Chicago Public Schools

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

DURKIN PARK CIWP Cycle 2027-2029

DURKIN PARK

Grade Levels: PreK-8 **CIWP Term: CIWP Cycle 2027-2029** **Approval Status: Fully Approved**

Priority 1 - Effective Instruction

What is your Theory of Action?

If we structure planning for informational text and vocabulary lessons/units **then we see**

- and hear students utilize academic language in independent and interdependent activities
- cross core content planning
- evidence of language and content standards in lessons/units

which leads to

- an increase of student academic performance in Informational text and vocabulary.
- increase English proficiency levels for EL students.

Performance Goals

Performance Goal	Can this metric be frequently monitored?	Metric	Student Groups	Baseline	SY27	SY28	SY29
3-5% increase in the number of students K-8 presenting at mid or above grade-level in the vocabulary domain of the iReady assessment at EOY.	Yes	iReady Multi Subject: % Mid/Above Grade Level	English Learners	7%	10%	15%	20%
			Overall	33%	36%	40%	45%

3-5% increase in the number of students K-8 presenting at mid or above grade-level in the informational text domain of the iReady assessment at EOY.	Yes	iReady Multi Subject: Progress to Typical Growth Median	English Learners	23%	26%	30%	35%
			Overall	35%	38%	42%	47%

Priority 2 - Systems for Student Experience

What is your Theory of Action?

If we Proactively engage students in the EL, SwD, and STLS priority groups in attendance interventions and improve their instructional experience **then we see** fewer students in the identified priority groups trending towards chronic absenteeism and chronic truancy **which leads to** improved academic outcomes for English Learners, Students with Disabilities, and Students in Temporary Living Situations

Performance Goals

Performance Goal	Can this metric be frequently monitored?	Metric	Student Groups	Baseline	SY27	SY28	SY29
Reduce number of students in Tier 3 for Reading and Math by 10%.	Yes	MTSS Multi Subject: % of Students Receiving Interventions Meeting Goal Targets	English Learners	25	22	19	16
			Students with Disabilities	39	35	31	27
Reduce student chronic absenteeism by 5%.	Yes	Attendance: % of Students Chronically Absent	English Learners	34%	31%	26%	21%
			Students with Disabilities	38%	33%	28%	23%