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
Melissa Resh	Principal	
Tammy Guerra	PYP Coordinator	
Christine Kim	MYP Coordinator	
Brigid Jennings	ELPT	
Gladys Sosa	DL Teacher	
Lauren Graney	DL Teacher	
Kelsie Mizel	Teacher Leader	
Shaun Banks	MTSS Director/Interventionist	
Matt Fasana	AP	
Kathy Romanski	LSC Member	
Mandy Freer	LSC Member	
Wendy Rabas	Connectedness & Wellbeing Lead	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	5/1/23	7/1/23
Reflection: Curriculum & Instruction (Instructional Core)	6/1/23	8/2/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/1/23	8/2/23
Reflection: Connectedness & Wellbeing	6/1/23	8/13/23
Reflection: Postsecondary Success	6/1/23	8/13/23
Reflection: Partnerships & Engagement	6/1/23	8/13/23
Priorities	8/2/23	8/7/23
Root Cause	8/2/23	8/14/23
Theory of Acton	8/2/23	8/14/23
Implementation Plans	8/14/23	8/21/23
Goals	8/14/23	8/21/23
Fund Compliance	8/22/23	8/22/23
Parent & Family Plan	8/9/23	8/22/23
Approval	9/11/23	9/15/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✏️	
Quarter 1	10/26/2023
Quarter 2	12/22/2023
Quarter 3	03/19/2024
Quarter 4	06/07/2024

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

Return to Top

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
No	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	Also view Jamboard ✏️ -In the early grades, a lot of growth; moving students from red to yellow to green -In middle school, students' need for urgent intervention increases – how are we meeting the needs in MYP? -Wondering: how well are we preparing students to provide accurate data when taking assessments? -In speaking with teachers, review of the Start360 data in MOY resulted in shifts of scope and sequence -Opportunity to center the IAR in our conversation: alignment to standards, better reflection of our practice -Need: purpose of IAR vs. Star360 -Need to grow our students who are at meet/exceed while also providing support for the students who are below -Writing stands out as a need – opportunity for scope and sequence -Surprised that vocabulary wasn't higher -In IAR: comparing grades and years – no discernable pattern -Alignment is missing based on review of unit plans and REACH scores -Lack of scope and sequence; clear curriculum for reading/writing K-8, especially in 5th and up -Teachers are creating curriculum, lack of coherent high-quality curriculum -Meet/Exceed in IAR seems lower than what would be expected given -Our lack of scope and sequence may be hindering the progress of our ELs. Our ACCESS scores show that our students are not building proficiency at Wildwood -BIPOC students are over-represented in lower tiers -DL teachers do not have access to scope and sequence: leads to a breakdown of DL supports -We do not plan around students ACCESS scores and/or IEP Goals -Rigor Walk data: lack of student collaboration, questioning, use of academic vocabulary. Heat map mostly red at EOY.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
No	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?** LSC: Agreement with priority areas ✏️ Community at large: Form sent to all community members (parents & students) requesting feedback and to address questions; no feedback offered by stakeholders Teachers: engaged in priority areas during Week 0: universal agreement that our priority areas and a focus on Tier I is what's needed	STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS
No	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		TS Gold
No	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		Interim Assessment Data
No	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?** SY23 had a focus on relaunching ILT to narrow the focus and create some foundations around visiting classrooms, collecting data. Teachers are more comfortable with classroom visits, provides an opportunity to build forward. ✏️ EL students did not receive sufficient support in SY23. Intentional scheduling/budgeting to ensure ELPT is released 0.5 to support school-wide in SY24 MTSS work was happening in SY23: MTSS lead established in 3rd quarter SY23. In SY24, MTSS lead is the 0.5 interventionist/school-wide lead for SY24 DL compliance and intentionality re: LRE a focus for SY23 -- opportunity for better inclusions/co-teaching models; continued work on LRE with an eye toward high school readiness and long-term post-secondary success.	

What student-centered problems have surfaced during this reflection?

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

-inconsistent experience across grade levels (teachers doing different things/lack of horizontal alignment) ✏️
-ELs not making gains
-Students perceived as being higher-achieving overall than the data show
-Unclear curriculum intentionality/implementation with fidelity - gaps in student learning
-Inconsistency with curriculum vertically, no clear pathway from Prek to 8th
-Algebra not accessible to many

