

SY27-SY29 Continuous Improvement Work Plan (CIWP) Presentation

Dawes School | May 12, 2026



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CIWP Overview

What is the CIWP?

A three-year strategic plan that outlines the school's biggest projects to improve student experiences and outcomes.

What is continuous improvement?

A process of achieving goals by using data and strategy in repeated cycles. Decades of school research in Chicago shows its benefit to students.

What is a CIWP?



Continuous Improvement Work Plan (CIWP)

A three-year strategic plan that outlines the school's biggest projects to improve student experiences and outcomes.

People Also Search: SY27-29 CIWP Process Highlights ▼

CIWP Team & Schedule

The CIWP team includes: staff, parents, LSC members, community members, or any others who reflect the work of the school

Reflections on Foundations

Using evidence like student data and community feedback, teams reflect on these foundations:



After reflecting, schools determine which foundations they want to focus on (priorities).

Priorities

Each priority undergoes a process:

- 1) Determine a student-centered problem
- 2) Determine the root cause of this problem
- 3) Create a method to address this root cause - theory of action
- 4) Create an implementation plan with action steps for this method
- 5) Set goals to measure progress

Approval

Most CIWPs are approved by Network Chiefs and Local School Councils.

Learn more here: unifiedci.cps.edu

CIWP Foundations SY27-SY29



COMMON PRIORITY

Effective Instruction

All students accelerate towards grade-level proficiency.

PRACTICES:

- Grade-Level Aligned Instruction
- Centers Rightful Presence & Belonging
- Linguistically Sustaining & Enriching Instruction
- Culturally Responsive & Affirming Instruction

Systems for Student Experience

All students experience support systems and program-aligned instruction.

PRACTICES:

- MTSS Systems
- Interventions
- Distributed Leadership to ILT
- Student Experience & Conditions for Learning
- Program Alignment
- Arts Education

Connectedness & Wellbeing

All students experience safe and supportive learning communities by receiving targeted resources & supports.

PRACTICES:

- Whole School Safety
- Integrated SEL
- Schoolwide Community Connections
- Sustainable Community Schools

Postsecondary Success

All students graduate high school prepared to earn a living wage through a successful postsecondary pathway.

PRACTICES:

- Course Advising
- Advanced Coursework
- Postsecondary Teaming
- Postsecondary Instruction
- HS: Postsecondary Advising
- Postsecondary & Work-Based Experiences

Partnerships and Engagement

All students, families, and communities are empowered decision-makers.

PRACTICES:

- Family Communication Systems
- Relationship with Families
- Broad Engagement in Planning & Governance
- Student Voice Integration

FOR THE FULL & FINAL LANGUAGE FOR EACH PRACTICE

[CLICK HERE](#)

CIWP Data by Foundation

COMMON PRIORITY

Effective Instruction

All students accelerate
towards grade-level
proficiency.

DATA:

- Assessment
- Grades
- Rigor Walk
- High Quality Curriculum
- Balanced Assessment
- 5Essentials
- Cultivate
- IEP Indicators

Systems for Student Experience

All students experience
support systems and
program-aligned
instruction.

DATA:

- MTSS: Intervention and Support Plans
- 5Essentials
- Cultivate
- Attendance
- Behavior
- Grades
- Interim Assessment
- Arts Indicators

Connectedness & Wellbeing

All students experience
safe and supportive
learning communities by
receiving targeted
resources & supports.

DATA:

- Attendance
- Behavior
- Dropout Rate
- 5Essentials
- Cultivate
- OST
- BHT Key Components

Postsecondary Success

All students graduate high
school prepared to earn a
living wage through a
successful postsecondary
pathway.

DATA:

- On Track / On Pace
- Graduation Rate
- College Enrollment & Persistence
- 5Essentials
- ECCC
- Postsecondary Indicators

Partnerships & Engagement

All students, families,
and communities are
empowered
decision-makers.

