CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the CPS Spectrum of Inclusive Partnerships (from the CPS Equity Framework).

Name ✍	Role ✍	Email ✍
Jeff Niemiec	Curriculum & Instruction Lead	jdniemiec1@cps.edu
Brendan O'Laughlin	Teacher Leader	bolaughlin@cps.edu
Molly Condon	Inclusive & Supportive Learning Lead	mecondon1@cps.edu
Elizabeth McGlynn	Postsecondary Lead	eamcglynn@cps.edu
Kara Griffin	Teacher Leader	kcgriffin5@cps.edu
Kevin Hayes	LSC Member	kchayes@cps.edu
Tim O'Brien	Parent	geezer60618@gmail.com
Matt O'Shea	Other - Alderman 19th Ward	mattoshea@19thward.com
Shatona Edwards	Connectedness & Wellbeing Lead	sneubel@cps.edu
Towanna Butler	Partnerships & Engagement Lead	tbutler@cps.edu
Lashawndra Pointer	AP	lepointer@cps.edu
William Hook	Principal	wehook@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	5/22/23	6/8/23
Reflection: Curriculum & Instruction (Instructional Core)	5/31/23	6/8/23
Reflection: Inclusive & Supportive Learning (Instructional Core)		
Reflection: Connectedness & Wellbeing	5/31/23	8/30/23
Reflection: Postsecondary Success		
Reflection: Partnerships & Engagement		
Priorities	8/8/23	8/18/23
Root Cause	8/8/23	8/18/23
Theory of Acton	8/8/23	8/18/23
Implementation Plans	8/8/23	8/18/23
Goals	8/8/23	8/18/23
Fund Compliance		
Parent & Family Plan		
Approval	9/11/23	9/11/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	October 27, 2023
Quarter 2	December 22, 2023
Quarter 3	April 1, 2024
Quarter 4	June 7, 2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

Reflection on Foundations Protocol

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	**Review of 40-Week Grades:** 🖊️ * 87.04% of all grades were A's (39%), B's (27%) or C's (21%) * 11% of grades were D's, and 2% were F's . **Review of the PSAT 8/9 Data:** * 31% of 9th Graders met both ERW/Math Benchmarks, 37% met 1 of the Benchmarks, and 32% did not meet either ERW/Math Benchmarks. * 64% Met ERW Benchmark, 11% Approaching ERW Benchmark, 24% Need to Strenghten Skills - falling significantly below the benchmark. These percentages were 18% above CPS average, and 4% above statel averages. * ERW lowest subscores connected to standards included: **Expression of Ideas & Standard English Conventions** * 34% Met Math Benchmark, 5% Approaching Math Benchmark, 60% Need to Strengthen Skills - falling significantly below the benchmark. These percentages were 2% above CPS average, and 8% below state averages. * Math lowest subscores connected to standards include: **Problem Solving & Data Analysis.** **Review of the PSAT 10 Data:** * 18% of 10th Graders met both ERW/Math Benchmarks, 45% met 1 of the Benchmarks, and 37% did not meet either ERW/Math Benchmarks. * 62% Met ERW Benchmark, 7% Approaching ERW Benchmark, 31% Need to Strenghten Skills- falling significantly below the benchmark. These percentages were 17% above CPS average, and 5% above state averages.	IAR (Math)
				IAR (English)
				Rigor Walk Data (School Level Data)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	* ERW lowest subscores connected to standards included: Command of Evidence, and Expression of Ideas * 18% Met Math Benchmarks, 21% Approaching Math Benchmark, and 61% Need to Strengthen Skills- falling significatnly below the benchmark. These percentages were 7% below district average, and 15% below state average * Math lowest subscores connected to standards included: Heart of Algebra, and Passport to Advanced Math **Review of SAT Data** * 21% of 11th Graders met both ERW/Math Benchmarks, 39% met 1 of the Benchmarks, and 40% did not meet either ERW/Math Benchmarks. * 57% Met ERW Benchmark, 12% Approaching ERW Benchmark, 31% Need to Strenghten Skills- falling significantly below the benchmark. These percentages were 17% above CPS average, and 5% above state averages. * ERW lowest subscores connected to standards included: Standard English Conventions and Words in Context * 25% Met Math Benchmarks, 23% Approaching Math Benchmark, and 71% Need to Strengthen Skills- falling significatnly below the benchmark. These percentages were 2% above district average, and 7% below state average * Math lowest subscores connected to standards included: Problem Solving and Data Analysis, and Passport to Advanced Math	PSAT (EBRW)
				PSAT (Math)
				STAR (Reading)
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.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** * Students: 🖊️ **Spring Cultivate Student Survey Results** Survey Results Show Highest Priorities to be: #1: Feedback for Growth #2 Supportive Teaching, # 3 Classroom Community **Winter/Spring Cultivate Student Survey Learning Mindset Growth Areas** Growth Mindset - 27/18 Agency - 29/37 Relevance to the Future- 33/43 Academic Risk Taking- 34/25 Motivation - 42/38 Identity Safety- 43/51 Monitoring Strategies- 45/51 Belonging - 49/56 Self-Efficacy - 52/59 Organization/Time Management- 60/62	STAR (Math)
				iReady (Reading)
				iReady (Math)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership Foundational Pillars	**Winter/Spring Cultivate Student Survey Learning Condition Growth Areas:** Teacher Caring - 24/37 Meaningful Work - 33/41 Student Voice - 34/42 Supportive Teaching- 36/46 Classroom Community - 41/49	Cultivate
				Grades

