CIWP Team & Schedules

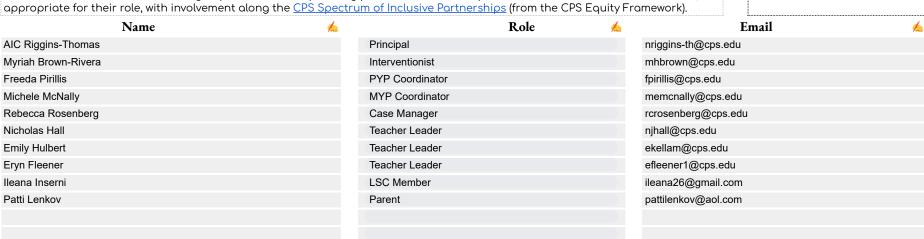Indicators of Quality CIWP: CIWP Team

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).

Name ✍	Role ✍	Email ✍
AIC Riggins-Thomas	Principal	nriggins-th@cps.edu
Myriah Brown-Rivera	Interventionist	mhbrown@cps.edu
Freeda Pirillis	PYP Coordinator	fpirillis@cps.edu
Michele McNally	MYP Coordinator	memcnally@cps.edu
Rebecca Rosenberg	Case Manager	rcrosenberg@cps.edu
Nicholas Hall	Teacher Leader	njhall@cps.edu
Emily Hulbert	Teacher Leader	ekellam@cps.edu
Eryn Fleener	Teacher Leader	efleener1@cps.edu
Ileana Inserni	LSC Member	ileana26@gmail.com
Patti Lenkov	Parent	pattilenkov@aol.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	5/24/23	5/24/23
Reflection: Curriculum & Instruction (Instructional Core)	5/24/23	5/24/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/24/23	5/24/23
Reflection: Connectedness & Wellbeing	5/24/23	5/24/23
Reflection: Postsecondary Success	9/1/2023	9/1/2023
Reflection: Partnerships & Engagement	9/1/23	9/1/2023
Priorities	9/2/23	9/2/2023
Root Cause	9/3/23	9/3/2023
Theory of Acton	9/4/23	9/4/2023
Implementation Plans	9/5/23	9/5/2023
Goals	9/6/23	9/6/2023
Fund Compliance	9/1/2023	9/1/2023
Parent & Family Plan	9/1/2023	9/1/2023
Approval		

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	10/11/2023
Quarter 2	12/13/2023
Quarter 3	3/13/2023
Quarter 4	5/22/2024

Indicators of a Quality CIWP: Reflection on Foundations	Resources 🚀
Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.	Reflection on Foundations Protocol
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.	

Curriculum & Instruction

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	That three areas we have chosen as Yes. There is work to be done with assessment and curriculum materials. ✏️ - Math iReady (K-2): 59% at Early on Grade Level or On Grade Level - Reading iReady (K-2)- 73% at Early on Grade Level or On Grade Level - STAR READING (3rd-8th)- 58% of students were At or Above the 50th percentile - STAR MATH (3rd-8th)- 55% of students were At of Above the 50th percentile	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?** Our data from student experience surveys point to us supporting their needs through their identity, community and relationships. ✏️	
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?** We have already purchased foundational materials for our K-3 classrooms and will be training teachers this summer. We have already begun work on standardizing assessments with our units of inquiry. ✏️	

What student-centered problems have surfaced during this reflection?

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

Students need increased access to standards based tasks and assessments. Additionally, students need explicit daily instruction in foundational skills, including phonics and phonemic awareness. ✏️

Inclusive & Supportive Learning Environment

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	Training and calibrating DL teachers to create high quality IEPs. Having a half-time ELL teacher prevents us from using language objectives across content. Our MTSS tier movement is on a positive trajectory. ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		MTSS Integrity Memo		

Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.				[MTSS Academic Tier Movement](#)
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?**		[Annual Evaluation of Compliance (ODLSS)](#)
			Stakeholders feel that we are meeting the needs of their diverse learner students. ✏️		[Quality Indicators of Specially Designed Curriculum](#)
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	[IDEA Procedural Manual](#)			[EL Program Review Tool](#)
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	[EL Placement Recommendation Tool ES](#) [EL Placement Recommendation Tool HS](#)	**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?**		
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		We have decided to fund our ELPT for next year to ensure our students are receiving the support they need. In addition, we will continue to identify and train our DL teachers in writing high quality IEPs, as well as training on co-teaching. ✏️		

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.

