meaningful Work 44	Classroom Community 55 Meaningful Work 50
HS - On the 2023 Winter Cultivate Survey, the Learning Conditions of Classroom Community and Meaningful Work had difference scores of 45 and 17 respectively. These scores will increase over the next 3 years to 60 and 50 respectively as evident on the 2026 Spring Cultivate Survey.			Overall	Classroom Community 45 Meaningful Work 17	Classroom Community 50 Meaningful Work 25	Classroom Community 55 Meaningful Work 40	Classroom Community 60 Meaningful Work 50
ES - During the 2022-2023 school year Spry ES averaged 101 out of 250 students (40%) earning a D or an F in one or more of their classes after each grading cycle. This number will decrease to an average of 30% by 2026.	Yes	Grades	Overall	40%	38%	34%	30%
HS - During the 2022-2023 school year Spry High School averaged 55 out of 78 students (71%) earning a D or an F in one or more of their classes after each grading cycle. This number will decrease to an average of 50% by 2026.			Overall	71%	65%	60%	50%

**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.	By the end of SY24, the ILT will have identified and acquired resources for culturally responsive, research-based pedagogy.	By the end of SY25, staff will be trained and show mastery in at least 3 research-based culturally responsive practices.	By the end of SY26, the ILT will identify additional practices and resources to supplement those already mastered.
C&I:4 The ILT leads instructional improvement through distributed leadership.	By the end of SY24, ILT Team Leads (not coaches) will have facilitated at least grade level meetings.	By the end of SY25, ILT Team Leads will have planned and facilitated the content for one Principal Directed PD Day and will have facilitated at least three grade level team meetings.	By the end of SY26, 50% of the ILT will be new members. This will increase the distributed leadership across the building.
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
ES - On the 2023 Winter Cultivate Survey, the Learning Conditions of Classroom Community and Meaningful Work had difference scores of 39 and 34 respectively. These scores will increase over the next 3 years to 55 and 50 respectively as evident on the 2026 Spring Cultivate Survey.	Cultivate	Overall	Classroom Community 39 Meaningful Work 34	Classroom Community 44 Meaningful Work 39	Select Status	Select Status	Select Status	Select Status
		Overall	Classroom Community 45 Meaningful Work 17	Classroom Community 50 Meaningful Work 25	Select Status	Select Status	Select Status	Select Status
HS - On the 2023 Winter Cultivate Survey, the Learning Conditions of Classroom Community and Meaningful Work had difference scores of 45 and 17 respectively. These scores will increase over the next 3 years to 60 and 50 respectively as evident on the 2026 Spring Cultivate Survey.	Grades	Overall	40%	38%	Select Status	Select Status	Select Status	Select Status
		Overall	71%	65%	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: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.	By the end of SY24, the ILT will have identified and acquired resources for culturally responsive, research-based pedagogy.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	By the end of SY24, ILT Team Leads (not coaches) will have facilitated at least grade level meetings.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

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

After a review of attendance, behavior, Cultivate, 5 Essentials, MTSS and After School Enrichment program data, the key takeaway is that we are in a very unique and advantageous position to not only build on the common strengths and areas of growth at both the HS and Elementary School level, but we have the opportunity to learn from each other on how to develop and improve areas of growth at the high school level that the elementary school is thriving in and vice-versa. In order to leverage the collective capacity of the entire Spry staff and learn from each other we will need to continue to focus on building the relational trust among all staff members while also creating the time and space for collaboration and learning to take place.

A metric that was reviewed that leads to the conclusion that we are primed to engage in this work is the EOY 5 Essentials data in which there was significant growth of teacher-to-teacher, teacher-to-principal trust from 21-22 to 22-23. Having the team of teaching and support staff trusting each other and leadership creates an environment in which difficult conversations can take place and improvements flourish.

In addition to the trusting relationship between the adults, students at all levels also reported having high levels of trust in their teachers as well as feeling that their teachers care for and respect them.