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
		Classroom Community - 41/47 Learning Goals- 50/53 Feedback for Growth - 50/53 Well-Organized Classroom - 54/57 Affirming Identities - 57/58 **UChicago 5 Essentials Teacher & Student Survey Results** Involved Families: Strong - 77 Effective Leaders: Strong - 71 Collaborative Teachers: Strong - 69 Ambitious Instruction: Neutral- 57 Supportive Environment: Neutral - 51	ACCESS
Partially	Customized Balanced Assessment Plan 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. ES Assessment Plan Development Guide HS Assessment Plan Development Guide	**5 Essentials Student Growth Areas Metrics** Importance of High School for the Future Grit Safety Classroom Rigor Parent Supportiveness **5 Essentials Teacher Growth Areas Metrics** Teacher Influence Quality of Student Discussion Innovation Reflective Dialogue Collective Responsibility	TS Gold Interim Assessment Data

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.

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?

| Yes | Assessment for Learning Reference Document

Evidence-based assessment for learning practices are enacted daily in every classroom. | * Development of consistent unit plans, skills, topics across courses was primary focus of 2022-23 and we have made good strides in that regard and students are getting similar instruction no matter who is teaching the course.
* SEL & BLT have been implemented within the classroom and within small groups (including those furthest away from opportunity) during the 2022-23 school year and we have made good strides as well by identifying students in need of SEL supports and creating a culture within the school where student's entire well-being is a priority.
* Teacher/Staff/Student led tutoring services during lunchtime are well-established giving students struggling academically in-school time to receive addtional academic support.
* MTSS protocals are in place to identify students with significant deficits regarding attenance, grades, and standardized testing scores. Interventions have been attempted, often with success, to improve those metrics.
- Example: Averaged 45 Points of Growth from Fall/Spring PSAT 8/9 of students who had lowest scores + most omitted answers. Averaged 49 Points of Growth from Fall/Spring PSAT NMSQT-10 of students who had lowest scores and/or most omitted answers.. Averaged 99 Points of Growth from Fall PSAT NMSQT to Spring SAT for students who had lowest scores + most omitted answers
* Expanded ILT to include members from each department, to work on CIWP and will continue to meet to create learning cycles within each grade level. | |

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.

* Earning proficient/mastery grades within classroom does not always translate to the student being able to show proficiency/mastery on PSAT suite of assessments.
* ILT is continuing to distribute leadership across department and grade-levels, and must continue to identify expert teachers and staff to take leadership roles in addressing student's academic needs.
* Student survey results call for more consistent feedback from our teachers, along with more of a connection with their teachers, and a sense of community within the classroom. Best practices have not been disseminated/practiced/reviewed through learning cycles within grade-level and department-level.

