

CIWP Team & Schedules

[Resources](#)

Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.
 The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
 The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.
 The CIWP team includes parents, community members, and LSC members.
 All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name	Role	Email
Jesus Laurel	AP	jalaurel@cps.edu
Juan Carlos Salinas	Connectedness & Wellbeing Lead	jsalinas7@cps.edu
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Nancy Guzman	Partnerships & Engagement Lead	ncompean@cps.edu
Alejandro Colunga	Teacher Leader	acolungajr1@cps.edu
Cynthia Cisneros	Teacher Leader	ccisneros9@cps.edu
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Sophia Papaefthimiou	Inclusive & Supportive Learning Lead	spapaefthimiou@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule		
Reflection: Curriculum & Instruction (Instructional Core)	6/12/2023	9/6/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/12/23	9/6/23
Reflection: Connectedness & Wellbeing	6/13/23	9/6/23
Reflection: Postsecondary Success	6/13/23	9/6/23
Reflection: Partnerships & Engagement	6/13/23	9/6/23
Priorities	6/14/23	6/14/23
Root Cause	6/14/23	9/6/23
Theory of Acton	8/2/23	9/6/23
Implementation Plans	8/2/23	9/6/23
Goals	9/6/23	9/6/23
Fund Compliance	8/29/23	8/29/23
Parent & Family Plan	8/29/23	8/29/23
Approval	9/12/23	9/12/23

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	10/25/2023
Quarter 2	12/20/2023
Quarter 3	4/3/2024
Quarter 4	6/5/2024

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	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.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

We have a foundation and structures put into place with ILT, department meetings, access to resources and curricular material. Content teams developed an SAT-aligned skills map that outlines the power skills they are expected to incorporate into their lessons by unit, week, quarter, semester, but it is not reviewed to determine if teachers are on pace. There is room for more opportunities around goal setting, monitoring progress, and making data informed decisions to support student learning. We have SAT data to show growth and attainment, with greater growth and attainment taking place at 9th and 11th grades. The same growth and attainment is not present at the sophomore grade level.

We do not have evidence to support these practices among all classrooms.

What is the feedback from your stakeholders?

From the EOS data:
 In BOY 2022, 12% (478 students) of non IB/non AP students said thier classes are challenging or very challenging.
 In BOY 2022, 34% (445 students) of IB/AP students said their classes are challenging/very challenging
 34% (30/89 staff members) of teachers report that their standard classes are challenging or very challenging.
 98% (87/89 staff members) of staff members report that their IB classes are challenging or very challenging, while 95% of staff members report that their AP classes are challenging or very challenging.

What student-centered problems have surfaced during this reflection?

Data shows that 50% of students are unable to solve medium level problems and that a majority (88%) of students lack the skills necessary to solve complex problems. Students are able to solve "easy-level" problems, but do not experience success on questions labeled as "complex/difficult" and require deeper levels of analysis, critical thinking, and higher levels of DOK (connected to opportunities needed for them to access more complex problems). In addition, only 34% of AP/IB students and 12% of general education students reported in the EOS survey that their classes are challenging/very challenging. Coupled with this, 34% of teachers reported that standard level courses are challenging/very challenging, and 47% of teachers reported that standard level courses are preparing students for college and career, leading the school to understand that students are not being prepared for college level work or the professional workforce.

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?

All core department teachers voted on a balanced assessment plan and agreed to administer interim and summative assessments to monitor individual student's academic progress. Non-core departments agreed to administer interim assessments. On the interim and summative assessments, questions will relate to various DOK levels. Our 4-year focus on Close Reading as a powerful instructional practice serves to provide students with opportunities to engage in analysis and critical thinking. The ILT is in the process of planning the next phase of professional learning centered on further developing students' writing skills. EBR P/SAT data reveals that students experienced growth and/or attainment, though this was not as significant for ELs (15 points less than their Gen Ed peers) and/or DLs (23 points less than their Gen Ed peers).

Return to Top Determine Priorities

Resources:

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

Students...
 P/SAT data reflects 50% of students are not demonstrating moderate success on "medium" questions and nearly 88% are not demonstrating success on questions in the "hard" range. This indicates that students struggle with transferring skills learned in class, which impacts their ability to solve more complex problems that require deeper levels of analysis and critical thinking. Further, the EOS data reveals that 88% of students do not feel like their classes are rigorous nor are they preparing them for postsecondary success, which is substantiated by the teacher data on the same survey, where less than 50% of teachers believe that their classes are preparing students for college.

[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.

Return to Top Root Cause

Resources:

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

As adults in the building, we...
 Priority 1: Curriculum and Instruction
 Student Learning Problem - P/SAT data reflects 50% of students are not demonstrating moderate success on "medium" questions and nearly 88% are not demonstrating success on questions in the "hard" range. This indicates that students struggle with transferring skills learned in class, which impacts their ability to solve more complex problems that require deeper levels of analysis and critical thinking. Further, the EOS data reveals that 88% of students do not feel like their classes are rigorous nor are they preparing them for postsecondary success, which is substantiated by the teacher data on the same survey, where less than 50% of teachers believe that their classes are preparing students for college.

