

CIWP Team & Schedules

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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
Antigoni Lambrinides-Sofios	Principal	axlambrinides@cps.edu
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Naseeb Khatoon	Curriculum & Instruction Lead	nkhatoon@cps.edu
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Celine Hickey	LSC Member	cvhjzr@yahoo.com
Osman Searag	Parent	searag7@gmail.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	4/28/23	5/25/23
Reflection: Curriculum & Instruction (Instructional Core)	5/25/23	6/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/25/23	6/1/23
Reflection: Connectedness & Wellbeing	5/25/23	5/30/23
Reflection: Postsecondary Success	5/25/23	6/2/23
Reflection: Partnerships & Engagement	5/25/23	6/2/23
Priorities	5/25/23	8/17/23
Root Cause	6/6/23	8/17/23
Theory of Acton	6/6/23	9/8/23
Implementation Plans	8/24/23	9/8/23
Goals	8/24/23	9/8/23
Fund Compliance	9/7/23	9/8/23
Parent & Family Plan	9/7/23	9/7/23
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	October 20, 2023
Quarter 2	December 21, 2023
Quarter 3	March 22, 2024
Quarter 4	June 6, 2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	CPS High Quality Curriculum Rubrics All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	After reviewing the Math and ELA IAR schools throughout time, there has been little student growth at the 50% performance level. The iReady data shows no movement in the "one grade level below" range and the Star does not show any significant changes in the At/Above Benchmark. The ACCESS assessment shows that about 60% fall in the developing and expanding range.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction Students experience grade-level, standards-aligned instruction.		
Partially	Powerful Practices Rubric Learning Conditions 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.	<p>What is the feedback from your stakeholders?</p> The metrics indicate that there has been limited student growth. The IAR suggests that a significant number of students are struggling to make progress in ELA and Math. The iReady shows that students performing below grade level have not made significant gains. The STAR suggests that a portion of students are not reading at the expected performance levels. Students need social emotional development in every subject due to the students' low motivation to gain growth in ELA and Math. Student engagement by incorporating differentiation, interest and tiered instruction in the content to be learned and integration with the social emotional topics can support students. After the pandemic interest, stamina and motivation remains low among students.	STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Yes	Continuum of ILT Effectiveness Distributed Leadership The ILT leads instructional improvement through distributed leadership.		
Yes	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.		
Yes	Assessment for Learning Reference Document Evidence-based assessment for learning practices are enacted daily in every classroom.	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> Improvements in progress include a new curriculum (Skyline) in core subject areas. Continuing collaboration among teachers to understand instructional gaps, vertical and content (spiraling) content alignment. Providing time for meaningful professional development that focuses on instructional practices. Professional development for improving practice to develop teachers' instructional practices, progress monitoring methods and making data driven decisions to guide improvements.	
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> Students have challenges in motivation and engagement; Students have limited background and prior knowledge that is needed with Tier 1 instruction and curriculum. Students do not interact with curriculum that should include various interests, pacing, modalities and relevant applications from effective differentiation. Students are not aware of academic goals and need to take ownership of their learning.			

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	MTSS Integrity Memo MTSS Continuum Roots Survey 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.	According to the Branching Minds Root Report, supplemental interventions for tiers 2 and 3 planning, implementation and purposeful progress monitoring needs the most support. Language objectives are rarely evident to include student buy-in for an inclusive and supportive environment.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Partially	MTSS Integrity Memo School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		
Yes	LRE Dashboard Page 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>What is the feedback from your stakeholders?</p> The Branching Minds Root Report highlights critical areas in inclusive and supportive student learning. Teachers recognize the importance of providing additional help to struggling	Quality Indicators of Specially Designed Curriculum EL Program Review Tool

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier 1 instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

students but there are challenges to effectively design and create these interventions. In addition there are many levels of instruction and gaps of knowledge that must be addressed before the Tier 1 instruction can be introduced due to the various student backgrounds. Effectively progress monitoring and collecting data of the appropriate intervention is student specific for their needs and they consolidate student groupings.

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?

Currently we are implementing the Skyline curriculum with fidelity for Tier 1 instruction. Teachers are using student data to confirm gaps in knowledge and supplement interventions for Tier 2 and 3. Tracking student performance with appropriate assessments and expectations to monitor effective interventions. Providing more inclusive and supportive school culture and environment to improve social emotional well being of students. Understanding the backgrounds and prior knowledge of students to help with effective differentiation and tiered instruction.