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
No	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	Also view Jamboard ✏️ -In the early grades, a lot of growth; moving students from red to yellow to green -In middle school, students' need for urgent intervention increases – how are we meeting the needs in MYP? -Wondering: how well are we preparing students to provide accurate data when taking assessments? -In speaking with teachers, review of the Start360 data in MOY resulted in shifts of scope and sequence -Opportunity to center the IAR in our conversation: alignment to standards, better reflection of our practice -Need: purpose of IAR vs. Star360 -Need to grow our students who are at meet/exceed while also providing support for the students who are below -Writing stands out as a need – opportunity for scope and sequence -Surprised that vocabulary wasn't higher -In IAR: comparing grades and years – no discernable pattern -Alignment is missing based on review of unit plans and REACH scores -Lack of scope and sequence; clear curriculum for reading/writing K-8, especially in 5th and up -Teachers are creating curriculum, lack of coherent high-quality curriculum -Meet/Exceed in IAR seems lower than what would be expected given -Our lack of scope and sequence may be hindering the progress of our ELs. Our ACCESS scores show that our students are not building proficiency at Wildwood -BIPOC students are over-represented in lower tiers -DL teachers do not have access to scope and sequence: leads to a breakdown of DL supports -We do not plan around students ACCESS scores and/or IEP Goals -Rigor Walk data: lack of student collaboration, questioning, use of academic vocabulary. Heat map mostly red at EOY.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		
Partially	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?** LSC: Agreement with priority areas ✏️ Community at large: Form sent to all community members (parents & students) requesting feedback and to address questions; no feedback offered by stakeholders Teachers: engaged in priority areas during Week 0: universal agreement that our priority areas and a focus on Tier I is what's needed	Quality Indicators of Specially Designed Curriculum EL Program Review Tool
No	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**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?** SY23 had a focus on relaunching ILT to narrow the focus and create some foundations around visiting classrooms, collecting data. Teachers are more comfortable with classroom visits, provides an opportunity to build forward. ✏️ EL students did not receive sufficient support in SY23. Intentional scheduling/budgeting to ensure ELPT is released 0.5 to support school-wide in SY24 MTSS work was happening in SY23: MTSS lead established in 3rd quarter SY23. In SY24, MTSS lead is the 0.5 interventionist/school-wide lead for SY24 DL compliance and intentionality re: LRE a focus for SY23 -- opportunity for better inclusions/co-teaching models; continued work on LRE with an eye toward high school readiness and long-term post-secondary success.	
No	There are language objectives (that demonstrate HOW students will use language) across the content.			

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

Continued need to find systems and structures to support Tier II and III students ✏️

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	Issues: biased-based harm, bullying and near-bullying behaviors and harm ✏️ Lack of fidelity in the implementation in SEL curriculum Data from Cultivate suggest prioritizing: Student Voice, Supportive Teaching ICT reports indicate a need to focus on problem-solving between students and creating safer unstructured spaces (lunch/recess); lack of knowledge on the part of staff as to how to intervene in the case of biased-based harm; need for more entrenched systems and structures for addressing harm of all forms	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC)

| Partially | Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices. | | Access to OST |

Increase Average Daily Attendance

Increased Attendance for Chronically Absent Students

| Partially | 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?** |

LSC: Agreement with priority areas
Community at large: Form sent to all community members (parents & students) requesting feedback and to address questions; no feedback offered by stakeholders
Teachers: engaged in priority areas during Week 0: universal agreement that our priority areas and a focus on Tier I is what's needed

Reconnected by 20th Day, Reconnected after 8 out of 10 days absent

Cultivate (Belonging & Identity)

Staff trained on alternatives to exclusionary discipline (School Level Data)

Enrichment Program Participation: Enrollment & Attendance

| No | 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?

Students facing biased-based harm, lack of belonging; 5-8th grade students struggling with peer relationships, conflict resolution, socialization

Systems put in place during SY22 to address SCC violations: reflective/restorative practices; shift in focus from teacher-handled situations, to documentation and admin-supported interventions; targeted tier I supports for classes/grades with especially significant/repeated needs; attendance monitoring and interventions for truant students; counselor push-in for SEL lessons school-wide; Second Step and Calm Classroom

For SY 23: Week 0 anti-bias training for all staff in partnership with ADL; hiring of AP with extensive dean/RP experience to oversee Climate & Culture/SCC enforcement

---

Return to Top

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**
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)	Combination of admission to selective enrollment high schools, neighborhood high schools (namely Taft), and options/specialty programs, and non-CPS schools: 33% of SY23 8th grade graduates projected to SEHS, 25% to CPS options program, 20% projected to neighborhood school, 20% to parochial/private, 2% suburban/out-of-state	Graduation Rate

Partnership with Junior Achievement to provide career exploration
Approximately ⅓ of students pass the annual Algebra Exit Exam (AEE) which provides them with high school credit. All 8th grade students take the AEE.
Need for additional programming centered on high school readiness including high school field trips, college visits, alumni panel, alignment to HS skills.
Parent feedback: greater rigor and readiness in the MYP to support high school readiness
Opportunity: 8th grade students will take the PSAT 8/9 which provides a new lens into high school readiness

Program Inquiry: Programs/participation/attainment rates of % of ECCC

3 - 8 On Track

| 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 |

Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate

| 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 |

9th and 10th Grade On Track

What is the feedback from your stakeholders?

LSC: Agreement with priority areas
Community at large: Form sent to all community members (parents & students) requesting feedback and to address questions; no feedback offered by stakeholders
Teachers: engaged in priority areas during Week 0: universal agreement that our priority areas and a focus on Tier I is what's needed

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data)

| 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, 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?

Strong practice by school counselor around high school process
Addition of the PSAT 8/9 to root the conversation of high school readiness in data
Partnership with Junior Achievement has been moderately successful at providing career readiness options

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.