An area where all students surveyed reported we can do better is building strong peer-to-peer relationships and creating an environment that feels physically and emotionally safe in which restorative approaches to discipline address root causes of conflict among peers, repairs harm and are opportunities of learning and relationship building.

What is the feedback from your stakeholders?

**Students:**  
 Based on 5Essential Data, the majority of students at both the high school and elementary school levels report having positive and trusting relationships with their teachers; however students also reported less positive interactions and relationships with peers. Students at both levels also report having concerns regarding physical and emotional safety related to taking academic risks in the classroom. Students at the elementary school level have low scores on the Growth Mindset and Academic Risk Taking metrics located on the Cultivate data. On the supplemental measure "School Safety both HS and ES students also report high levels of worry about crime and violence within the school.

**Teachers:**  
 According to the 2022-23 5 Essentials data, Teacher to Teacher Trust and Teacher-Principal Trust are Very Strong at both the ES and HS level with large increases from 21-22 to 22-23. A high percentage of teachers at both the HS and ES levels also reported concerns regarding disorder in the classroom and hallways, disrespect towards teachers by students and threats of violence towards teachers. Physical conflicts between peers was also a significant concern among elementary school staff.

**Community:**  
 Although we do not have quantitative data on the perceptions of the school from the community. It is believed that there is a misconception or negative image of the work being done and have heard from students that attend the high school from other schools and from within Spry Elementary school that Spry HS is not a quality choice for 8th grade students because of low rigor, behavior challenges and disorganization.

What student-centered problems have surfaced during this reflection?

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

**Attendance:**  
 A high level of Chronic Absentism (ES 30%/HS72%) and Chronic Truancy (ES 23%/HS 80%) at both the high school and elementary school level.  
 At the high school level female high school students had a lower daily attendance rate compared to their male counterparts (femal/59% male 67%) as well as ELL students (62%) compared to non ELL students (65%).  
 At the ES, attendance rates for students with IEP's (87%) and non ELL students (88%) were the two groups below the school average of 90%.

**Behavior:**  
 A high percentage of incidents resulting in suspensions (29%) at the high school level.  
 Males students made up 82 of the 98 incident reports recorded in aspen and had a suspension rate of 23%, female students had fewer incidents recorded in Aspen (16) but higher suspension rate of 67%.  
 A low number of incidents logged at the ES level (3) in which 2 results in suspension.  
 A lack of MTSS data related to interventions for students logged into Branching Minds at both the High School and Elementary School.

**Survey Data**  
 Both at the HS and ES level 5 Essentials Data Teacher Safety and School Safety have scores of Weak  
 Building Classroom Community was a top 3 "Prioritized Learning Conditon" for both the ES and HS.

At the beginning of the 2022-23 school Spry Community Links High School and John Spry Elementary school merged into one school. In many ways the two schools continued to operate as separate entities however the work began to identify how this merger could be an opportunity to share resources, practices, identity and physical space. The Spry Elementary School build underwent significant renovations over the summer of 2023 in preparation of housing the high school students, classes and staff on the third floor.

As we open the 2023-24 school year all elementary and high school students are in now housed in one building, staff meetings are taking place that include members of both the HS and ES, resources like administrators, instructional coaches, office staff, the parent advocate, restorative practice coordinator, student service advocate, dean and security guards have all taken on more responsibility and are all committed to serving all Spry students, a much larger group of students then previously asked.

This year we have also started the process of consolidating teams where it makes sense including the BHT and CCT where in the past each entity had their own teams that operated in isolation and were only focused on their group of students and identified initiatives and resources that were not shared with staff or students at the other school.

Since we are in the beginning stages of making these changes, the impact may not be something that can be quantified yet but it has created an environment that feels more collaborative, collegial and positive in all spaces of the school. We are still focused on building that shared identity and building the relational trust among all staff members PreK-12th grade.