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' gaps in reading fluency, comprehension, critical thinking and background knowledge; social emotional challenges such as trauma support and conflict/ resolution with peers; peer to peer interaction and problem solving; pointed EL instruction outside of gen-ed (LRE for ELs) Instruction is not adapted to accommodate different learning styles, paces, or interests. There is a lack of meaningful differentiated and tiered instruction. Student supports for DL and EL students reduce learning outcomes. Focusing solely on academic content and not incorporating students' socioemotional development have lead to lack of motivation and well being.

[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	BHT Key Component Assessment SEL Teaming Structure	<p>According to Dashboard the West Ridge school attendance rate schoolwide is just under 95%. Many students are in need of Tier 2/3 interventions, behavioral and academic.</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p> <p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
Partially	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p>		
Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		
Yes	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	<p>What is the feedback from your stakeholders?</p> <p>We need to focus on student identity, academic enrichment and OST programing to keep students engaged and feel connected to the school and instruction. There is a disconnect after the pandemic that has made at risk students distant.</p>	
Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		

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.

There are not enough positive student interactions and connections; school-wide incentives and restorative practices; EL students need specific language goals integrated and inclusive to support their learning. Students need more input on the kind of OST programming they would prefer to create community within the school. Implementation of SEL activities and programming; after school activities/ enrichment programs.

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?

PBIS implementation is underway, but attendance and buy-in can be challenges. First-eighth grade students have the opportunity to attend OST programs. Students need to feel valued, safe, respected and motivated by providing an inclusive diverse school culture, implementation of anti-bullying programs, activities and extracurricular opportunities out of school time. Continue SEL programs and counseling services as additional support. Provide professional development for teachers and staff that supports supportive class environment.

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)

References

What are the takeaways after the review of metrics?

Metrics

Partially	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)	<p>The West Ridge 8th grade graduation rate is at 95%. We offer High School Algebra to 8th graders and have a 85% success rate for credit. All middle school students were offered to take to Cultivate survey. Upper grade students work with the counselor to interact with the current Naviance program for current and future goals.</p> <p>What is the feedback from your stakeholders?</p> <p>The positive indicator of students moving into the next grade is evident and the success rate of the Algebra class show this group of students prepared for the next level of coursework. The Cultivate survey shows students are providing their perspective of their social and emotional well being. The students need individualized exploration paths to make long term plans for success. West Ridge is making efforts to provide academic and social emotional student development.</p> <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Continue to hold career-based events such as Career Day, High School visits, guest speakers, etc., but include lower grade teachers and staff as well. Finding time to address post secondary options and career exploration; integrating real-life applications of learned skills into curriculum</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p> <p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
Yes	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		
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit		
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric		
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager		

What student-centered problems have surfaced during this reflection?

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

Students need to have regular and consistent attendance to develop more background knowledge in addition to post secondary and career options. They need to be accountable to develop some kind of clear path to choices after high school. Students need opportunities within and out of the school day where they can explore academic, social emotional, career and interests to prepare them for the future beyond 8th grade.

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Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	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	<p>West Ridge has established LSC, BAC, PAC, and parent volunteer program that support the school community and students. These parent/community groups meet regularly. Student voice and concerns are discussed at student council and other student groups after school bi-weekly. Students feel safe with in the school on a daily basis, but are uncertain of the outside community at large. Many of the students and families are new to the country and city and are still learning to navigate day to day themselves as evident through student enrollment and refugee agency support.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p>
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		

			<p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
<p>Yes</p>	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p>Student Voice Infrastructure Rubric</p>	<p>What is the feedback from your stakeholders?</p> <p>Stakeholders (parents, students, staff, etc) would like more informal events to interact on a more casual basis. This provides time and place to make friends and create supportive relationships since so many are new to the community. </p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>	<p>Students have few interactions with other students outside the school day due to their cultural restraints. They would like to develop relationships with their friends. </p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Focus on more after school, community activities and assemblies where parents/ community is invited. </p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

According to the Branching Minds Root Report, supplemental interventions for tiers 2 and 3 planning, implementation and purposeful progress monitoring needs the most support. Language objectives are rarely evident to include student buy-in for an inclusive and supportive environment.

What is the feedback from your stakeholders?