[5 Whys 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.

Return to Top Theory of Action

What is your Theory of Action?

If we...
 If we (1) commit to leveraging our 9-12 grade scope and sequence document aligned to College Board's SAT Skills Insight (2) engage in professional learning cycles to develop IB curriculum and instruction that is rooted in the tenets of GLEAM*, (3) provide professional learning on reading and writing for analysis, and (4) use assessment data to inform our practice...

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.

then we see...

Teachers (1) developing vertically and horizontally-aligned instructional units (SGOs, stage 3, instructional tasks, assessments) that build towards mastery of grade-level skills, (2) collaborating on unit tuning, looking at student work, and participating in instructional learning walks, (3) engaging in professional learning and implementing instructional strategies on reading and writing for analysis, and (4) implementing interim and unit assessments to monitor student learning,

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...

improved student outcomes as demonstrated by progress/mastery of grade-level skills and standards as evidenced in grades/GPA, CCSS/IB Criterion, IB assessment objectives, interim assessments, P/SAT exams, & ACCESS exams, as well as improved teacher practice.

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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

ILT/Department Leads - ILT Representative - Beckman

Dates for Progress Monitoring Check Ins

Q1	10/25/2023	Q3	4/3/2024
Q2	12/20/2023	Q4	6/5/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers will develop vertically and horizontally-aligned units that provide students with grade level, rigorous coursework.	ILT/Dept. Leads/All Teachers	On-going	In Progress
Action Step 1	Revisit the 9-12 SAT Skills Map	All Teachers	2x a Quarter	Not Started
Action Step 2	Engage in the updated unit tuning protocol	All Teachers	Once each cycle	In Progress
Action Step 3	Incorporate LASW protocols to analyze learning and plan next steps to improve deep mastery of content/skills.	All Teachers	Once each cycle	Select Status
Action Step 4	Create interim assessments by leveraging Checkpoint and retired P/SAT exams.	All Teachers	Quarterly	In Progress
Action Step 5	Leverage data from interim and unit assessments to inform instructional planning.	All Teachers	On-going	In Progress
Implementation Milestone 2	100% of teachers will implement scaffolding/advancement instructional strategies to enrich student learning experiences.	ILT/Dept. leads	End of Q2	Select Status
Action Step 1	Develop professional learning on differentiated instruction at the high school level, including scaffolding and enrichment strategies.	ILT/Dept. Leads/Admin Team	On-going	In Progress
Action Step 2	Conduct an in-house audit to identify strong teaching practices, and top into teachers who successfully implement varied instructional strategies who will then provide professional learning for their colleagues on best practices to scaffold/advance learning.	ILT/Dept. Leads/Admin Team	Q1	In Progress
Action Step 3	Collaborate with admin team from Brooks College Prep HS to highlight best instructional practices on adaptive pacing strategies and provide professional learning to teachers during full faculty PD.	ILT/Admin Team	End of Q2	Not Started
Action Step 4	Use department time to identify common adaptive pacing strategy and make a collective commitment to implement the strategy.	All teachers	On-going	Not Started
Action Step 5	Create learning walk tools to capture differentiated strategy implementation and its impact on student learning.	ILT/Dept. Leads/Admin Team	End of Q2	Not Started
Implementation Milestone 3	100% of teachers will participate in the unit tuning protocol.	ILT/Dept. leads	As determined by cycle	Not Started
Action Step 1	Roll out updated unit tuning tool.	ILT/Dept. leads	August 2023	Completed
Action Step 2	Ensure that every unit is tuned and that teachers are provided with feedback to strengthen their units and to ensure their alignment according to each department's 9-12 grade Skills Map.	ILT/Dept. leads/All teachers	On-going	In Progress
Action Step 3	Engage in Rigor Walks to ensure that learning objectives and tasks match in the level of complexity and grade level standards.	ILT/Dept. leads/All teachers	End of Q4	Not Started
Action Step 4	Provide professional learning on calibration of learning walk and Rigor Walk tools.	ILT/Dept. leads/All teachers		Select Status
Action Step 5				Select Status
Implementation Milestone 4	100% of teachers will engage in professional learning on close reading and writing within the disciplines.	ILT/Dept. Leads/All teachers	End of Q1 and when BOY PSAT data is received	Select Status
Action Step 1	Select ILT Priority 1 Leads to develop professional learning phases.			Select Status
Action Step 2	Meet weekly to plan quarterly professional learning cycles on disciplinary writing.	ILT/Dept. Leads/All teachers	On-going	Select Status
Action Step 3	Conduct a unit audit to identify current writing expectations and collect and analyze samples of student writing to gain a deeper understanding of our current practices.	ILT/Dept. Leads/All teachers	On-going	Select Status
Action Step 4	Create a "look for" document	ILT/Dept. Leads.	End of Q4	Select Status
Action Step 5	Implement PD and collect samples of student writing over the course of the school year(s).	ILT. Dept. Leads	On-going	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
100% of teachers will engage in developing horizontally and vertically-aligned curriculum that meets the tenets of GLEAM*.
100% of teachers will participate in professional learning on writing within the disciplines.