DATA:

- 5Essentials
- Cultivate
- Parent/Community Group Engagement
- Family and Community Feedback
- Student Feedback

FOR THE FULL & FINAL LANGUAGE FOR EACH PRACTICE

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CIWP Priorities for SY27 - SY29

Determined Priorities:

- [Effective Instruction](#)
- [Connectedness & Well Being](#)

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Effective Instruction



See facilitator notes for directions on an alternative to copying-and-pasting into this deck. The alternative method is advised if any LSC members would like to review CIWP content translated to another language.

Priority: Effective Instruction

Student-Centered Problem/Challenge

- A significant number of students (55% in Reading and 74% in Math) remain stagnant one grade level below on iReady, indicating a need for structured data-driven small group instruction to bridge the gap to grade level proficiency. Students in the Diverse Learners subgroup are falling into the urgent intervention category with (44.2 %) requiring urgent intervention in Star 360 Reading and (38.89%) in Star 360 Math, compared to the general education students who have higher attainment.

Root Cause

- As adults in the building we have focused on learning the scope and sequence of the high quality curriculum. Teachers have focused heavily on delivering whole-group Tier 1 instruction which caused a lack of consistent school wide small group instruction and small group interventions.

Theory of Action

- **If we** provide the general education, special education, and Arts teachers with professional development on grade level standards, data analysis, acceleration and arts integration.
- **Then we will see** teachers utilizing data to group students and differentiate instruction.
- **Which leads to** an increase in the % of students making typical growth.

Goals & Implementation Plans

- **Goals** - Two types in CPS
 - **Performance Goals** are student outcomes
 - **Practice Goals** are teacher/staff practices
- **Implementation Plans** (Milestones & Action Steps map a way to achieve Goals

Performance Goals							
Performance Goal	Can this metric be frequently monitored?	Metric	Student Groups	Baseline	SY24	SY25	SY26
-1% students moving from Tier 1 to Tiers 2 or 3; +1% students moving from Tiers 2 or 3 up one Tier	Yes	MTSS Academic Tier Movement	FRL Eligible	+0%/year into T1	8	8	8
+5% STAR - Reading scores for grades 3-8	No	STAR (Reading)	Overall	40	50	60	70

Practice Goals			
Identify the Foundation practice(s) most aligned to your practice goals	SY24	SY25	SY26
C&I 5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	GLTs meet at least biweekly to run tuning protocol, align units, and align assessments and feedback data.	Feedback data to GLTs, students, and Tier 2 and Tier 3 groups is timely and results in adjusted instruction/learning plans within 1 week of results	GLTs engage in lesson study, including feedback cycles and data review protocols on regular basis. Learning plans reviewed/adjusted at least quarterly.

Milestones & Action Steps

☒ Milestone 1

Description

+5% IAR - Reading scores for grades 3-8 moving from Tier 1 to Tiers 2 or 3; +1% students moving from Tiers 2 or 3 up one Tier

Action Step 1

Description

Tiered movement check-in: ILT, Case Manager, Resident Principal, ISL 1. Identify students who have moved 2. Identify students likely to move 3. Tuning protocol for intervention

Who

Avila TestUser

By When

3/18/2024

Action Step 2

Description

Tiered movement check-in: ILT, Case Manager, Resident Principal, ISL 1. Identify students who have moved 2. Identify students likely to move 3. Tuning protocol for intervention

Who

Avila TestUser

By When

4/14/2024

Priority: Effective Instruction

Practice Goals (practices of adults)

- SY27
 - By the end of SY27, 100% of General Education, Special Education, and Arts teachers will have participated in targeted Professional Development on assessment, art integration, and intervention data to identify and group students for targeted support.
- SY28
 - By the end of SY 28, 100% of classrooms will have successfully launched data-driven and small-group rotations in Reading and Math. These rotations will prioritize Tier 2 interventions ensuring students meet their individualized stretch growth targets.
- SY29
 - By the end of SY29 teachers will provide a criteria for success enabling students to monitor each other ensuring all group members are making progress towards the lesson learning target.

Performance Goals (outcomes of students)

- By the end of each academic year, the percentage of students in the Diverse Learner and ELL subgroups achieving Typical to High Growth (SGP > 35) on the Star 360 Reading and Math assessments will increase by 3-5%, ensuring that the priority students are no longer falling further behind their grade-level peers.