The Branching Minds Root Report highlights critical areas in inclusive and supportive student learning. Teachers recognize the importance of providing additional help to struggling students but there are challenges to effectively design and create these interventions. In addition there are many levels of instruction and gaps of knowledge that must be addressed before the Tier 1 instruction can be introduced due to the various student backgrounds. Effectively progress monitoring and collecting data of the appropriate intervention is student specific for their needs and they consolidate student groupings.

What student-centered problems have surfaced during this reflection?

Students' gaps in reading fluency, comprehension, critical thinking and background knowledge; social emotional challenges such as trauma support and conflict/ resolution with peers; peer to peer interaction and problem solving; pointed EL instruction outside of gen-ed (LRE for ELs) Instruction is not adapted to accommodate different learning styles, paces, or interests. There is a lack of meaningful differentiated and tiered instruction. Student supports for DL and EL students reduce learning outcomes. Focusing solely on academic content and not incorporating students' socioemotional development have lead to lack of motivation and well being.

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?

Currently we are implementing the Skyline curriculum with fidelity for Tier 1 instruction. Teachers are using student data to confirm gaps in knowledge and supplement interventions for Tier 2 and 3. Tracking student performance with appropriate assessments and expectations to monitor effective interventions. Providing more inclusive and supportive school culture and environment to improve social emotional well being of students. Understanding the backgrounds and prior knowledge of students to help with effective differentiation and tiered instruction.

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

need meaningful differentiated and tiered instruction that incorporates social emotional development to increase student ownership of their learning to increase motivation.



Indicators of a Quality CIWP: Determine Priorities

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

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Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

are not differentiating delivery of content, information and student tasks or providing enough choice and tiered interventions to address gaps in learning, DL and EL students.



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....

Consistently implement research-backed strategies for inclusive and supportive student learning like differentiated instruction, SEL intergration and tiered interventions...



Indicators of a Quality CIWP: Theory of Action

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


Resources:

then we see...

students are more likely to receive instruction that matches their individual learning needs. This can lead to improved academic performance and reduced achievement gaps.



which leads to...

increased sense of ownership and motivation in student learning, improved self awareness, a more positive school climate, and a narrower achievement gap. 

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Resources: 




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

Team/Individual Responsible for Implementation Plan 


Culture and Climate Team, Grade Level School Teams, ILT, Administration


Dates for Progress Monitoring Check Ins

Q1 October 20, 2023 Q3 March 22, 2024
 Q2 December 21, 2023 Q4 June 6, 2024

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	Building awareness through data analysis of student learning gaps and socio emotional needs (BOY, MOY, EOY)	Grade-Level Teams/ Core Teachers	October 20, 2023	In Progress
Action Step 1	Analyze data from Branching Minds, sorting students by tiers and needs	Grade-Level Teams/ Core Teachers	September 29, 2023	In Progress
Action Step 2	Professional development to implement instructional strategies for tiered instruction and differentiated through CPS Skyline curriculum	Grade-Level Teams/ Core Teachers	December 20, 2024	In Progress
Action Step 3	Emphasize positive school environment with PBIS initiatives	Grade-Level Teams/Culture and Climate Team	October 20, 2023	In Progress
Action Step 4	Develop and implement sustainable plan to maintain inclusive and supportive practices	Grade-Level Teams/Culture and Climate Team	March 22, 2023	Not Started
Action Step 5				Not Started
Implementation Milestone 2	Peer Observations for gathering evidence and best practices for content rigor, differentiation, tiered instruction and language goals			In Progress
Action Step 1	Draft a live document where teachers can share expertise as it pertains	Administration/ ILT	October 20, 2023	In Progress
Action Step 2	Create a peer observation plan	Administration/ ILT	October 20, 2023	Not Started
Action Step 3	Execute the peer observation	Teaching Staff	November 26, 2023	Not Started
Action Step 4	Share out and reflect on experiences	Teaching Staff	March 24, 2024	Not Started
Action Step 5	Implement best practices that were learned school wide	Teaching Staff	April 8, 2024	Not Started
Implementation Milestone 3	Review data and make adjustments and improvements to student learning and school climate for positive results	Administration/ ILT	December 20, 2024	In Progress
Action Step 1	Gather feedback and analyze qualitative and quantitative data from Dashboard	ILT	December 20, 2024	In Progress
Action Step 2	Gather and analyze referrals from BHT and MTSS	BHT/MTSS teams	June 2, 2025	Not Started
Action Step 3	Gather and analyze feedback from parents	5 Essentials/ILT	June 2, 2025	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 All instruction will be differentiated and tiered for all students to access rigorous, high-quality personalized learning tasks that address student interest, is inclusive and supportive and aligned to grade level content priority standards in a positive climate. 