It's our belief that by sharing our resources, expertise and building on the collective efficacy of the school community we will address the barriers and obstacles that our students furthest from opportunity are facing.

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

[Determine Priorities Protocol](#)

Students...

are unable to fully engage in the instrucional program at Spry due to matters related to gaps with SEL instruction, supports, systems, structures or the knowledge of or consistent application around school-wide expectations which has resulted in students feeling disconnected from school.



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.



Resources: 

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

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

As adults in the building, we...

will collectively establish school wide systems, structures and practices that are implemented with fidelity school-wide, Prek-12th grade, that will improve each student's educational experience and will make each child feel, physical, emotionally and mentally safe, seen and connected to the adults, their peers and the school community as a whole.



**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....

establish well organized and high functioning Culture and Climate and Behavior Health Teams that are inclusive of team members from all grade levels and focused on improving the culture of Spry,



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.

then we see....

the creation, refining and/or strengthening of implementation of Tier 1, Tier 2 and Tier 3 practices with fidelity



which leads to...

improvements in daily attendance, behavior and the overall school safety leading to a stronger sense of belonging and connectedness to the school community, ultimately resulting in improved academic outcomes and post secondary opportunities and success for our students.



[Return to Top](#)

**Implementation Plan**

Resources: 

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

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


**Team/Individual Responsible for Implementation Plan** 

Culture and Climate/Behavior Health Team/AP Jeff Heredia

**Dates for Progress Monitoring Check Ins**

Q1	10/27/23	Q3	3/1/24
Q2	12/22/23	Q4	5/23/24

**SY24 Implementation Milestones & Action Steps** 

**Who** 

**By When** 

**Progress Monitoring**

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	All BHT members and service providers are utilizing branching minds to document interventions so that progress monitoring and data review meetings take place on the effectiveness of Tier 2 and Tier 3. interventions.	BHT	End of Q4	Select Status
<b>Action Step 1</b>	Update Tier 2 and Tier 3 Interventions with all available resources.	BHT	End of Q1	Select Status
<b>Action Step 2</b>	All team members and service providers will receive training on how to utilize the Branching Minds platform to document behavior interventions.	BHT	End of Q1	Select Status
<b>Action Step 3</b>	Identify system to monitor the documentation of interventions in branching minds.	BHT	End of Q1	Select Status
<b>Action Step 4</b>	Conduct quarterly progress monitoring/data review of students engaged in Tier 2/Tier 3 interventions.	BHT	Q2, Q3, Q4	Select Status
<b>Action Step 5</b>	Identify and discuss celebrations and challenges to utilizing branching minds platform.	BHT	Q2, Q3, Q4	Select Status
<b>Implementation Milestone 2</b>	Provide a minimum of 6 high quality Professional Develop Trainings focused on SEL by the end of the 2023-24 school year. Trainings may be delivered during gradeband meetings, professional development days, or after-school. Utilize end of session survey to gather feedback regarding pd.	BHT	End of Quarter 4	Select Status
<b>Action Step 1</b>	Utilize current and historical data as well as develop and administer a teacher survey to identify possible professional development topics.	BHT	Q1	Select Status
<b>Action Step 2</b>	Analyze survey data, identify professional development scope and sequence, pd providers (internal/external) and plan Q2 PD	BHT	Q1	Select Status
<b>Action Step 3</b>	Deliver a minimum of 2 pd's quarterly during Q2, Q3, Q4	BHT	Q2, Q3, Q4	Select Status
<b>Action Step 4</b>	Revisit PD Calendar and data to make any necessary adjustments based on need.	BHT	End of Q2, Q3, Q4	Select Status