Accelerated students do not have access to high-school, credit-bearing curricula and many choose to pursue other options (namely Academic Centers)

Return to Top

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	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	Close relationship between families and school fostered through PTO; frequent communication with families at the class level and school-level; parent engagement at all-school events; parent participation through volunteerism and fundraising Lack of engagement in BAC: need to revisit DL parent meetings monthly Principal feedback form: Largely positive feedback about changes; areas of need often relate to security On the 5Essentials and Cultivate Surveys, students indicated that they would like more opportunities for choice and voice. PTO and LSC have virtual option for greater accessibility PTO looking to partner to provide support for monthly assemblies in addition to their current academic and school culture initiatives (including International Night, Fun Run, Fine Arts Night, Picnic, Fun Day, etc.).	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric		Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

LSC: Agreement with priority areas
Community at large: Form sent to all community members (parents & students) requesting feedback and to address questions; no feedback offered by stakeholders
Teachers: engaged in priority areas during Week 0: universal agreement that our priority areas and a focus on Tier I is what's needed

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.
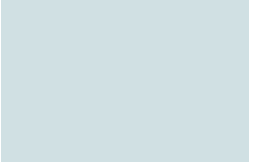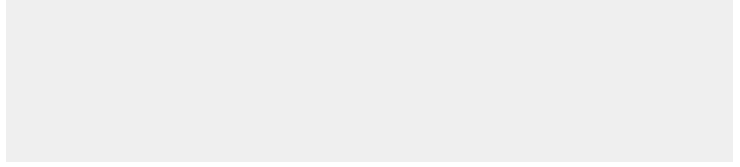
Non-neighborhood families less engaged may impact student sense of belonging; much of the messaging and language around Wildwood centers those living in the community around the school while 1/3 of students come from outside those boundaries

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?

Increased parent communication: weekly principal newsletter; increased messaging around community engagement in LSC and PTO; intentional recruitment of LSC members outside of neighborhood to fill vacancies

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
No	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.
No	The ILT leads instructional improvement through distributed leadership.
No	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.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Also view Jamboard
-In the early grades, a lot of growth; moving students from red to yellow to green
-In middle school, students' need for urgent intervention increases – how are we meeting the needs in MYP?
-Wondering: how well are we preparing students to provide accurate data when taking assessments?
-In speaking with teachers, review of the Start360 data in MOY resulted in shifts of scope and sequence
-Opportunity to center the IAR in our conversation: alignment to standards, better reflection of our practice
-Need: purpose of IAR vs. Star360
-Need to grow our students who are at meet/exceed while also providing support for the students who are below
-Writing stands out as a need – opportunity for scope and sequence
-Surprised that vocabulary wasn't higher
-In IAR: comparing grades and years – no discernable pattern
-Alignment is missing based on review of unit plans and REACH scores
-Lack of scope and sequence; clear curriculum for reading/writing K-8, especially in 5th and up
-Teachers are creating curriculum, lack of coherent high-quality curriculum
-Meet/Exceed in IAR seems lower than what would be expected given
-Our lack of scope and sequence may be hindering the progress of our ELs. Our ACCESS scores show that our students are not building proficiency at Wildwood
-BIPOC students are over-represented in lower tiers
-DL teachers do not have access to scope and sequence: leads to a breakdown of DL supports
-We do not plan around students ACCESS scores and/or IEP Goals
-Rigor Walk data: lack of student collaboration, questioning, use of academic vocabulary. Heat map mostly red at EOY.

What is the feedback from your stakeholders?

LSC: Agreement with priority areas
Community at large: Form sent to all community members (parents & students) requesting feedback and to address questions; no feedback offered by stakeholders
Teachers: engaged in priority areas during Week 0: universal agreement that our priority areas and a focus on Tier I is what's needed

What student-centered problems have surfaced during this reflection?

-inconsistent experience across grade levels (teachers doing different things/lack of horizontal alignment)
-ELs not making gains
-Students perceived as being higher-achieving overall than the data show
-Unclear curriculum intentionality/implementation with fidelity - gaps in student learning
-Inconsistency with curriculum vertically, no clear pathway from Prek to 8th
-Algebra not accessible to many

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?

SY23 had a focus on relaunching ILT to narrow the focus and create some foundations around visiting classrooms, collecting data. Teachers are more comfortable with classroom visits, provides an opportunity to build forward.

EL students did not receive sufficient support in SY23. Intentional scheduling/budgeting to ensure ELPT is released 0.5 to support school-wide in SY24

MTSS work was happening in SY23: MTSS lead established in 3rd quarter SY23. In SY24, MTSS lead is the 0.5 interventionist/school-wide lead for SY24

DL compliance and intentionality re: LRE a focus for SY23 -- opportunity for better inclusions/co-teaching models; continued work on LRE with an eye toward high school readiness and long-term post-secondary success.

Determine Priorities

Return to Top

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

Students...

Students have gaps in their learning due to lack of vertical and horizontally aligned curriculum

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

Return to Top

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

As adults in the building, we...

Do not have access to aligned high-quality curriculum in core subject areas that ensures a progression of mastery of grade level content and skills K-8; piece together parts of curricula without always having a clear learning path that students take toward mastery from the year before to the year after and throughout the school year.

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

Return to Top

What is your Theory of Action?

Curriculum & Instruction

If we....

Adopt and implement a standards-aligned high-quality curriculum in ELA, math, science, and I&S, with a clear scope and sequence K-8, supported through grade level, DL, EL collaboration, and intentionally framed within the IB Standards and Practices...

then we see....