SY26 Anticipated Milestones
 All instruction will be differentiated and tiered for all students to access rigorous, high-quality personalized learning tasks that address student interest, is inclusive and supportive and aligned to grade level content priority standards in a positive climate. 

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

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

Performance Goals

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	Numerical Targets [Optional] 🏆		
					SY24	SY25	SY26
Unit plans will demonstrate targeted interventions for all students, with a focus on IEP accommodations.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	50%	80%	100%	100%
			Students with an IEP				
English language learners and students with IEPs will improve their benchmark movement in the STAR 360 by 5% each year (ELA and Math).	Yes	STAR 360	English Learners	15%	20%	25%	30%
			Students with an IEP				

Practice Goals

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

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

	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS and Grade Level Teams will have collaborate to create, implement and progress monitor specific student growth and have consistant expectations that are applied to Branching Minds platform.	MTSS and Grade Level Teams will have collaborate to create, implement and progress monitor specific student growth and have consistant expectations that are applied to Branching Minds platform.	MTSS and Grade Level Teams will have collaborate to create, implement and progress monitor specific student growth and modify/ improve student expectations from previous years.
C&I:2 Students experience grade-level, standards-aligned instruction.	ILT and content teachers will begin to implement Skyline curriculum with accommodations for all students: general education, special education, and ELL students.	ILT and content teachers will monitor student progress and modify curriculum interventions and scaffolding to help students reach standardized testing goals.	ILT and content teachers will continue to rigorously implement Skyline curriculum for consistency and modify as needed for known student needs.
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
Unit plans will demonstrate targeted interventions for all students, with a focus on IEP accommodations.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	50%	80%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status
English language learners and students with IEPs will improve their benchmark movement in the STAR 360 by 5% each year (ELA and Math).	STAR 360	English Learners	15%	20%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS and Grade Level Teams will have collaborate to create, implement and progress monitor specific student growth and have consistant expectations that are applied to Branching Minds platform.	On Track	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	ILT and content teachers will begin to implement Skyline curriculum with accommodations for all students: general education, special education, and ELL students.	On Track	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?

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?

According to Dashboard the West Ridge school attendance rate schoolwide is just under 95%. Many students are in need of Tier 2/3 interventions, behavioral and academic.

What is the feedback from your stakeholders?

We need to focus on student identity, academic enrichment and OST programing to keep students engaged and feel connected to the school and instruction. There is a disconnect after the pandemic that has made at risk students distant.

What student-centered problems have surfaced during this reflection?

There are not enough positive student interactions and connections; school-wide incentives and restorative practices; EL students need specific language goals integrated and inclusive to support their learning. Students need more input on the kind of OST programming they would prefer to create community within the school. Implementation of SEL activities and programming; after school activities/enrichment programs.

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?

PBIS implementation is underway, but attendance and buy-in can be challenges. First-eighth grade students have the opportunity to attend OST programs. Students need to feel valued, safe, respected and motivated by providing an inclusive diverse school culture, implementation of anti-bullying programs, activities and extracurricular opportunities out of school time. Continue SEL programs and counseling services as additional support. Provide professional development for teachers and staff that supports supportive class environment.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

will have improved social emotional skills through a positive and supportive learning environment during school and beyond the regular school day that will include language support, voice and enrich student interests.

Indicators of a Quality CIWP: Determine Priorities

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

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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...

need to create and maintain support structures within the school day, provide methods of communication for student voice, implement SEL program with fidelity and provide enrichment activities.

Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

What is your Theory of Action?

If we....

address the cause that prevents a positive and supportive learning environment which includes supportive structures, communication and engagement and cultural understanding



Indicators of a Quality CIWP: Theory of Action

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

Resources:

then we see....

the creation of an engaged student centered approach to academic and social emotional learning



which leads to...
 empowering students to improve their social emotional skills, strengthen their language skills, have a voice and benefit from enriching their interests from engaging opportunities.