<b>Action Step 5</b>	Engage in end of the year celebration, reflection and conversation about the delivery of professional learning and begin to create list of topics for next school year.	BHT	End of Q4	Select Status
<b>Implementation Milestone 3</b>	The PreK-12th grade Culture and Climate Team will focus on identifying and developing Tier 1 structures and supports with a focus on improving climate standard 2 - Physical and Emotional Safety and will have a score of Agree or Strongly agree on 9 or more of the components on the self-assessment.	CCT	End of Q4	Select Status
<b>Action Step 1</b>	All team members will complete the School Climate Standards Self-Assessment to identify strengths and areas of growth to inform planning specifically focused on standard 2.	CCT	End of Q1	Select Status
<b>Action Step 2</b>	The school team will revisit school-wide expectations and if necessary make adjustments that address the desired behaviors and will introduce/re-introduce the adult team to these expectations.	CCT	End of Q2	Select Status
<b>Action Step 3</b>	The team will revisit and possibly revise the teacher managed vs. office managed behavior matrix and share changes with the school community.	CCT	End of Q1	Select Status
<b>Action Step 4</b>	The Culture and Climate team will identify obstacles or challenges that prevent all adults from intervening when observing students in distress, negative behaviors or unsafe and harmful behaviors and identify solutions to those challenges and obstacles.	CCT	End of Q2	Select Status
<b>Action Step 5</b>	Routines, procedures and transitions will be reviewed, observed and discussed by members of the culture and climate team in order to ensure students feel safe from the time they enter to the time they leave school.	CCT	End of Q1, Q2, Q3, Q4	Select Status
<b>Implementation Milestone 4</b>	The Culture and Climate team will focus on strengthening Domain 4 of the Climate Standards at Spry, specifically components that address SEL Skillbuilding and Instruction and will be evident by having a score of agree or strongly agree on 2 of the 4 indicators in that component.	CCT	End of Q4	Select Status
<b>Action Step 1</b>	All team members will complete the School Climate Standards Self-Assessment to identify strengths and areas of growth to inform planning specifically focused on standard 2.	CCT	End of Q1	Select Status
<b>Action Step 2</b>	The Culture and Climate team will discuss the current PreK-8th grade Tier 1 Curriculum implementation, identify any barriers to implementation, address these barriers and monitor its implementation.	CCT	End of Q3	Select Status
<b>Action Step 3</b>	The Culture and Climate team will research and identify a Tier 1 Curriculum that could be implemented in 9th -12th grades, receive training and deliver training and support to teachers in 9th grade to pilot.	CCT	End of Q4	Select Status
<b>Action Step 4</b>	The Culture and Climate Team will review and compile strategies that will be shared with teachers that allow students to build relationships with their peers (Prek-12th)	CCT	End of Q2	Select Status
<b>Action Step 5</b>	The Culture and Climate Team will review and discuss a positive behavior incentive system that would be applicable PreK-12th grade in preparation for roll-out in 2024-25	CCT	End of Q4	Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	Positive Behavior Interventions Support will be implemented that is age appropriate for the populations that Spry School serves and will score at minimum 8 out of 10 Agree or Strongly Agree on Domain 1 School Wide Environment and Leadership on the School Climate Standards Rubric. 🍌
<b>SY26 Anticipated Milestones</b>	Relational Trust will be strengthened among all stakeholders (Teacher-Teacher, Teacher-Leader, Student-Teacher, Student-Student, Parent-Teacher) as evident on the School Climate Standards having a minimum of 15/20 agree or strongly agree on questions related to that domain. 🍌

**Return to Top** **Goal Setting**

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

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

**Resources:** 🚀

<b>IL-EMPOWER Goal Requirements</b>
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
ES - The percentage of students identified as chronically absent will be reduced from 29% of students in 2022-23 to 15% or less by the end of			Overall	29%	25%	20%	15%

school year 25-26.  HS - The percentage of students identified as chronically absent will be reduced from 72% of students in 2022-23 to 40% or less by the end of school year 25-26.	Yes	Increased Attendance for Chronically Absent Students	Overall	72%	65%	55%	40%
ES - Spry Elementary School will move from a rating of Neutral to a rating of Very Strong in the Supportive Environment Domain on the 5 Essentials Survey by the end of school year 25-26.	Yes	5E: Supportive Environment	Overall	Neutral	Neutral	Strong	Very Strong
HS - Spry High School will move from a rating of Neutral to a rating of Very Strong in the Supportive Environment Domain on the 5 Essentials Survey by the end of school year 25-26.			Overall	Neutral	Neutral	Strong	Very Strong

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals.