Teachers using Skyline and the IB Standards and Practices to plan for learning experiences that build skills and knowledge, include highly engaging best practices in instruction, and are accessible for DL, EL, and/or students who are below, at, or above grade level...

Students engaged in learning experiences that are standards-aligned, grade-level appropriate, culturally relevant, build coherently from K-8, and provide transdisciplinary/global connections.

which leads to...

Growth, as measured by IAR, Star360, iReady, and/or ACCESS for all students regardless of incoming achievement at BOY (for students below, at, or above grade level).

A more student-centered learning experience as measured by the Network Rigor Walks, in-house learning walks, and weekly pop-in data.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

Implementation Plan

Return to Top

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 👉

SLT + ILT

Dates for Progress Monitoring Check Ins

Q1	10/26/2023	Q3	03/19/2024
Q2	12/22/2023	Q4	06/07/2024

SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1 100% of teachers using Skyline ELA curriculum for Scope & Sequence; 30% of teachers in full implementation	SLT	EOY	In Progress
Action Step 1 Opt-in Wildwood for all-school implementation	Resh	EOY 2023	Completed
Action Step 2 Summer opt-in PD for Skyline for K-5, MYP ELA teachers	PYP all + MYP ELA	Summer 2023	Completed
Action Step 3 Develop PD plan for SY24 for Skyline implementation	SLT+ILT	October 2023	In Progress
Action Step 4 Teachers engage in Skyline ELA district-provided PD	PYP all + MYP ELA	Ongoing	In Progress
Action Step 5 EOY review of implementation: lessons learned, needs for Year 2	All teachers	June 2024	Select Status
Action Step 6 SLT engaged in Skyline for School Leaders implementation workshops	SLT	Ongoing	Select Status
Action Step 7			Select Status
Implementation Milestone 2 50% of teachers: Skyline Adoption for science + Social Studies	SLT	EOY	In Progress
Action Step 1 Opt-in Wildwood for all-school implementation	Resh	EOY 2023	Completed
Action Step 2 Receipt of materials	Guerra/Kim	Summer 2023	Completed
Action Step 3 Dedicated planning time with Skyline	All teachers	Ongoing	In Progress
Action Step 4 Integrate IB Unit Planners with Skyline science & social studies	PYP Teachers	Ongoing	Select Status
Action Step 5			Select Status
Implementation Milestone 3 100% of ELA teachers implementing Skyline ELA Scope & Sequence with fidelity	SLT	June 2024	Select Status
Action Step 1 Teachers set scope and sequence for SY 24 and share with SLT	SLT	September 2023	In Progress
Action Step 2 Scope and sequence embedded into Weekly Learning Experiences	All teachers	Ongoing	In Progress
Action Step 3 Semester review of Scope & Sequence	All teachers	January 2024	Select Status
Action Step 4 EOY reflection of implementation	All ELA teachers	June 2024	Select Status
Action Step 5			Select Status
Implementation Milestone 4 ILT engaged in CPS-provided professional learning to support Skyline Implementation: earning series to ensure that all implementers teach Skyline to the full richness of content and depth of standards are experienced by all learners, and teachers feel confident implementing Skyline throughout the year.	ILT	Ongoing	In Progress
Action Step 1 Completion of ILT Institute #1	ILT	July 2023	Completed
Action Step 2 Participation in ILT Institute #2; creation of next steps based on the ILT Institute	ILT	September 2023	In Progress
Action Step 3 Participation of ILT Institute #3; creation of next steps based on the ILT Institute	ILT	December 2023	Select Status
Action Step 4 Participation of ILT Institute #4; creation of next steps based on the ILT Institute	ILT	March 2024	Select Status
Action Step 5 Participation of ILT Institute #5; creation of next steps based on the ILT Institute	ILT	May 2024	Select Status
Action Step 6 Utilize the CPS Skyline Co-Labs to build on the CPS-provided PD	ILT	Ongoing	Select Status

SY25-SY26 Implementation Milestones

Jump to...	Priority	TOA	Goal Setting	Progress
Reflection	Root Cause	Implementation Plan		Monitoring

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

Curriculum & Instruction

SY25 Anticipated Milestones	Adoption of Math Skyline Curriculum Deeper implementation of ELA, I&S, Science	✍
SY26 Anticipated Milestones	Focus on differentiation in Skyline curriculum implementation with a continued focus on EL, DL students; and an eye toward acceleration for students above grade level HS Algebra as the 8th grade math curriculum	✍

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

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	Numerical Targets [Optional] ✍ SY24	SY25	SY26
Growth, as measured by IAR, Star360, iReady, and/or ACCESS for all students regardless of incoming achievement at BOY (for students below, at, or above grade level).	Yes	Other	Overall	Data in shared CIWP file for the measures			
			Students with an IEP	Data in shared CIWP file for the measures			
A more student-centered learning experience as measured by the Network Rigor Walks, internal learning walks, and pop-in data	Yes	Other	Overall	Data in shared CIWP file for the measures			
			Students with an IEP	Data in shared CIWP file for the measures			