SY26 Anticipated Milestones
The school will establish a writing framework for writing across the disciplines, including rubrics and expectations for extended writing projects in each content area.

[Return to Top](#) **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

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
60% + of 9th-11th grade students will meet their expected gains on the P/SAT and 51% + of DL students will meet their expected gains on the P/SAT Suite.	Yes <input type="checkbox"/>	PSAT (EBRW)	Overall	48%	50%	54%	60%
			Students with an IEP	43%	45%	48%	51%
92% of seniors will enroll in a 2 or 4-year college/university.	Yes <input type="checkbox"/>	College Enrollment and Persistence Rate	Overall	88%	88%	90%	92%
			English Learners				

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.

	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.	Revisit and recommit to 9-12 department SAT Skills Map as a tool to vertically and horizontally align all units and engage in the BOYCP Unit Tuning protocol to ensure that all units are rigorous and aligned to the tenets of GLEAM*.	Administration will allocate funds to provide a team of teachers with the opportunity to attend the Standards Institute and leverage this team to monitor the implementation of the tenets of GLEAM in units and in instructional practices.
C&I:2 Students experience grade-level, standards-aligned instruction.	Revisit and recommit to 9-12 department SAT Skills Map as a tool to vertically and horizontally align all units and engage in the BOYCP Unit Tuning protocol to ensure that all units are rigorous and aligned to the tenets of GLEAM*.	Select a team of lead teachers school-wide to train staff on instructional walks and calibration efforts.	Select 1-2 teachers per department that will engage their teams in b-quarterly learning walks in the content area and provide teachers with feedback to improve rigorous instructional practices.	
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.	All core and applied core (arts and WL) will implement interim assessment that are aligned to CCSS/NGSS and SAT skills and will progress monitor student performance quarterly to inform instructional planning, reteaching, and instructional interventions.	All teachers will implement interim assessment that are aligned to CCSS/NGSS and SAT skills and will progress monitor student performance quarterly to inform instructional planning, reteaching, and instructional interventions.	All teachers will implement interim assessment that are aligned to CCSS/NGSS and SAT skills and will progress monitor student performance quarterly to inform instructional planning, reteaching, and instructional interventions, and teachers will lead PD on the development of creating and refining interim assessments, including vetting questions that are at a low, medium, and high DOK levels.	

[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
60% + of 9th-11th grade students will meet their expected gains on the P/SAT and 51% + of DL students will meet their expected gains on the P/SAT Suite.	PSAT (EBRW)	Overall	48%	50%	On Track	Select Status	Select Status	Select Status
		Students with an IEP	43%	45%	On Track	Select Status	Select Status	Select Status
92% of seniors will enroll in a 2 or 4-year college/university.	College Enrollment and Persistence Rate	Overall	88%	88%	On Track	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices

SY24

Quarter 1

Quarter 2

Quarter 3

Quarter 4

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction			
Reflection	Root Cause	Implementation Plan							
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.	Revisit and recommit to 9-12 department SAT Skills Map as a tool to vertically and horizontally align all units and engage in the BOYCP Unit Tuning protocol to ensure that all units are rigorous and aligned to the tenets of GLEAM*.					On Track	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Revisit and recommit to 9-12 department SAT Skills Map as a tool to vertically and horizontally align all units and engage in the BOYCP Unit Tuning protocol to ensure that all units are rigorous and aligned to the tenets of GLEAM*.					On Track	Select Status	Select Status	Select Status
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.	All core and applied core (arts and WL) will implement interim assessment that are aligned to CCSS/NGSS and SAT skills and will progress monitor student performance quarterly to inform instructional planning, reteaching, and instructional interventions.					On Track	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

The data (Student Logger) shows that the school has a structure in place for supporting students through MTSS interventions but that teachers are not addressing student learning problems through academic interventions, revealing that students did not receive the necessary scaffolding to improve/strengthen skills or content knowledge. Professional learning agendas do not demonstrate opportunities for teachers to learn about IEP development and progress monitoring nor do they show opportunities for teachers to learn teaching strategies to improve English language acquisition.

What is the feedback from your stakeholders?

Surveys indicate that teachers want professional learning on MTSS problem solving and interventions, including scaffolding strategies. Some teachers are requesting support with coursework to obtain their ESL/Bilingual certification to better support ELs. In addition, teachers responded that the Student Logger was procedural in nature and, as a result, became busy work.

What student-centered problems have surfaced during this reflection?