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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 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo. MTSS Continuum Roots Survey	-Development of MTSS committe to strategize opportunites to identify and support at risk learners in all areas.-Usage of state standards and quality idicators to design and deliver speically designed instruction alligned with students Individualize Plan, goals and benchmarks. -Continuation of 100% compliance regarding IEP and 504 meetings and paperwork. -Improvement on student scores on ACCESS/ Alternate ACCESS and DLM testing.-Utilization of EL Program Review Tool to monitor and improve EL program for SE learners.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Partially	MTSS Integrity Memo School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		
Yes	LRE Dashboard Page Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	**What is the feedback from your stakeholders?** [feedback trends across stakeholders; feedback trends across specific stakeholder groups] : Students -Spring Cultivate Student Survey Results Survey Results Show Highest Priorities to be: #1: Feedback for Growth #2 Supportive Teaching # 3 Classroom Community Winter/Spring Cultivate Student Survey Learning Mindset Growth Areas Growth Mindset - 27/18 Agency - 29/37 Relevance to the Future- 33/43 Academic Risk Taking- 34/25 Motivation - 42/38 Identity Safety- 43/51 Monitoring Strategies- 45/51 Belonging - 49/56 Self-Efficacy - 52/59 Organization/Time Management- 60/62 Winter/Spring Cultivate Student Survey Learning Condition Growth Areas: Teacher Caring - 24/37 Meaningful Work - 33/41 Student Voice - 34/42 Supportive Teaching- 36/46 Classroom Community - 41/49 Learning Goals- 50/53 Feedback for Growth - 50/53 Well-Organized Classroom - 54/57 Affirming Identities- 57/58	
Yes	IDEA Procedural Manual Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	UChicago 5 Essentials Teacher & Student Survey Results Involved Families: Strong - 77 Effective Leaders: Strong - 71 Collaborative Teachers: Strong - 69	

Collaborative Teachers: Strong - 69
Ambitious Instruction: Neutral- 57
Supportive Environment: Neutral - 51

5 Essentials Student Growth Areas Metrics
Importance of High School for the Future
Grit
Safety
Classroom Rigor
Parent Supportiveness

5 Essentials Teacher Growth Areas Metrics
Teacher Influence
Quality of Student Discussion
Innovation
Reflective Dialogue
Collective Responsibility

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	
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.		

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?

Administrative support for teachers interested in obtaining ELL and Bilinugal endorsements to better meet the needs of SEL. -Purposeful programing when scheduling for Diverse and SE Learners.

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.

[problems experienced by most students; problems experienced by specific student groups]

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	A Behavioral Health Team was re-established this school year with the support of the administration team. The Behavioral Health Team included a representative from all stakeholders. Tier I school wide supports are in place and the referral and screening procedures are established. School year 2023, the Behavioral Health Team plans to solidify Tier II and Tier III supports along with the possibility of creating a Climate and Culture Team. Tier 2/3 SEL supports were not logged into Branching Minds therefore there is no data available.	% 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 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.			
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			

What is the feedback from your stakeholders?

Teachers/Staff - Teachers have indicated that the mental health/SEL difficulties at CHSAS have increased significantly over the years, and have directly impacted their instruction. Teachers often have to take time away from lessons to deal with student behavior and conflict. Teachers have had difficulty holding students to expectations and deadlines as many students are struggling with motivation. Secondly, teachers on the BHT team indicated they found value in being part of the team and knowing what SEL efforts are being implemented.

Students - Students have shared that they do not feel comfortable at school. Many have shared that they lack supportive and safe relationships at school (both with staff and peers). Students who attended BHT-led efforts like the "Speak on It" Mental Heath discussed provided positive feedback, but indicated they would like teachers and admin to also be involved.

Parents - Parents have raised concerns with the rising number of physical altercations at CHSAS. Some have requested more communication between school and parents about what efforts are being made to prevent and address this.

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.

Key student-centered problems our BHT team has identified this year include: conflict resolution, self-regulation, motivation, and school culture (e.g., connectedness and belonging). We have seen an uptick in student altercations this year. When we brought these concerns to focus groups of students, possible causes that were identified by students included: increased stress and anxiety after the pandemic, a lack of alternative tools for addressing conficts, and difficulty building trust with staff.