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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	100% teachers access Skyline ELA for Scope & Sequence	80% of teachers implementing Skyline ELA 100% of teachers implementing Skyline math	100% of teachers leveraging Skyline for differentiation in ELA and math
C&I:2 Students experience grade-level, standards-aligned instruction.	100% teachers access Skyline ELA for Scope & Sequence, 30% are full adoption	80% of teachers implementing Skyline ELA full adoption 100% of teachers implementing Skyline math	100% of teachers leveraging Skyline for differentiation in ELA and math
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT engaged in district ILT institutes.Area of focus is Curriculum Implementation	ILT Engaged in discit ILT Institutes. Area of Focus: Distributed Leadership	ILT Engaged in district IL Institutes. Area of Focus: Instructional Practice

---

Return to Top

SY24 Progress Monitoring

Resources: 🚀

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Growth, as measured by IAR, Star360, iReady, and/or ACCESS for all students regardless of incoming	Other	Overall	Data in shared CIWP file for the measures		Select Status	Select Status	Select Status	Select Status

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

Curriculum & Instruction

achievement at BOY (for students below, at, or above grade level).	Other	Students with an IEP	Data in shared CIWP file for the measures		Select Status	Select Status	Select Status	Select Status
A more student-centered learning experience as measured by the Network Rigor Walks, internal learning walks, and pop-in data	Other	Overall	Data in shared CIWP file for the measures		Select Status	Select Status	Select Status	Select Status
		Students with an IEP	Data in shared CIWP file for the measures		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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	100% teachers access Skyline ELA for Scope & Sequence	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	100% teachers access Skyline ELA for Scope & Sequence, 30% are full adoption	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT engaged in district ILT institutes.Area of focus is Curriculum Implementation	Select Status	Select Status	Select Status	Select Status

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
No	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.
No	The ILT leads instructional improvement through distributed leadership.
No	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.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Also view Jamboard
-In the early grades, a lot of growth; moving students from red to yellow to green
-In middle school, students' need for urgent intervention increases – how are we meeting the needs in MYP?
-Wondering: how well are we preparing students to provide accurate data when taking assessments?
-In speaking with teachers, review of the Start360 data in MOY resulted in shifts of scope and sequence
-Opportunity to center the IAR in our conversation: alignment to standards, better reflection of our practice
-Need: purpose of IAR vs. Star360
-Need to grow our students who are at meet/exceed while also providing support for the students who are below
-Writing stands out as a need – opportunity for scope and sequence
-Surprised that vocabulary wasn't higher
-In IAR: comparing grades and years – no discernable pattern
-Alignment is missing based on review of unit plans and REACH scores
-Lack of scope and sequence; clear curriculum for reading/writing K-8, especially in 5th and up
-Teachers are creating curriculum, lack of coherent high-quality curriculum
-Meet/Exceed in IAR seems lower than what would be expected given
-Our lack of scope and sequence may be hindering the progress of our ELs. Our ACCESS scores show that our students are not building proficiency at Wildwood
-BIPOC students are over-represented in lower tiers
-DL teachers do not have access to scope and sequence: leads to a breakdown of DL supports
-We do not plan around students ACCESS scores and/or IEP Goals
-Rigor Walk data: lack of student collaboration, questioning, use of academic vocabulary. Heat map mostly red at EOY.

What is the feedback from your stakeholders?

LSC: Agreement with priority areas
Community at large: Form sent to all community members (parents & students) requesting feedback and to address questions; no feedback offered by stakeholders
Teachers: engaged in priority areas during Week 0: universal agreement that our priority areas and a focus on Tier I is what's needed

What student-centered problems have surfaced during this reflection?

-inconsistent experience across grade levels (teachers doing different things/lack of horizontal alignment)
-ELs not making gains
-Students perceived as being higher-achieving overall than the data show
-Unclear curriculum intentionality/implementation with fidelity - gaps in student learning
-Inconsistency with curriculum vertically, no clear pathway from Prek to 8th
-Algebra not accessible to many

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?

SY23 had a focus on relaunching ILT to narrow the focus and create some foundations around visiting classrooms, collecting data. Teachers are more comfortable with classroom visits, provides an opportunity to build forward.

EL students did not receive sufficient support in SY23. Intentional scheduling/budgeting to ensure ELPT is released 0.5 to support school-wide in SY24

MTSS work was happening in SY23: MTSS lead established in 3rd quarter SY23. In SY24, MTSS lead is the 0.5 interventionist/school-wide lead for SY24

DL compliance and intentionality re: LRE a focus for SY23 -- opportunity for better inclusions/co-teaching models; continued work on LRE with an eye toward high school readiness and long-term post-secondary success.

Determine Priorities

Return to Top

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

Students...
Students have low engagement in largely teacher-centered tasks
Lack of opportunity for student discourse
Lack of productive struggle that support high level of rigor

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

Return to Top

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

As adults in the building, we...
Struggle to relinquish control of classrooms in such a way that support productive struggle
Lack strategies to promote student-to-student discourse and collaboration
Lack confidence in shifting from teacher-directed to student-centered classrooms
Lack skill in implementing high DoK task
Have a high will to shift toward more engaging practices for students
Have not been planning with rigor, productive struggle, student experience at the center

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

Return to Top

What is your Theory of Action?

Curriculum & Instruction

Resources: 🚀

If we....