The evidence reviewed (unit maps, student support cycle logger, EL Program Review, ACCESS, P/SAT, PD agendas) reveals that teachers are not scaffolding learning for students who struggle academically. As a result, students do not receive targeted academic interventions to master skills and/or content, thus impacting their grades and standardized test scores. As well, unit maps do not show evidence of teachers providing targeted language supports, therefore students do not receive the necessary instruction to improve their skills in the language domains.

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?

A team spent the summer revising the Student Support Cycle. Two teachers were selected as SSC Leads in an effort to assist teachers in identifying student learning issues. The BHT, ELPT, and Case Manager will play an integral role in the cycle when there is little to no academic progress. In addition, whole departments will select and suggest instructional strategies to improve learning and teachers will be required to bring artifacts to team meetings to show evidence of student progress. The school's unit tuning tool has been modified to ensure that the process addresses key initiatives including grade level access, cultural responsiveness, and application of knowledge and skills in real world topics. This will directly impact ELs, DLs, and general education students. The school has allocated funding to assist teachers in obtaining their ESL and/or bilingual credentials.

Student grades and attendance reports will continue to be pulled on a weekly basis as a way to progress monitor and to ensure that teachers are updating grades as a way to provide feedback and communicate student progress.

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Determine Priorities

Resources:

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

Students...
Some students receive inconsistent messages from their teachers about the learning objectives/unit goals and how those connect to their grades. Some students do not fully understand the actions they can take to demonstrate improvement and/or monitor their own academic progress. In addition, struggling students may not receive the necessary interventions to master content and skills.

[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.

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Root Cause

Resources:

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

As adults in the building, we...
 Priority #2: Inclusive and Supportive Learning

Student Learning Problem: Some students receive inconsistent messages from their teachers about the learning objectives/unit goals and how those connect to their grades. Some students do not fully understand the actions they can take to demonstrate improvement and/or monitor their own academic progress. In addition, struggling students may not receive the necessary interventions to master content and skills.

Hypothesis #1: In most classrooms, students are given a chance to improve their grades if they earn a D or F on an assignment. Some teachers accept work from students regardless of quality in an effort to raise the students' grades. As well, students do not fully understand how high school performance impacts college and career options.
 (5th Why/Root Cause) The school has not provided teachers with opportunities to "get on the same page" about setting high expectations for all students nor have departments had the opportunity to prioritize ATL skills, on ramping, and at-bats. Further, the postsecondary education curriculum is inconsistent and not focused on the actions students must take to successfully persevere in HS and post-HS.

Hypothesis #2: Teachers may not have an arsenal filled with instructional strategies to scaffold, advance, or reteach content and/or skills.
 (5th Why/Root Cause) The school has not provided robust professional learning on differentiated strategies for the HS level to meet all learning needs (DL, EL, General Ed).

Hypothesis #3: There are inconsistencies in how teachers implement school policies.
 (5th Why/Root Cause) There has not been a space and differentiated framework created (academic/behavioral circumstances) for collaborative conversations.

[5 Why's Root Cause Protocol](#)

Indicators of a Quality CIWP: Root Cause Analysis
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 Root causes are specific statements about adult practice.
 Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

Resources:

Collaborate and engage in cycles of professional learning on differentiated instructional intervention strategies, data collection, and progress monitoring (Student Support Cycle) and leverage DL, EL, BHT teams for Tier 2/3 referrals.



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...

teachers explicitly implementing scaffolds/on-ramps, and at-bats (independent practice), as well as monitoring academic interventions on Branching Minds



which leads to...

Improved student outcomes, as evidenced by attendance and grades, IB outcomes, P/SAT, and ACCESS test.



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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.
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 Action steps are inclusive of stakeholder groups and priority student groups.
 Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Dates for Progress Monitoring Check Ins