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?

Next year, we plan to have more consistent BHT meetings. Beginning a BHT team enabled us to brainstorm and address difficulties we are seeing as a team. Students have reacted positively to our next BHT-led efforts (e.g. "Speak on It" Mental Heath discussions, Tier 2/3 SEL Intervention).

Students have also requested that we incorporate more SEL trainings with staff (e.g., cultural humility trainings, trainings about the current mental health issues facing this generation). We are actively considering ways to implement this next year.

We also plan to implement behavior contracts with students to help them be

We also plan to implement behavior contracts with students to help them be held accountable after misbehavior, with a restorative justice lens. We hope to create an internal spreadsheet indicating next steps for students with behavior infractions, as teachers have indicated it is difficult to support students when they don't know what interventions or consequences have been implemented.

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
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	The school counseling department will be using school links which has replaced naviance for the college and career curriculum. SchooLinks is a modern, student-centric college and career planning platform that helps CPS students in grades 6-12 and families to align personal interests and aspirations with preparation for life beyond high school. Overtime, students will build a personalized portfolio, complete career interest inventories, set goals, search for and apply to colleges and other postsecondary options, find scholarships, track earned certificates and credentials, tap into internship opportunities, develop a robust resume, and much, much more.	Graduation Rate
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Program Inquiry: Programs/participation/attainment rates of % of ECCC
				3 - 8 On Track
				Learn, Plan, Succeed
				% of KPIs Completed (12th Grade)
				College Enrollment and Persistence Rate
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?**	9th and 10th Grade On Track
			* Feedback from stakeholders is positive as we begin our new school links curriculum and students begin to take career and college inventory assessments.	Cultivate (Relevance to the Future)
Yes	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).		* SchooLinks will widen the focus for a clearer picture of college and career readiness. It will empower CPS students to create an individual roadmap that serves their unique skills, interests, and goals. We also see this success from the students' increase of staying on track toward graduation with a significant increase from 89.5% in school year 2021-2022 to 94.4% during school year 2022-2023.	Freshmen Connection Programs Offered (School Level Data)
Select Rating	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
Partially	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**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?**	
Partially	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	The post secondary leadership team will be meeting to analyze the data and develop implementation based on our data from last school year. We want to focus on our students who are at the 1.8-2.3 GPA and be sure we are meeting their needs with their best post secondary options after high school. Introducing military and apprenticeships or on the job training are vital for these students to learn about. Many of these students have the barrier of not getting into a 4 year university or college based on their GPA so this will promote a sense of confidence in these students who also might not be able to get a college degree	

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 centered problems that have surfaced is making sure the students and parents have a set plan for each students as they graduate from CHAS. Making sure students still take an active roll second semester even if they do not plan on attending college and creating job shadow opportunities, apprenticeship opportunities and access to the army or military for support. Alumni support also allows the staff to make connections with these students after graduation and will allow for additional support.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	CHSAS Staff has ongoing working relationships with post-secondary partners, business partners and parent teacher organization has provided many resources for teachers and parents and opportunities for students. CHSAS post-secondary partners provide opportunites for students ranging from dual/credit courses, college tours to summer opportunites. CHSAS Business partners particpate attend Business Advisory meetings bi-annually. Business partners provide scholarships, internships, job shadowing opportunites,and participate in CHSAS annual Career Day. CHSAS PTO supports CHSAS in various efforts ranging from parents being aware of upcoming events and opportunites and chaperoning opportunities.	Cultivate
				5 Essentials Parent Participation Rate
				5E: Involved Families
		Reimagining With Community Toolkit		5E: Supportive Environment

				Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.			Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Yes	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** Business partners participate in ongoing development of of students.	Formal and informal family and community feedback received locally. (School Level Data)

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.

[problems experienced by most students; problems experienced by specific student groups]

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?
Opportunites offered by all stakeholders benefit all students and teachers.

Curriculum & Instruction

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.
Yes	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.
Partially	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.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Review of 40-Week Grades:
* 87.04% of all grades were A's (39%), B's (27%) or C's (21%)

* 11% of grades were D's, and 2% were F's
.