We need to ensure all students are receiving high quality IEPs as a result of diverse learner teachers who are well trained. ✏️

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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
Partially	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](#)	This year, we do not have a Climate and Culture team. Once a meeting occurs, follow through and communication to teachers could be improved. We need to revisit our BHT and MTSS structures. Currently, students with an attendance percentage below 90% are contacted by the attendance coordinator to determine the reason for absences and what supports may be needed to increase attendance. Students who do not improve with this initial intervention are referred to the school counselor for consideration of tier 3 assistance (groups, one-on-one, etc). ✏️		[% of Students receiving Tier 2/3 interventions meeting targets](#)
					[Reduction in OSS per 100](#)
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.				[Reduction in repeated disruptive behaviors (4-6 SCC)](#)
					[Access to OST](#)
					[Increase Average Daily Attendance](#)
					[Increased Attendance for Chronically Absent Students](#)
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?**		[Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
			Clarity around guidelines for attendance. We need clarity around the process for BHT. Need to understand the thresholds of the student re-entry plan. MTSS systems and structures need to be revised. ✏️		[Cultivate (Belonging & Identity)](#)
					Staff trained on alternatives to exclusionary discipline (School Level Data)
					[Enrichment Program Participation: Enrollment & Attendance](#)

Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		[Student Voice Infrastructure](#) [Reduction in number of students with dropout codes at EOY](#)

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
We understand when students are not in school, they are missing core instruction. ✏️		We have our School Counselor and School Clerk Assistant following up on attendance. However, we do need to revisit our internal processes to support and improve student attendance. ✏️	

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)](#)	We realize that is work to do in this area but as a prek-8th grade building it is not a priority to our school. However, our school counselor does provide spaces for students to begin thinking about these things. ✏️	[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](#)		
No	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?**	
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).		Being a prek-8th school, stakeholders are not as concerned about these goals for students. ✏️	
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?**	
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](#)	School counselor meets with 6th-8th grade students to talk about the high school process through CPS. Also meeting with 8th grade students about applying to high school. Creating times for junior achievement to spend time with k-5 students. ✏️	

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	
Engaging student interest in these processes and programs set up by our school counselor. ✏️	

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	We could do better at leveraging students and technology to enhance communication. Our weekly teacher and school leader newsletters are one way we already communicate. We also use social media, as do our parent groups. ✏️	Cultivate
				5 Essentials Parent Participation Rate
				5E: Involved Families
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		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)
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		Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] Using a universal communication tool like Remind has been great for the trips. We could use this school-wide or something like it. ✏️

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

[Students want continued ways to be a part of this community. Middle school would like Student Voice Committee to be vehicle to make suggestions in the school. ✏️

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] ✏️

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?

That three areas we have chosen as Yes. There is work to be done with assessment and curriculum materials.

- Math iReady (K-2): 59% at Early on Grade Level or On Grade Level
- Reading iReady (K-2)- 73% at Early on Grade Level or On Grade Level

- STAR READING (3rd-8th)- 58% of students were At or Above the 50th percentile
- STAR MATH (3rd-8th)- 55% of students were At of Above the 50th percentile

What is the feedback from your stakeholders?

Our data from student experience surveys point to us supporting their needs through their identity, community and relationships.

What student-centered problems have surfaced during this reflection?

Students need increased access to standards based tasks and assessments. Additionally, students need explicit daily instruction in foundational skills, including phonics and phonemic awareness.

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?

We have already purchased foundational materials for our K-3 classrooms and will be training teachers this summer. We have already begun work on standardizing assessments with our units of inquiry.

Determine Priorities

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

Students...

will have access to challenging and authentic curriculum that provides for a well rounded experience across content areas supported by our school mission and vision as an IB world school. ✍️

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

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

As adults in the building, we...

we will commit to ongoing professional development and collaboration to ensure students have access to challenging and authentic curriculum that provides for a well rounded experience across content areas supported by our school mission and vision as an IB world school. ✍️

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

What is your Theory of Action?