Specify your practice goal and identify how you will measure progress towards this goal.

	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Both the Culture and Climate Team and the Behavior Health Team will meet regularly focused on establishing Tier 1, 2 and 3 supports for students and will score 6/10 agree or Strongly agree on School Climate Standards Rubric by the end of the year.	Both the Culture and Climate Team and the Behavior Health Team will meet regularly focused on strengthening Tier 1, 2 and 3 supports for students and will score 7/10 agree or Strongly agree on School Climate Standards Rubric by the end of the year.	Both the Culture and Climate Team and Behavior Health Team will meet regularly focused on solidifying Tier 1, 2 and 3 supports for students and will score at minimum 8/10 agree or strongly agree on School Climate Standards Rubric by the end of the year.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	A Tier 1 SEL curriculum will be identified and implemented in grades PreK-8th grade. A tier 1 curriculum will be identified for 9th-12th grade students.	Tier 1 SEL Curriculum will be implemented and strengthened PreK-12th grade.	Tier 1 Curriculum will be implemented with fidelity Prek-12th grade.
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
ES - The percentage of students identified as chronically absent will be reduced from 29% of students in 2022-23 to 15% or less by the end of school year 25-26.  HS - The percentage of students identified as chronically absent will be reduced from 72% of students in 2022-23 to 40% or less by the end of school year 25-26.	Increased Attendance for Chronically Absent Students	Overall	29%	25%	Select Status	Select Status	Select Status	Select Status
		Overall	72%	65%	Select Status	Select Status	Select Status	Select Status
ES - Spry Elementary School will move from a rating of Neutral to a rating of Very Strong in the Supportive Environment Domain on the 5 Essentials Survey by the end of school year 25-26.  HS - Spry High School will move from a rating of Neutral to a rating of Very Strong in the Supportive Environment Domain on the 5 Essentials Survey by the end of school year 25-26.	5E: Supportive Environment	Overall	Neutral	Neutral	Select Status	Select Status	Select Status	Select Status
		Overall	Neutral	Neutral	Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Both the Culture and Climate Team and the Behavior Health Team will meet regularly focused on establishing Tier 1, 2 and 3 supports for students and will score 6/10 agree or Strongly agree on School Climate Standards Rubric by the end of the year.	Select Status	Select Status	Select Status	Select Status



C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	A Tier 1 SEL curriculum will be identified and implemented in grades PreK-8th grade. A tier 1 curriculum will be identified for 9th-12th grade students.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status



## Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	<p><b>Our school is a Title I school operating a Schoolwide Program</b></p> <p>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.</p>
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		
If Checked:	<input type="checkbox"/>	<p><b>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</b></p>
No action needed		

### SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

### SCHOOL & FAMILY COMPACT

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

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

### PARENT & FAMILY ENGAGEMENT BUDGET

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

Parents will be involved in the review and revision of the ESSA, Title I parental plan through regularly scheduled monthly parent meetings. All parents in the school will be informed and encouraged to attend these meetings through robo calls, posting meeting information on school doors, flyers sent home with students and published on the school website.

Besides refreshments, supplies and materials, the majority of the funds will be used to provide training for parents. Parents will be provided with effective tools and strategies on how to understand and address their children's social and academic needs. Parents will receive training on social emotional learning to strengthen their capacity on how to effectively talk and support their children at home. Community organizations will be engaged to share their professional services to enhance student learning and parent involvement with their children's education

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

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