Review of the PSAT 8/9 Data:

* 31% of 9th Graders met both ERW/Math Benchmarks, 37% met 1 of the Benchmarks, and 32% did not meet either ERW/Math Benchmarks.

* 64% Met ERW Benchmark, 11% Approaching ERW Benchmark, 24% Need to Strenghten Skills - falling significantly below the benchmark. These percentages were 18% above CPS average, and 4% above statel averages.

* ERW lowest subscores connected to standards included: Expression of Ideas & Standard English Conventions

What is the feedback from your stakeholders?

* Students:
Spring Cultivate Student Survey Results
Survey Results Show Highest Priorities to be:
#1: Feedback for Growth
#2 Supportive Teaching,
3 Classroom Community

Winter/Spring Cultivate Student Survey Learning Mindset Growth Areas
Growth Mindset - 27/18
Agency - 29/37
Relevance to the Future- 33/43
Academic Risk Taking- 34/25
Motivation - 42/38
Identity Safety- 43/51

What student-centered problems have surfaced during this reflection?

* Earning proficient/mastery grades within classroom does not always translate to the student being able to show proficiency/mastery on PSAT suite of assessments.
* ILT is continuing to distribute leadership across department and grade-levels, and must continue to identify expert teachers and staff to take leadership roles in addressing student's academic needs.
* Student survey results call for more consistent feedback from our teachers, along with more of a connection with their teachers, and a sense of community within the classroom. Best practices have not been disseminated/practiced/reviewed through learning cycles within grade-level and department-level.

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?

* Development of consistent unit plans, skills, topics across courses was primary focus of 2022-23 and we have made good strides in that regard and students are getting similar instruction no matter who is teaching the course.
* SEL & BLT have been implemented within the classroom and within small groups (including those furthest away from opportunity) during the 2022-23 school year and we have made good strides as well by identifying students in need of SEL supports and creating a culture within the school where student's entire well-being is a priority.
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- Example: Averaged 45 Points of Growth from Fall/Spring PSAT 8/9 of students who had lowest scores + most omitted answers. Averaged 49 Points of Growth from Fall/Spring PSAT NMSQT-10 of students who had lowest scores and/or most omitted answers.. Averaged 99 Points of Growth from Fall PSAT NMSQT to Spring SAT for students who had lowest scores + most omitted answers
* Expanded ILT to include members from each department, to work on CIWP and will continue to meet to create learning cycles within each grade level.

Determine Priorities

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

Students...

do not feel that the curriculum in their classes are relevant to their future.

students feel a lack of academic confidence within their core classes, and don't have a strong sense of connection within their classroom community or with their teachers.

Resources: 🚀

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

do not have a system to use student feedback to drive instructional/classroom environment choices.
haven't developed PD/Learning Cycles to benefit from the student feedback we receive.

Resources: 🚀

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

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

use student voice data to drive our professional learning cycles, continually work toward evaluating our curriculum to incorporate culturally responsive teaching that provides high-interest activities and relevant assessments rooted in inquiry.

then we see....

strengthened academic confidence and agency, along with a greater sense of connection within their classrooms and school community.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

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

which leads to...

Improved student perception of their learning mindsets and conditions within their classes, increased opportunity for teacher reflection, peer review, and professional learning, which will provide a measurable improvement in a number of academic and behavior metrics.