Root our practice in rigorous, student-centered learning experiences for all students ✍️

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

Students engaged in learning experiences that are high rigor, promote productive struggle and critical thinking; are student-owned, support student discourse and collaboration; and have opportunities for co-creation between adults and students... ✍️

which leads to...

Growth, as measured by IAR, Star360, iReady, and/or ACCESS for all students regardless of incoming achievement at BOY (for students below, at, or above grade level). ✍️

Cultivate data showing improvements in student voice and meaningful work

A more student-centered learning experience as measured by the Network Rigor Walks, in-house learning walks, and weekly pop-in data.

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 ✍️
SLT+ ILT

Dates for Progress Monitoring Check Ins

Q1	10/26/2023	Q3	03/19/2024
Q2	12/22/2023	Q4	06/07/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100% of teachers in K-8 submit Weekly Learning Experience that reflects adherence to standards-aligned Scope & Sequence (Priority 1), evidence of rigorous learning tasks that support productive struggle, student engagement, and collaborative learning; and SEL Tier I focus (Priority 3)	All Teachers	June 2024	In Progress
Action Step 1	Create WLE template with reflection questions	SLT	August 14	Completed
Action Step 2	Create monitoring system with feedback look-fors in collaboration with teachers	SLT	September 15	Completed
Action Step 3	Provide ongoing feedback rooted in teacher-generated look-fors in alignment with CIWP priorities	SLT	Ongoing	In Progress
Action Step 4	Generate differentiated PD from WLE weekly review + pop-in data	SLT + ILT	Ongoing	Select Status
Action Step 5	EOY review of WLE to iterate for SY25	SLT + ILT w/all teachers	June 2024	Select Status
Action Step 6	SLT conducts weekly pop-ins using Rigor Walk rubric as the foundation; look fors: alignment of WLE to student experience, tools for Bank	SLT	Ongoing	In Progress
Action Step 7				Select Status
Implementation Milestone 2	100% of teachers participate in a minimum of two learning walks in SY 24	SLT + All Teachers	June 2024	Select Status
Action Step 1	Set N1 ISL supported learning walk schedule for SY 24 (to happen during GLMs)	SLT + N1 ISL	August 2023	Completed
Action Step 2	Create the Learning Walk protocol (w/N1 ISL) to align with WLE + rigor walk tool	SLT	September 2023	Select Status
Action Step 3	Conduct N1 quarterly learning walks during GLEs using protocol; debrief data school-wide during PD Day	SLT + All Teachers	October, February, March	Select Status
Action Step 4	Conduct internal learning walks (modeled after N1 learning walks)	All teachers in GLM	December, April	Select Status
Action Step 5	Grade level teams create action steps from learning walk data	All teachers in GLM	October, February, March	Select Status
Implementation Milestone 3	Create and have 100% of teacher access a Student-Centered Strategies Bank to support rigor	SLT + ILT	June 2024	Select Status
Action Step 1	School leadership develops common understanding of rigor	SLT + ILT	October 2024	Select Status
Action Step 2	Identify protocols and strategies for the Bank	SLT + ILT	Ongoing	Select Status
Action Step 3	Use information from WLE review and pop-ins to add to the Bank	SLT	Ongoing	Select Status
Action Step 4	Leverage GLMs for teachers to pull resources from Bank for WLE	All teachers	Ongoing	Select Status
Action Step 5	Use MYP Design as an incubator for high-rigor, project-based experiences for students that will become part of the Bank	SLT + MYP	Ongoing	Select Status
Implementation Milestone 4	ILT Professional Learning Cycle Series: Learning series for the development of content/grade-level best practices, instructional strategies, priority learning conditions through collaborative learning and facilitated planning sessions.	ILT	May 2024	Select Status
Action Step 1	Learning Cycle Series 1	ILT	Week of October 23	Select Status
Action Step 2	Learning Cycle Series 2	ILT	Week of February 5	Select Status
Action Step 3	Learning Cycle Series 3	ILT	Week of April 15	Select Status

Curriculum & Instruction

Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Instructional focus on Student discourse, student-to-student discussion, student choice and pathways Continued development of distributed leadership through the ILT: Differentiated response to Learning Walk Data; Development of Student Work Protocol Flexible classroom seating present in 100% of classrooms	✏️
SY26 Anticipated Milestones	nstructional focus on student-teacher co-creation of learning tasks, learning pathways Continued development of distributed leadership through the ILT 100% of teachers using Student Work Protocol to measure student engagement in rigorous tasks/productive struggle/student-centeredness in instruction Students have voice in co-creating classroom environment in 100% of classrooms	✏️

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
Growth, as measured by IAR, Star360, iReady, and/or ACCESS for all students regardless of incoming achievement at BOY (for students below, at, or above grade level).	Yes	Other	Overall	Data in shared CIWP file for the measures			
			Students with an IEP	Data in shared CIWP file for the measures			
Cultivate data showing improvements in student voice and meaningful work; learning walk and pop-in data	Yes	Cultivate	Overall	Data in shared CIWP file for the measures			
			Students with an IEP	Data in shared CIWP file for the measures			

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:2 Students experience grade-level, standards-aligned instruction.	By EOY 30% of weekly pop-in/learning walk data show students engaging in DoK 3/4	By EOY 50% of weekly pop-in/learning walk data show students engaging in DoK 3/4	By EOY 70% of weekly pop-in/learning walk data show students engaging in DoK 3/4
Select a Practice			
Select a Practice			