If we....

If we continue to develop and implement inquiry based units that are culturally and socially responsive, and designed to meet the specific academic and social emotional needs of our students' lived experiences ✍️

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Curriculum & Instruction

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.

then we see....

then we will see a clear learning progression of knowledge, concepts and skills across programmes   ✏️

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

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

which leads to...

students' mastery of grade level standards, as well as an increased sense of agency in the learning process.   ✏️

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/ILT/IBCs/Teachers

Dates for Progress Monitoring Check Ins

Q1	10/11/2023	Q3	3/13/2023
Q2	12/13/2023	Q4	5/22/2024

	SY24 Implementation Milestones & Action Steps ✏️	**Who** ✏️	**By When** ✏️	**Progress Monitoring**
Implementation Milestone 1	Design formative and summative assessments aligned to standards.	Teachers/IBCs/ILT/Admin	Quarter 2	In Progress
Action Step 1	Develop and Implement Student Self-Tracking Tools- students self-monitor their progress toward the lesson target.	Teacher/IBCs/ILT	Quarter 2	Not Started
Action Step 2	Develop and Implement Teacher Tracking Tools for formative assessments - alignment with Marzano Rigor Walk	Teacher/IBCs/ILT	Quarter 2	In Progress
Action Step 3	Assessment Capable Students-reflecting on learning, looking at and assessing peers work, giving feedback to peers, using rubrics to assess work	Teachers/IBCs/ILT	Quarter 3	Not Started
Action Step 4	Assessment Capable Teachers- teachers regulary check for student understanding through formative assessment;	Teachers/IBCs/ILT/Interventionist	Quarter 2	In Progress
Action Step 5	PD on competency based alignment	Admin/IBCs/ILT	Quarter 2	In Progress
Implementation Milestone 2	Differentiated Instruction	Teachers/IBCs/ILT/Admin	Quarter 1	Not Started
Action Step 1	Small groups across content areas	Teachers/IBCs/ILT	Quarter 1	Not Started
Action Step 2	PD on small group instruction	Teachers/IBCs/ILT/Admin	Quarter 1	Not Started
Action Step 3	PD on competency based instruction	Teachers/IBCs/ILT/Admin	Ongoing	In Progress
Action Step 4	Tools for tracking differentiation	Teachers/IBCs/ILT/Admin	Ongoing	Not Started
Action Step 5				Select Status
Implementation Milestone 3	MTSS Systems and Structures	MTSS/Interventionist		In Progress
Action Step 1	Protocols for MTSS referrals	MTSS/Interventionist	Start of 23/24 year	In Progress
Action Step 2	MTSS Team and BHT Team structures	MTSS/Interventionist	Start of 23/24 year	In Progress
Action Step 3	Calibration, collaboration and alignment of intervention supports	MTSS/Interventionist	Q1 of 23/23 year	Not Started
Action Step 4	Implementation of Branching Minds for tracking	Teachers/Interventionist/Admin	Q1-2 of 23/23 year and then ongoing	In Progress
Action Step 5	Use of research based, high quality interventions	Teachers/Interventionist	Q1 of 23/23 year	In Progress
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Curriculum Review and Adaptation (Semester 1): Conduct a review of existing curriculum to identify gaps and areas where cultural and social responsiveness can be integrated. Form a curriculum development team to guide this process. Begin creating a plan for the development and integration of inquiry-based units into the curriculum.	✏️

| SY26 Anticipated Milestones | Curriculum Integration (Semester 1):
Continue integrating inquiry-based units that are culturally and socially responsive across all grade levels.
Ensure that units align with grade-level standards and address the academic and social-emotional needs of students' lived experiences.
Assessment and Data Collection (Semester 2):
Implement formative and summative assessments to measure students' progress in knowledge, concepts, and skills as they engage with inquiry-based units. | ✏️ |

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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