| **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 & MTSS Teams

Dates for Progress Monitoring Check Ins

Q1	October 27, 2023	Q3	April 1, 2024
Q2	December 22, 2023	Q4	June 7, 2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	40% of teachers attend chosen PD outside of school. ILT provides 3 targetted learning cycles within grade levels during the school year all connected to areas of weakness based on student voice surveys (Cultivate)	ILT	Beginning of SY '24 to allow for Summer PD opportunities.	In Progress
Action Step 1	Teachers Provided List of PD Dates and ongoing collection of PD opportunities in weekly teacher newsletters	Niemiec / Department Heads	Beginning Week 1 and continuing through the school year	In Progress
Action Step 2	Administration creates schedule to allow for common preps across grade levels	O'Shea	BOY	Completed
Action Step 3	Standing agenda item for teachers to share previous professional development experiences, resources, etc. (Welcome Week, Learning Cycles, Flex Days, Principal-Directed Days)	Niemiec / Department Heads	Throughout SY24	In Progress
Action Step 4	Learning Cycle Scheduled throughout the school year	Niemiec	BOY	Completed
Action Step 5	ILT reviews culminating learning cycle artifacts to ensure completion across grade level/departments	Niemiec / ILT	Within 1-week of the completion of a learning cycle / co-lab	Not Started
Implementation Milestone 2	Continued development of highly engaging and relevant curriculum, including cross curricular and grade-level learning opportunities, that improve student academic growth.	All Teachers	Beginning of SY '24 to allow for Summer curriculum reviews	In Progress
Action Step 1	Administration creates scheduled time within the school day to allow for common planning time across grade level. Unit Plan and Curriculum expectations are made clear to staff during PD Week, along with where to upload completed documents and subsequent materials.	O'Shea, Niemiec, Department Heads	BOY	Completed
Action Step 2	Teacher PD-Week provide grade-level meeting time to begin outlining and brainstorming cross-curricular and grade-level learning opportunities. Grade level meeting time provided to continue with action steps associated with opportunity.	Niemiec / Grade-Level Leads	PD Week	Completed
Action Step 3	Use common preps, individual preps, department-level meeting time, flex days, and principal directed PD days to co-plan, unit plan, and evaluate completed units using the CPS Highly Effective Curriculum rubrics. In subjects that CPS does not provide rubrics, develop their own rubrics to peer & self review their curriculum.	All Teachers	Beginning of SY '24 to allow for summer curriculum reviews	In Progress
Action Step 4	Create and get approved budget for materials/travel/fees connected to cross-curricular & department-wide learning opportunities. (Career Day, Science Fair, History Fair, FFA Week, Freshman Hunger Unit, Sophomore Forest Preserve Unit, Junior Pullman Unit)	Grade-Level & Department Leads	2-Weeks Prior to all approved opportunities	Not Started
Action Step 5	Provide time to present and/or space within the school to present culminating project to peers, parents, community	Grade-Level & Deparement Leads	Within 2-Weeks of completed cross-curricular and/or department-wide unit.	Not Started
Implementation Milestone 3	Produce student voice opportunities and also tools to measure student feedback on a daily/weekly/quarterly	ILT	Throughout SY24	In Progress
Action Step 1	Continue to provide student space for feedback already being implemented (ie. Wellness Committee, Let's Talks, Cultivate, 5 Essentials)	ILT & Counseling Dept	Throughout SY24	In Progress
Action Step 2	Continue to capture 90% + student voice via Cultivate & 5 Essentials to ensure those survey results are a reflection of our entire student population.	English Department	Winter & Spring Survey Windows	In Progress
Action Step 3	Continue to develop projects/space for student-led events (ie. FFA Week, Fall Fest, Wellness Fridays, BC2M)	FFA Student Leadership, Counseling Department, Administration	Throughout SY24	In Progress
Action Step 4	Develop content-specific surveys/discussion prompts/other methods to gather student feedback regarding curriculum, class incentives, etc.	ILT, Department Heads	Development of tools throughout SY24	Select Status
Action Step 5	Provide space/time within co-planning sessions & grade-level meetings to review student feedback and consider immediate & long term changes to curriculum, classroom environment, etc.	ILT, Grade-Level Leads	at least once a semester in SY24	In Progress
Implementation Milestone 4	Create and implement a teacher tutoring program that serves as a shared time and space for MTSS academic, and behavioral interventions	Buter, Teachers	Throughtout SY24	In Progress
Action Step 1	Produce schedule in which 95% of teachers have a common prep during the period in which the student grade-level they teach is at lunch, allowing for student-tutors to help alongside their teachers when applicable.	O'Shea	1st Day of School	Completed
Action Step 2	Create multiple learning spaces where teachers can tutor/meet with students (Library, MDR, Classrooms not in use)	Gutierrez, Administration	1st Day of School	Completed
Action Step 3	Teachers notify students/parents of their tutoring day and location for SY24, and attend each week throughout the entirety of the school year (principal-directed prep)	All Teachers	1st Week of School	Completed