Return to Top

SY24 Progress Monitoring

Resources: 🚀

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

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

Curriculum & Instruction

					Select Status	Select Status	Select Status	Select Status
Growth, as measured by IAR, Star360, iReady, and/or ACCESS for all students regardless of incoming achievement at BOY (for students below, at, or above grade level).	Other	Overall	Data in shared CIWP file for the measures		Select Status	Select Status	Select Status	Select Status
		Students with an IEP	Data in shared CIWP file for the measures		Select Status	Select Status	Select Status	Select Status
Cultivate data showing improvements in student voice and meaningful work; learning walk and pop-in data	Cultivate	Overall	Data in shared CIWP file for the measures		Select Status	Select Status	Select Status	Select Status
		Students with an IEP	Data in shared CIWP file for the measures		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:2 Students experience grade-level, standards-aligned instruction.	By EOY 30% of weekly pop-in/learning walk data show students engaging in DoK 3/4	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.
Partially	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.
No	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?

Issues: biased-based harm, bullying and near-bullying behaviors and harm
Lack of fidelity in the implementation in SEL curriculum
Data from Cultivate suggest prioritizing: Student Voice, Supportive Teaching
ICT reports indicate a need to focus on problem-solving between students and creating safer unstructured spaces (lunch/recess); lack of knowledge on the part of staff as to how to intervene in the case of biased-based harm; need for more entrenched systems and structures for addressing harm of all forms

What is the feedback from your stakeholders?

LSC: Agreement with priority areas
Community at large: Form sent to all community members (parents & students) requesting feedback and to address questions; no feedback offered by stakeholders
Teachers: engaged in priority areas during Week 0: universal agreement that our priority areas and a focus on Tier I is what's needed

What student-centered problems have surfaced during this reflection?

Students facing biased-based harm, lack of belonging; 5-8th grade students struggling with peer relationships, conflict resolution, socialization

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?

Systems put in place during SY22 to address SCC violations: reflective/restorative practices; shift in focus from teacher-handled situations, to documentation and admin-supported interventions; targeted tier I supports for classes/grades with especially significant/repeated needs; attendance monitoring and interventions for truant students; counselor push-in for SEL lessons school-wide; Second Step and Calm Classroom

For SY 23: Week 0 anti-bias training for all staff in partnership with ADL; hiring of AP with extensive dean/RP experience to oversee Climate & Culture/SCC enforcement

Return to Top — Determine Priorities

Resources: 🚀

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

Determine Priorities Protocol

Students...

Students experiencing harm: biased-based harm, meanness, exclusion, bullying
Students experiencing a lack of belonging/community
Students lacking problem-solving/conflict resolution skills when engaging with peers
Students experience a lack of consistency from adults in addressing incidents of harm.

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top — Root Cause

Resources: 🚀

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

5 Why's Root Cause Protocol

As adults in the building, we...

Lack familiarity and practice in restorative practices
Lack of familiarity and practices in community-building strategies (e.g., circle-keeping) to address SEL needs at the classroom level
Need for implementation with fidelity: Second Step/ Calm Classroom

Have lacked clear expectations from admin around SCC

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....

Center student wellbeing through PreK-8 Tier I SEL, create systems for restorative practices to address incidents of harm, and partner with outside agencies to provide professional learning and leadership to decrease the incidences of biased-based harm and improve anti-biased approaches to learning

then we see....

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

Connectedness & Wellbeing

All students feeling a sense of belonging at Wildwood; students engaging in learning opportunities when harm occurs; active student engagement in harm reduction...

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.

Teachers using restorative practices in their classrooms; implementing SEL curricula with fidelity; utilizing SEL strategies throughout the day; addressing incidents of harm in collaboration with admin, the Climate & Culture Team, and the Behavioral Health Team as appropriate; supporting students' SEL needs more thoroughly...

which leads to...

A reduction in SCC violations (specifically around biased-based harm), improvements in classroom community, teacher caring, and affirming identities (as measured by the Cultivate Survey)