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

Resources:

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

Team/Individual Responsible for Implementation Plan	Dates for Progress Monitoring Check Ins
ILT	Q1 October 20, 2023 Q3 March 22, 2024 Q2 December 21, 2023 Q4 June 6, 2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Identify specific areas requiring improvement to create a positive school climate	Admin/ ILT	October 20, 2023	In Progress
Action Step 1	Analysis of 5 Essentials and Cultivate Survey	Administration/ ILT	October 20, 2023	In Progress
Action Step 2	Prioritize strategies with clear objectives	Administration/ ILT	December 21, 2023	Not Started
Action Step 3	Present to stakeholders the analysis and objectives for shared understanding	Admin/ ILT	March 22, 2024	Not Started
Action Step 4				Not Started
Action Step 5				Not Started
Implementation Milestone 2	SEL Integration and Language Support	Grade-Level Teams/Teachers	End of Q2	In Progress
Action Step 1	Embed SEL activities into the curriculum, ensuring that they align with	Grade-Level Teams/Teachers	October 20, 2023	Completed
Action Step 2	Provide targeted professional development for teachers in SEL and la	Admin/ ILT	December 21, 2023	In Progress
Action Step 3	Create a monitoring system to track the implementation of SEL and lc	Admin/ ILT	December 21, 2023	In Progress
Action Step 4	SEL and language support integrated into daily learning with teacher	Grade-Level Teams/Teachers	March 22, 2024	Not Started
Action Step 5				Not Started
Implementation Milestone 3	Student Voice, Engagement and Community	Grade-Level Teams/Teachers	End of Q2	In Progress
Action Step 1	Increased student participation in decision-making processes and a s	Grade-Level Teams/Teachers	October 20, 2023	In Progress
Action Step 2	Expand after-school enrichment programs and extracurricular activit	Admin	March 22, 2024	In Progress
Action Step 3	Recognize and celebrate milestones, achievements, and inclusive prac	Culture and Climate Team	June 1, 2024	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	As a result of positive student centered environment, attendance will improve and student engagement will increase.
SY26 Anticipated Milestones	As a result of positive student centered environment, attendance will improve and student engagement will increase.

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

Resources:

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

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

Performance Goals

Numerical Targets [Optional]

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	SY24	SY25	SY26
Attendance will be 95% at the end of the school year, increasing/ staying consistent in coming years.	Yes <input type="checkbox"/>	Increase Average Daily Attendance	Students with an IEP	93%	95%	95%	95-100%
			English Learners				
Students with tiered SEL on Branching Minds will be reduced by the end of the academic year.	Yes <input type="checkbox"/>	MTSS Academic Tier Movement	English Learners				
			Overall				

Practice Goals

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

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

	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Branching Minds will be used to monitor and measure progress of tiered2/3 students. Attendance will be measured quarterly by Culture and Climate team	Branching Minds will be used to monitor and measure progress of tiered2/3 students. Attendance will be measured quarterly by Culture and Climate team.	Branching Minds will be used to monitor and measure progress of tiered 2/3 students. Attendance will be measured quarterly by Culture and Climate team and used to improve restorative practices consistently throughout school.
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT and CCT are working towards student and staff goals for heightened SEL in/ out of the classroom.	BHT and CCT are working towards attendance and SEL incentives for students that are consistent throughout the year.	BHT and CCT continue to support students who are making SEL tiered movements, and provide teachers with in-class strategies for SEL instruction.
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
Attendance will be 95% at the end of the school year, increasing/ staying consistent in coming years.	Increase Average Daily Attendance	Students with an IEP	93%	95%	Select Status	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status
Students with tiered SEL on Branching Minds will be reduced by the end of the academic year.	MTSS Academic Tier Movement	English Learners			Select Status	Select Status	Select Status	Select Status
		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&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Branching Minds will be used to monitor and measure progress of tiered2/3 students. Attendance will be measured quarterly by Culture and Climate team	On Track	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT and CCT are working towards student and staff goals for heightened SEL in/ out of the classroom.	On Track	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



STAR 360: English language learners and students with IEPs will improv...					
STAR 360: English language learners and students with IEPs will improv...					
Select a Goal					

Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	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.
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		
If Checked:	<input type="checkbox"/>	Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)
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.

The academic priority areas to develop parent engagement and skills will include ELA and Math as a content areas. Integration of ELA in Science and Social Studies will also be addressed. Social Emotional development and child growth will also be a topic of discussion. Providing parents with knowledge and skills to create a positive environment outside of school to promote student achievement and well being. To increase parent engagement and support we will provide workshops, events, and meetings for positive student academic achievement. These activities will occur quarterly and as needed to promote parent involvement and address any academic/developmental concerns.

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