Q1	10/25/2023	Q3	4/3/2024
Q2	12/20/2023	Q4	6/5/2024

SY24 Implementation Milestones & Action Steps		Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers will participate in professional learning on instructional strategies to support ELs.	ELPT/Dual Language Coordinator	On-going	In Progress
Action Step 1	Knowing Your Multilingual Learners	ELPT/Dual Language Coordinator	Week 0	Completed
Action Step 2	Reviewing ACCESS scores for current students	ELPT/Dual Language Coordinator	Week 2	Completed
Action Step 3	Professional development on language development strategies	ELPT/Dual Language Coordinator/EL Teachers	Week 6 and ongoing	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	100% of teachers will engage in understanding and implementing the contents of the IEP.	Case Manager/DL Dept. Lead	On-going	Select Status
Action Step 1	Promoting DL Students at BOYCP	Case Manager/DL Dept. Lead	Week 0	Completed
Action Step 2	CTT Instructional Models	Case Manager/DL Dept. Lead	Week 0 and ongoing	In Progress
Action Step 3	Professional Learning on reading the IEP in dept. meetings	Case Manager/DL Dept. Lead	Week 2	Completed
Action Step 4	Participating in IEP Meetings	Case Manager/DL Dept. Lead	Week 9	Select Status
Action Step 5				Select Status
Implementation Milestone 3	100% of teachers will participate in the SSC every 3 weeks by identifying students in need of intervention strategies.	AP, ILT/Dept. Leads/All Teachers	On-going	Select Status
Action Step 1	Identify new SSC Lead Teachers	Admin Team	June 2023	Completed
Action Step 2	Revamp the SSC to better address student learning needs	SSC Leads/Admin Team	August 2023	Completed
Action Step 3	Roll out updated Student Support Cycle to the full faculty	SSC Leads/Dept. Leads	Week 3	Completed
Action Step 4	Engage in SSC every 3 weeks and communicate with families, BHT, ELPT, and Case Manager as needed	All Teachers	On-going	In Progress
Action Step 5				Select Status
Implementation Milestone 4	100% of teachers will attend weekly department meets and engage in a 3-week cycle that includes identifying at-risk students, defining learning blocks, and implementing academic interventions with fidelity.		On-going	Select Status
Action Step 1	Identify at-risk students	All Teachers	On-going	In Progress
Action Step 2	Engage in PL on instructional intervention strategies	All Teachers	On-going	In Progress
Action Step 3	Implement intervention strategies and monitor student progress	All Teachers	On-going	In Progress
Action Step 4	Collaborate, if needed, with ELPT, CM, and/or BHT to provide additional supports to students	All Teachers	On-going	In Progress
Action Step 5	Communicate with families and log in Branching Minds	All Teachers	On-going	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	100% of teachers will be provided with professional learning on instructional intervention strategies and 100% of teachers will begin implementing intervention strategies to improve student learning on content and skills.
SY26 Anticipated Milestones	100% of teachers will be able to identify their EL/DL students and develop unit plans that explicitly outline instructional strategies that will promote student success/enhance language development.

[Return to Top](#) **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 an 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

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
80% of students from 9th-12th grade will earn a cumulative 3.0+ GPA and 60% of ELs will earn a 3.0+ cumulative GPA.	Yes	Grades	Overall	73%	74%	77%	80%
			English Learners	51%	53%	56%	60%
100% of teachers will fully engage in the student support cycle and implement instructional strategies that improve and/or advance student learning.	Yes	Other	Overall	25%	90%	95%	100%
			NA				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
I&S:1 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.	AP will monitor implementation of SSC every 3 weeks to include teacher engagement and student improvement in data reports	Department leads will monitor implementation of SSC every 3 weeks to include teacher engagement and student improvement in data reports, and teacher leaders refine practices on specific intervention strategies	Teachers will lead professional learning on intervention strategies and there is school-wide common language and bank of academic intervention strategies that have been co-created by teachers. Teachers will continue to monitor student progress through the SSC.
C&I:2 Students experience grade-level, standards-aligned instruction.	Department chairs will ensure that teachers leverage the 9-12 SAT skills map to develop grade level, standards-aligned curriculum.	Teachers will refine their unit goals (standards and skills) based on EOY data and re-align unit maps to updated 9-12 SAT skills map.	Teachers will engage in continue collaboration on ensuring unit goals are aligned to standards and skills that are clear in their instructional planning, including unit maps and instructional tasks
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	ELPT and DLC will lead professional learning that promotes English language acquisition for ELs and also promotes academic language development for all students.	ESL and Bilingual teachers will collaborate with the ELPT and DLC to design professional learning on best practices to advance language acquisition for ELs and how these instructional strategies improve academics for all students.	Each department will have an ESL/Bilingual lead teacher who will engage the team in LASW protocols to assess how students use academic language in the content area.

[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	Progress Monitoring			
					Quarter 1	Quarter 2	Quarter 3	Quarter 4
80% of students from 9th-12th grade will earn a cumulative 3.0+ GPA and 60% of ELs will earn a 3.0+ cumulative GPA.	Grades	Overall	73%	74%	Select Status	Select Status	Select Status	Select Status
		English Learners	51%	53%	Select Status	Select Status	Select Status	Select Status
100% of teachers will fully engage in the student support cycle and implement instructional strategies that improve and/or advance student learning.	Other	Overall	25%	90%	Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 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.	AP will monitor implementation of SSC every 3 weeks to include tea	On Track	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Department chairs will ensure that teachers leverage the 9-12 SAT s	Limited Progress	Select Status	Select Status	Select Status

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#)
[Reflection](#) [Root Cause](#) [Implementation Plan](#)

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

Inclusive & Supportive Learning Environment

I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.