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
Students in grades 3rd-8th will receive differentiated and small group instruction in Literacy.	Yes	STAR (Reading)	Overall				
			Select Group or Overall				
Students in grades K-2nd will receive differentiated and small group instruction in Literacy.	Yes	iReady (Reading)	Overall				
			Select Group or Overall				

Numerical Targets [Optional] ✏️

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:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	We will use STAR Reading and iReady Reading data to progress monitor students in K-8.		
Select a Practice			
Select a Practice			

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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
Students in grades 3rd-8th will receive differentiated and small group instruction in Literacy.	STAR (Reading)	Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
Students in grades K-2nd will receive differentiated and small group	iReady (Reading)	Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

Curriculum & Instruction

differentiated and small group instruction in Literacy.

iReady (Reading)

Select Group or Overall

| | | | | Select Status | Select Status | Select Status | Select Status |

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	We will use STAR Reading and iReady Reading data to progress monitor students in K-8.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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.

What are the takeaways after the review of metrics?

This year, we do not have a Climate and Culture team. Once a meeting occurs, follow through and communication to teachers could be improved. We need to revisit our BHT and MTSS structures. Currently, students with an attendance percentage below 90% are contacted by the attendance coordinator to determine the reason for absences and what supports may be needed to increase attendance. Students who do not improve with this initial intervention are referred to the school counselor for consideration of tier 3 assistance (groups, one-on-one, etc).

What is the feedback from your stakeholders?

Clarity around guidelines for attendance. We need clarity around the process for BHT. Need to understand the thresholds of the student re-entry plan. MTSS systems and structures need to be revised.

What student-centered problems have surfaced during this reflection?

We understand when students are not in school, they are missing core instruction.

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?

We have our School Counselor and School Clerk Assistant following up on attendance. However, we do need to revisit our internal processes to support and improve student attendance.

Determine Priorities

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

Students...

Students need to have access to tools and strategies that will facilitate a growth mindset, self-persistence, and greater feelings of agency over their learning.

Students need to be in school everyday to have access to high quality instruction/curriculum, as well as SEL supports.

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...

We will ensure students have established connections with different staff members in the building that they feel comfortable with and can go to in a time of need, allowing them to feel that the school is a safe space.

We will develop an outreach plan to address student attendance for those who fall under 90%.

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?

Connectedness & Wellbeing

If we....

provide systems and structures for increased student well-being and access to differentiated SEL support on connectedness, well-being, and growth mindset ✍️

then we see....

a school environment where every student feels a deep sense of belonging, connectedness and purpose ✍️

which leads to...

improved emotional well-being, increased academic engagement, development of lifelong skills essential for personal and academic success, and students who are well rounded contributing members of a global society. ✍️

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Implementation Plan

Team/Individual Responsible for Implementation Plan ✍️

Administration/ILT/IBC/Teachers

Dates for Progress Monitoring Check Ins

Q1	10/11/2023	Q3	3/13/2023
Q2	12/13/2023	Q4	5/22/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Increase Student Voice	Teachers/SEL team	Quarter 3	In Progress
Action Step 1	Provide a variety of of mechanisms for gathering student feedback on a variety of learning experiences in school	MTSS/Interventionist/IBC	Quarter 1	In Progress
Action Step 2	Provide systems and structures for students to participate and lead classroom based learning experiences	Teachers/IBC/Admin	Quarter 2	In Progress
Action Step 3	Provide learning pathways and choice during work time	Teachers/IBC	Quarter 2	In Progress
Action Step 4	Create opportunities for checks in with students to hear their experience/perspective/feedback	Teachers/IBC	Quarter 1	Not Started
Action Step 5	Establish a Student Voice Committee and continue Student Council to guide school wide planning of student experiences	Teachers/IBC	Quarter 3	In Progress
Implementation Milestone 2	Increased Attendance	Attendance Team/Admin/School Counselor	Quarter 2	Not Started
Action Step 1	Establish an attendance team to monitor attendance data and strategies for increasing attendance	Admin/Attendance Clerk/School Counselor	Quarter 1	Not Started
Action Step 2	Develop a attendane plan	Admin/Attendance Clerk/School Counselor	End of Quarter 1	Not Started
Action Step 3	Gather student input on attedance incentives	Teachers/IBC/School Counselor	Quarter 2	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	SEL Supports	Admin/School Counselor/Culture & Climate/MTSS/BHT	Quarter 4	In Progress
Action Step 1	Establish a Culture and Climate Team	Administration	Quarter 2	Not Started
Action Step 2	Implement Second Step & Calm Classroom with fidelity in PK-8	School Counselor/Culture & Climate/Teachers	Quarter 2	In Progress
Action Step 3	Establish Calm Corners in all classrooms in PK-8	School Counselor/Culture & Climate/Teachers	Quarter 1	In Progress
Action Step 4	Identify schoolwide practices and development opportunities focused on growth mindset, academic persistence, and SEL skills.	Admin/ILT/Culture & Climate/BHT/Teachers	Quarter 4	Not Started
Action Step 5	Establish common language around growth mindset and academic persistence	Admin/ILT/Culture & Climate/BHT/Teachers	Quarter 4	Not Started
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status