Priority: Effective Instruction – Implementation Plan

How are we going to reach those goals?

Highlights of 3 years of Implementation Plan

SY27

- Provide targeted Professional Development to General Education, Special Education, and Arts teachers on Reading Data Literacy, focusing on the triangulation of Star 360 and i-Ready reports. Teachers will learn to analyze Student Growth.
- 100% of staff will complete training on Star data and iReady data to focus on students needed urgent interventions and 100% of classrooms will have small group rotation in place using data driven instruction

SY28

- The ILT team will restructure schedules, ensuring core delivery is efficient, allowing for a dedicated, daily Tier 2 small group rotation. Which will allow the implementation and monitoring of targeted instructional scaffolding and linguistic supports using scaffolds, graphic organizers for small-group instruction.
- 100% of teachers will consistently demonstrate the use of evidence-based scaffolds during small-group instruction as measured by the School-Wide Instructional Rubric tool.

SY29

- Teachers will Implement an Acceleration Model within small-group that prioritizes tier 1 support over remediation.
- 100% of teachers will engage with acceleration strategies pre-teaching and grade-level scaffolding into their daily small-group rotations, by the EOY 2029 assessment.

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Connectedness & Well Being

Priority: Connectedness & Well Being

Student-Centered Problem/Challenge

- Students are not receiving the supports they need to meet and maintain grade level expectations and performance. Based on the Cultivate survey, students scored teachers the lowest for Teacher Caring, Feedback for Growth, and Meaningful Work. Feedback for Growth students have listed as one of the lowest categories for the last 3 years in fall and spring surveys. On the 5 essentials survey, we are neutral in the categories of effective leadership and collaborative teachers. Our chronic absenteeism rate is 28.5% and our overall attendance rate is 91.6%. For our students in 3-8th grade, 14% need attendance support, 15% need academic support and 10% need intensive support based on the on-track data. To date we have 103 BHT referrals for academic, attendance and/or SEL support. 64% have been assigned an SEL intervention.

Root Cause

- Adults in the building have not been implementing SEL and academic interventions with fidelity.

Theory of Action

- **If we** ...as leaders guide the BHT in the creation of a tiered system for SEL supports by providing staff professional development, hiring an additional social worker and clerk, and ensuring equitable access to SEL curriculum
- **Then we see...** an increase in SEL intervention implementation
- **Which leads to ...** a reduction in absenteeism, an increase in documented SEL intervention plans, and improved building culture and climate.

Priority: Connectedness & Well Being

Practice Goals (practices of adults)

- SY27
 - By the end of SY27, 100% of classrooms will implement daily Tier 1 SEL practices in collaboration with clinicians, and staff will be trained on how to identify students for tiered SEL interventions.
 - Tier 1 Second Step curriculum will be implemented weekly by Clinicians for all grade levels. Prek will facilitate their own Second Step lessons.
 - Attendance strategies will be implemented with support from the BHT to improve daily attendance.
- SY28
 - By the end of SY28, teachers will be implementing Second Step with support of the BHT team.
- SY 29
 - Teachers will consistently implement Second Step curriculum weekly with minimal support.

Performance Goals (outcomes of students)

- By the end of SY29, the school will achieve a 3% increase in the overall student attendance rate and a measurable improvement in school climate. The performance goal will be accomplished through a fully embedded BHT process that provides equitable access to tiered SEL interventions and documented progress monitoring in Branching Minds.

Priority: Connectedness & Well Being

How are we going to reach those goals?

Highlights of 3 years of Implementation Plan

SY27

- Standardized Referrals: 100% of staff will submit BHT referrals using the DESSA/SRSS screener data.
- Teachers will submit referrals with screener data

SY28

- Documentation Fidelity: 100% of Tier 2 and Tier 3 students will have an active intervention plan in Branching Minds.
- Teachers will document interventions in Branching Minds.

SY29

- By the end of SY29, 100% of teachers will conduct quarterly student feedback which will to improve classroom community.
- Teachers will conduct student Feedback opportunities.