ELPT and DLC will lead professional learning that promotes English

Limited Progress

Select Status

Select Status

Select Status

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
Yes	CPS High Quality Curriculum Rubrics	We have a foundation and structures put into place with ILT, department meetings, access to resources and curricular material. Content teams developed an SAT-aligned skills map that outlines the power skills they are expected to incorporate into their lessons by unit, week, quarter, semester, but it is not reviewed to determine if teachers are on pace. There is room for more opportunities around goal setting, monitoring progress, and making data informed decisions to support student learning. We have SAT data to show growth and attainment, with greater growth and attainment taking place at 9th and 11th grades. The same growth and attainment is not present at the sophomore grade level.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Partially	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	<i>We do not have evidence to support these practices among all classrooms.</i>	STAR (Math)
Partially	Powerful Practices Rubric Learning Conditions	What is the feedback from your stakeholders? From the EOS data: In BOY 2022, 12% (478 students) of non IB/non AP students said their classes are challenging or very challenging. In BOY 2022, 34% (445 students) of IB/AP students said their classes are challenging/very challenging. 34% (30/89 staff members) of teachers report that their standard classes are challenging or very challenging. 98% (87/89 staff members) of staff members report that their IB classes are challenging or very challenging, while 95% of staff members report that their AP classes are challenging or very challenging. We do not have parent data from the 5 Essentials survey. From the 5 Essentials survey, 97% of students say that their teachers want them to become better thinkers and not just memorize. 90% of the students say they "really learn a lot in the class." 42% of students say that they do not engage in difficult questions, while 58% say they do.	iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Yes	Continuum of ILT Effectiveness Distributed Leadership		
Partially	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development Guide		
Partially	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? <i>All core department teachers voted on a balanced assessment plan and agreed to administer interim and summative assessments to monitor individual student's academic progress. Non-core departments agreed to administer interim assessments. On the interim and summative assessments, questions will relate to various DOK levels. Our 4-year focus on Close Reading as a powerful instructional practice serves to provide students with opportunities to engage in analysis and critical thinking. The ILT is in the process of planning the next phase of professional learning centered on further developing students' writing skills. EBR P/SAT data reveals that students experienced growth and/or attainment, though this was not as significant for ELs (15 points less than their Gen Ed peers) and/or DLs (23 points less than their Gen Ed peers).</i>	

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.

Data shows that 50% of students are unable to solve medium level problems and that a majority (88%) of students lack the skills necessary to solve complex problems. Students are able to solve "easy-level" problems, but do not experience success on questions labeled as "complex/difficult" and require deeper levels of analysis, critical thinking, and higher levels of DOK (connected to opportunities needed for them to access more complex problems). In addition, only 34% of AP/IB students and 12% of general education students reported in the EOS survey that their classes are challenging/very challenging. Coupled with this, 34% of teachers reported that standard level courses are challenging/very challenging, and 47% of teachers reported that standard level courses are preparing students for college and career, leading the school to understand that students are not being prepared for college level work or the professional workforce.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	MTSS Integrity Memo MTSS Continuum Roots Survey	The data (Student Logger) shows that the school has a structure in place for supporting students through MTSS interventions but that teachers are not addressing student learning problems through academic interventions, revealing that students did not receive the necessary scaffolding to improve/strengthen skills or content knowledge. Professional learning agendas do not demonstrate opportunities for teachers to learn about IEP development and progress monitoring nor do they show opportunities for teachers to learn teaching strategies to improve English language acquisition.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Partially	MTSS Integrity Memo		Quality Indicators of Specially Designed Curriculum
Yes	LRE Dashboard Page	What is the feedback from your stakeholders?	

Yes	Diverse Learners in the least restrictive environment as indicated by their IEP.		<p>Surveys indicate that teachers want professional learning on MTSS problem solving and interventions, including scaffolding strategies. Some teachers are requesting support with coursework to obtain their ESL/Bilingual certification to better support ELs. In addition, teachers responded that the Student Logger was procedural in nature and, as a result, became busy work.</p> <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>A team spent the summer revising the Student Support Cycle. Two teachers were selected as SSC Leads in an effort to assist teachers in identifying student learning issues. The BHT, ELPT, and Case Manager will play an integral role in the cycle when there is little to no academic progress. In addition, whole departments will select and suggest instructional strategies to improve learning and teachers will be required to bring artifacts to team meetings to show evidence of student progress. The school's unit tuning tool has been modified to ensure that the process addresses key initiatives including grade level access, cultural responsiveness, and application of knowledge and skills in real world topics. This will directly impact ELs, DLs, and general education students. The school has allocated funding to assist teachers in obtaining their ESL and/or bilingual credentials.</p>	EL Program Review Tool
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
Partially	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		
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.

The evidence reviewed (unit maps, student support cycle logger, EL Program Review, ACCESS, P/SAT, PD agendas) reveals that teachers are not scaffolding learning for students who struggle academically. As a result, student do not receive targeted academic interventions to master skills and/or content, thus impacting their grades and standardized test scores. As well, unit maps do not show evidence of teachers providing targeted language supports, therefore students do not receive the necessary instruction to improve their skills in the language domains.

Student grades and attendance reports will continue to be pulled on a weekly basis as a way to progress monitor and to ensure that teachers are updating grades as a way to provide feedback and communicate student progress.