<div align="right"><i>Connectedness & Wellbeing</i></div>

Action Step 4					Select Status
Action Step 5					Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

SEL Assessment and Baseline (Semester 1):
Conduct a comprehensive assessment of students' social and emotional skills, well-being, and sense of connectedness.
Establish a baseline to understand the current state of SEL within the school.
Differentiated SEL Support Implementation (Semester 2):
Develop a tiered system of support that addresses the diverse needs of students, including those requiring more intensive intervention.
Train staff on how to implement differentiated SEL strategies in the classroom.
Curriculum Integration (Semester 2):
Integrate SEL lessons and activities into the core curriculum, ensuring that they are age-appropriate, culturally responsive, and aligned with growth mindset principles.
Community Engagement (Semester 2):
Involve parents, caregivers, and the broader community in discussions and workshops focused on understanding and supporting SEL practices.
Establish partnerships with local organizations to provide additional resources for students and families.

SY26 Anticipated Milestones

Student Involvement and Leadership (Semester 1):
Create student-led committees or clubs focused on promoting well-being, connectedness, and growth mindset within the school.
Empower students to take an active role in shaping the school culture and support systems.
Professional Development and Ongoing Training (Semester 1):
Continue offering professional development for teachers and staff to deepen their understanding of SEL, well-being, and growth mindset.
Foster a culture of continuous learning and adaptation.
Data Collection and Progress Monitoring (Semester 2):
Regularly assess students' social and emotional growth, well-being, and connectedness to evaluate the effectiveness of SEL initiatives.
Analyze data to identify trends and areas for improvement.
Global Citizenship and Lifelong Skills (Semester 2):
Promote global awareness and civic engagement among students by encouraging participation in community service projects and global education initiatives.
Emphasize the development of critical thinking, problem-solving, and communication skills.
Well-Rounded Contributing Members (Summer):
Showcase students' achievements and projects that demonstrate their growth as well-rounded contributing members of a global society.
Celebrate the impact of SEL on students' personal and academic success.
Sustainability and Future Planning (Summer):
Reflect on the progress made during the two school years and gather feedback from all stakeholders.
Develop a long-term plan for sustaining and expanding SEL support structures in the future.

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

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
Students' feelings of connectedness and agency will increase.	Yes	Cultivate	Overall				
			Select Group or Overall				
Overall attendance data will increase.	Yes	Increase Average Daily Attendance	Overall				
			Select Group or Overall				

Numerical Targets [Optional] ✍ (spanning SY24, SY25, SY26 columns)

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.	We will conduct student surveys to establish how students are feeling about themselves, school, and their connectedness.		
Select a Practice			

Connectedness & Wellbeing

Select a Practice

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
Students' feelings of connectedness and agency will increase.	Cultivate	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Overall attendance data will increase.	Increase Average Daily Attendance	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	We will conduct student surveys to establish how students are feeling about themselves, school, and their connectedness.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

☐ **Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

☑ **Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).**
(Continue to Parent & Family Plan)

Select a Goal

Select a Goal

Select a Goal

If Checked:

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

☐

Our school is a Title I school operating a Schoolwide Program

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

If Checked:

No action needed

☑

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