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 ✍

SLT + CCT

Dates for Progress Monitoring Check Ins

Q1	10/26/2023	Q3	03/19/2024
Q2	12/22/2023	Q4	06/07/2024

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	Partner with the Anti-Defamation League (ADL) to: provide professional development for staff on mitigating bias; create No Place for Hate student voice group; support for new Equity Team	SLT	June 2024	In Progress
Action Step 1	BOY PD for staff on reducing bias in the classroom	SLT	August 16, 2023	Completed
Action Step 2	Convene Equity Team to create an equity vision statement	Equity Team	June 2024	Select Status
Action Step 3	No Place For Hate student project	Equity Team + ADL + NPFH	June 2024	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Refine systems for incident documentation, ICT reporting, and SCC violation next steps	SLT + CCT	June 2024	In Progress
Action Step 1	Update incident reporting tool to include and encourage more restorative practices within all spaces	SLT	September 2023	In Progress
Action Step 2	Track incident trends quarterly, creating appropriate responses to respective spaces as needed	SLT	Ongoing	Select Status
Action Step 3	Disaggregate data at MOY and EOY to uncover bias in discipline referrals	SLT + CCT	January + June 2024	Select Status
Action Step 4	Create a Year 2 plan to address bias in discipline referrals	SLT + CCT	Summer 2024	Select Status
Action Step 5	Develop data protocol to be used in CCT & BHT to support decisions about Tier I, II, III SEL interventions	SLT + CCT	October 2023	Select Status
Implementation Milestone 3	100% of teachers using school-wide classroom SEL strategies beyond Second Step	SLT + CCT	June 2024	Select Status
Action Step 1	Integrate SEL competencies and IB Learner Profile Traits into the scope and sequence at all grade levels and provide ongoing PD for teacher implementation	SLT + CCT	December 2023	Select Status
Action Step 2	Integrate IB traits into the scope and sequence horizontally all grade levels	SLT + CCT	March 2023	Select Status
Action Step 3	Data analysis from OSCEPA Needs Assessment and SECA survey results to determine SEL needs within each grade level	SLT + CCT	October 2023	Select Status
Action Step 4	Integrate student led restorative practices in response to SCC Level 1 and 2 incidents	SLT + CCT	June 2023	Select Status
Action Step 5	Provide professional development to a team of teachers to train colleagues in best classroom practices	SLT + CCT	December 2023	Select Status
Action Step 6	Leverage 4-week GLM cadence to embed professional learning on high-impact SEL strategies to support all teachers	SLT + CCT	Ongoing	Select Status
Implementation Milestone 4	100% implementation of Tier I SEL curriculum (Second Step) to improve SEL outcomes	SLT + CCT	June 2024	Select Status
Action Step 1	BOY data collection on implementation of Second Step SEL curriculum	SLT + CCT	September 2023	Select Status
Action Step 2	Provide differentiated supports for lack of implementation with fidelity based on BOY data	CCT	October-November 2023	Select Status
Action Step 3	MOY data collection on implementation of Second Step SEL curriculum	SLT + CCT	January 2024	Select Status
Action Step 4	Provide differentiated supports for lack of implementation with fidelity based on EOY data	CCT	February-March	Select Status
Action Step 5	EOY data collection on implementation of Second Step SEL curriculum	SLT + CCT	May 2024	Select Status
Action Step 6	Evaluate continued use of Second Step curriculum based on implementation with fidelity	SLT + CCT	June 2024	Select Status

SY25-SY26 Implementation Milestones

Connectedness & Wellbeing

| SY25 Anticipated Milestones | Continue to develop and implement school-wide classroom SEL strategies
100% of staff trained on restorative practices to be used in class to address low-level infractions
No Place For Hate expanded to larger Student Voice Committee
50% of teachers and staff Safety Care trained
CCT-Led initiatives Tier 1: elopement; de-escalation strategies
Reduce bias in incident reporting/disciplinary action |
| SY26 Anticipated Milestones | Deepening practices for restorative responses to harm; continued mitigation of biased-base harm, continued focus on student voice
100% of teachers and SECAs Safety Care trained |

Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional]

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	SY24	SY25	SY26
A reduction in SCC violations (specifically around biased-based harm),	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	Data in shared CIWP file for the measures			
			Other [BIPOC]	Data in shared CIWP file for the measures			
Improvements in classroom community, teacher caring, and affirming identities (as measured by Cultivate)	Yes	Cultivate	Overall	Data in shared CIWP file for the measures			
			Other [BIPOC]	Data in shared CIWP file for the measures			

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.	100% of teachers implement Second Step with fidelity & 50% of teachers use additional SEL strategies embedded in instruction	100% of teachers implement Second Step with fidelity & 75% of teachers use additional SEL strategies embedded in instruction	100% of teachers implement Second Step with fidelity & 100% of teachers use additional SEL strategies embedded in instruction
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.	CCT & BHT meet biweekly to support Tier I, II, and III SEL (based on data protocols) under the leadership of administration	CCT & BHT meet biweekly to support Tier I, II, and III SEL (based on data protocols) through co-facilitation with administration	CCT & BHT meet biweekly to support Tier I, II, and III SEL (based on data protocols); and are self-directed and report out to administration
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
A reduction in SCC violations (specifically around biased-based	Reduction in repeated disruptive behaviors (4-6	Overall	Data in shared CIWP file for the measures		*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

Connectedness & Wellbeing

						Select Status	Select Status	Select Status	Select Status
(specifically around biased-based harm),	disruptive behaviors (4-8 SCC)	Other [BIPOC]	Data in shared CIWP file for the measures			Select Status	Select Status	Select Status	Select Status
Improvements in classroom community, teacher caring, and affirming identities (as measured by Cultivate)	Cultivate	Overall	Data in shared CIWP file for the measures			Select Status	Select Status	Select Status	Select Status
		Other [BIPOC]	Data in shared CIWP file for the measures			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.	100% of teachers implement Second Step with fidelity & 50% of teachers use additional SEL strategies embedded in instruction	Select Status	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.	CCT & BHT meet biweekly to support Tier I, II, and III SEL (based on data protocols) under the leadership of administration	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

Parent and Family Plan

If Checked:

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

☐ **Our school is a Title I school operating a Schoolwide Program**

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

If Checked:

No action needed

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