The DL team meets bi-monthly to review and analyze student data (grades and attendance). The team will continue to focus on electives courses to monitor student progress and will meet with electives teachers to provide support on strategies and understanding the IEP.

[Return to Top](#) **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	BHT Key Component Assessment SEL Teaming Structure	<p>The school's Advisory Team plans weekly SEL lessons. There is a BHT that provides students with targeted supports to deal with trauma/crisis/mental health concerns. There is a Restorative Practice Coordinator who uses restorative strategies to engage students in managing behavior. The school hosts two annual BOY club and athletic fairs to encourage all students to engage in after school programs and the school allocates funding for teachers to sponsor clubs. There are currently 24 established clubs, in addition to after school and weekend programming provided by the school's external partners, NEIU TRIO Upward Bound, Math Circles of Chicago, and CPS Summer of Algebra. The school also allocates funding for Bobcat Business Hour (tutoring and homework help) and SAT preparation. The attendance coordinator and the RJC's documentation shows no established practices to meet with students post referral or return from chronic absences.</p>	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
No	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<p>What is the feedback from your stakeholders?</p> <p>The 5 Essentials revealed "partially" organized Teacher-Teacher Trust (2022). A focus group of seniors showed that students want opportunities to engage with other students in different cohorts (CP/DP/College Prep). A survey given by the SVC showed that students want more opportunities be celebrate and be celebrated. Further, results on the EOS survey showed that few students have a trusting relationship with faculty and that some teachers had low expectations for students in standard level/college prep classes.</p>	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		

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

Students do not have clear school wide expectations. Students are not aware of resources aware to support SEL. Students do not have trusting relationships with their teachers or their peers. Students do not have access to Tier 1 Healing Centered Supports. Students do not have a consistent, intentional re-entry plan. Students do not have access to a positive school culture that includes safety, community and SEL supports.

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?

The school brought the student body together post-COVID, in 2022 and 2023, for an end of the year celebration to highlight student accomplishments. A cross section of the student body was celebrated for attendance, grades, and effort. The school allocated funds for a Restorative Practice Coordinator to build relationships with students in need of additional guidance.

relationships with students in need of additional guidance and support due to their behavior. Administration collaborated with the SVC to plan and implement an end of the year Senior Send-off, which is an event that will now be held annually, in addition to the Decision Day assembly to celebrate the seniors. The school can improve on celebrating seniors who are off to the workforce, vocational schools, or the military.

[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	College and Career Competency Curriculum (C4) 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).	Postsecondary preparation programs include OneGoal and Senior Seminar. The PSLT and advisory team co-plan postsecondary awareness lessons and activities for 9th-12th grades that are implemented on a quarterly basis. Bobcat Reports are issued during advisory at Weeks 3 and 7 to provide students with additional opportunities to monitor their grades and attendance. The school hosts an annual College and Career Fair, as well as an Alumni Fair, to expand students' postsecondary awareness for all grade levels. Sophs and Juniors are able to request work-based learning opportunities through Urban Alliance or the Chicago Fire and Police Department Academy but only a few students take advantage of this opportunity. The IB Career Program (Digital Media and Engineering) plan annual field trip experiences for students to gain career exposure at the junior and senior grade levels. Overall, postsecondary learning is heavily focused on seniors, with minimal opportunities for 9th-11th graders to engage in postsecondary learning.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Partially	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	To address issues related to higher level coursework and student programming, the EOS Team analyzed data, identified, and personally met with rising 10th and 11th graders with a 3.0+ who did not select AP or IB courses during registration. Students were strongly encouraged to select more rigorous courses to prepare them for college/career options. In addition, the school offered all incoming Spanish-speaking 9th graders the opportunity to take a Spanish language assessment and placed Spanish speakers in Honors or AP Spanish courses and put them on track to take DP Spanish.	Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Partially	Work Based Learning Toolkit 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).	The counselors ensure that students complete their ILPs. The PSLT meets bi-monthly to organize events for students.	9th and 10th Grade On Track Cultivate (Relevance to the Future)
Partially	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).	What is the feedback from your stakeholders? Through the EOS survey, 82% of students reported that they want to obtain a 2- or 4-year college degree. 81% of staff estimates that students want to achieve this goal. Parents have expressed that they want the school to teach their students' the necessary skills to go to college.	Freshmen Connection Programs Offered (School Level Data)
Partially	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	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? The school has selected a new PSLT to better address postsecondary learning. The PSLT was selected by the OSCPA to engage in further developing the school's postsecondary and advising education efforts with funding from the Crown Foundation. The PSLT will incorporate SchoolLinks to engage 9th-12th graders in postsecondary planning on a quarterly basis. Funding has been allocated to take all 9th-11th grade students on two college visits in SY24, with plans to continue this practice annually. The school has partnered with CCC to offer dual credit and dual enrollment opportunities for 11th and 12th grade students, with 25 students taking college credit Law/Public Safety. The school has partnered with the Virtual Academy to offer 60 upperclassment with AP Computer Science Principles. There is a need to partner with colleges that support English learners so that this population has access to higher education. Further, there is a need to provide strong supports for postsecondary planning for Diverse Learners.	
Yes	PLT Assessment Rubric 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).		
No	Alumni Support Initiative One Pager 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).		

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

Students are not consistently exposed to backwards mapped postsecondary individualized leaning plans (ILPs).

9th and 10th grade students do not have access to a college and career curriculum

Students do not have the confidence for advanced coursework

[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
Partially	Spectrum of Inclusive Partnerships 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.	The school wants to provide a space for parents to establish positive collaborative relationships with them. The school makes robocalls and leverages the website/marquee to announce parent events. The school sends a weekly parent newsletter that contains school information and meeting dates/times, as well as CPS and community news. The school's PAC and BAC allocates funding for monthly parent workshops focused on adolescent development, with an average of 35 mothers attending these sessions, thus turnout is low. Further, the school has created a space for a Parent Resource Room	Cultivate 5 Essentials Parent Participation Rate

			<p>the school has created a space for a Parent Resource Room that allows the PAC/BAC to meet 3-4 times weekly for the weekly parent Book Club, craft-making, and planning future meetings. There is a need to plan more specialized workshops to engage fathers/paternal figures in the school. There is a need to survey parents about times that are convenient for them to come to the school and there is a need to plan and organize events to showcase student learning, beyond the Fine Arts Showcase and DP Exhibition.</p>	<p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>	<p>Reimagining With Community Toolkit</p>	<p>The school's counselors and the PSLT plan grade level nights to provide parents with information about the college planning process, including financing postsecondary education. Approximately 65% of families arrive for parent/teacher conferences in the 1st semester, with the percentage declining in the second semester.</p> <p>The school community's demographics are changing, with more African American families and newcomers from other Spanish-speaking countries moving into the neighborhood. There are two student organizations that have started planning activities; the Student Voice Committee (SVC) organized the 1st student-led assembly, the Senior Hand-down and UNIDOS plans Spirit Week, Hispanic Heritage Month, and other quarterly cultural events. There is a need to formally engage young people in collaborating with teachers and administrators to increase student voice in the decision-making process.</p>	<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>Student Voice Infrastructure Rubric</p>	<p>What is the feedback from your stakeholders?</p> <p>There is no data to inform the school on this component. 📊</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>

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

Students do not have representation in school committees. 📊

Students struggle with proactive school committees.

Students do not have access to large decision-making leadership opportunities

Students lack regular parent involvement in school and lack parent-teacher communication/collaboration.

Students struggle with understanding a clear infrastructure that builds youth-adult partnerships in decision-making.

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?

Department chairs will work with departments to organize parent engagement opportunities (i.e. literacy, math, science night). The ELPT will survey parents about topics they are interested in learning and ensure that workshops are catered towards those interests. 📊

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					

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.

Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	Our school is a Title I school operating a Schoolwide Program
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		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:	<input type="checkbox"/>	Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)
No action needed		

SCHOOL & FAMILY ENGAGEMENT POLICY

ESSA, Title I, Part A law requires schools to develop a parent and family policy that reflects their commitment to develop best engagement practices and maximizes meaningful consultation. Checking the boxes below indicates that your school understands and complies with each requirement listed.

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

Your school shall jointly develop, with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Checking off the statements below indicates your school will develop a compact that complies with each requirement. Compact statements will be housed at the school and shared with all parents.

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

The overarching goal for Title I Parent & Family Engagement funds is to increase student academic achievement through parental and family engagement and supporting skills development. In the box below, identify the academic priority areas around which your parent engagement & skills development will be aligned. As a reminder, use of your funds must occur in consultation with parents.

Back of the Yards Parents will meet as a part of the PAC/BAC to assess the school's progress towards meeting required components of the Title I School Parent Involvement Plan and Policy. Parents will have opportunities to provide input based on review PAC reports, as well as other pertinent data shared by the school.



The school will hold an annual meeting to inform parents of the school's participation in Title I programs. Title I requirements, as well as parental rights, will be explained during meetings. Monthly PAC meetings, as well as quarterly Coffee with the Principal meetings will be held to engage parents in our school events and to keep them informed of the school's annual events including, but not limited to, the College Fair, MYP/IB parent information sessions, student performances and awards celebrations, and Post-Secondary and FAFSA nights. The projected Title I Annual Meeting and PAC Organizational Meeting will be held on September 21, 2023.

The PAC will establish dates for regular monthly meetings to share suggestions and to participate in decision making regarding student progress. The school will support the PAC in determining ways to communicate with the larger Back of the Yards community through flyers, mailings, and robocalls. Additional, meeting dates will be put on the school website.

In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...

- Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)
- Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures
- Assure that funds impact the majority of parents or focus on parents with students most at academic risk
- Provide up to date monthly fund reports to PAC officers
- Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration
- Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support