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

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

Curriculum & Instruction

Action Step 4	Create passes for teachers to assign tutoring/conference (Tier 2/3) and a Google Form for them to record all interventions which are then entered into Branching Minds	Butler, Niemiec	1st Week of School	Completed
Action Step 5	Review teacher attendance and # of students attending, and make adjustments to program to get the greatest benefit out of the program.	ILT, Butler	Quarterly	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	**Milestone #1:** 45% of teachers attend an non-school provided PD. New learning cycles and co-Labs created based on student and teacher feedback. **Milestone #2:** Continue to develop and evaluate the curriculum being used across all departments, allowing time & space to edit/remove/add to the scope and sequence of existing and new courses for SY25. At least 2 cross-curricular and 1 department-wide unit of study to increase student engagement. **Milestone #3:** Student voice opportunities and tools introduced during SY25 Orientation. Begin strategic use of department/class/individual teacher feedback tools, along with time built into principal-directed preps to review student feedback. **Milestone #4:** Create Teacher/Department/School-Wide goals for tutoring interventions based on data from SY24. Produce SY24 study of effectiveness of MTSS tutoring/behavioral interventions to present to teachers and parents during orientation/PD week. Begin to review Branching Minds intervention tools we are unfamiliar with to see if they would be useful with a particular department/cohort of students.
SY26 Anticipated Milestones	**Milestone #1:** 50% of teachers attend a non-school provided PD. New learning cycles and co-labs created based on student and teacher feedback. **Milestone #2:** Continue to develop and evaluate the curriculum being used across all departments, allowing time & space to edit/remove/add to the scope and sequence of existing and new courses for SY25. At least 2 cross-curricular and 1 department-wide unit of study to increase student engagement. **Milestone #3:** Student voice-opportunities and tools introduced during SY26 Orientation. Begin setting student involvement goals based on number of student participating in leadership/student voice roles and activities. All teachers implement at least 1 student feedback tool per semester to allow student voice to impact their pedagogy and classroom climate. **Milestone #4:** Create Teacher/Department/School-Wide goals for tutoring interventions based on data from SY25. Produce SY25 study of effectiveness of MTSS tutoring/behavioral interventions to present to teachers and parents during orientation/PD week. Continue to add-to intervention tools, while also reviewing new Branching Minds tools provided by the district.

Goal Setting

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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
To see incremental growth regarding students' perceptions of their learning mindset and conditions from each consecutive schoolyear and from MOY to EOY data.	No	Cultivate	Overall	Winter Mean Scores: Learning Mindset: 41.4 Learning Conditions 42.1	Winter Mean Scores: Learning Mindset: 45% Learning Conditions 45%	Winter Mean Scores: Learning Mindset: 50% Learning Conditions 50%	Winter Mean Scores: Learning Mindset: 55% Learning Conditions 55%
			Overall	Spring Mean Scores: Learning Mindset:44.0 Learning Conditions: 48.4	Spring Mean Scores: Learning Mindset: 50% Learning Conditions 50%	Spring Mean Scores: Learning Mindset: 55% Learning Conditions 55%	Spring Mean Scores: Learning Mindset: 60% Learning Conditions 60%
To see learning in reading and math skills that result in positive, non-weighted GPA growth from our 9th-11th students currently earning a GPA between 1.8 - 2.8. This goal will be measured by the percentage of students in this cohort seeing GPA growth in both semesters, one semester, or neither semester over the course of 1-school year.	Yes	Grades	Other [Specify]	% of student in cohort from BOY to EOY: Class of 2025: 50/173 - 28.9% Class of 2026: 65/189 - 34.4% Class of 2027: Pending 1st Semester Grades	% of students improving GPA from 2025-2027 cohort: 50%	% of students improving GPA from 2026-2028 cohort: 60%	% of students improving GPA from 2027 - 2029cohort: 65%
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
C&I:4 The ILT leads instructional improvement through distributed leadership.	All departments implement the ILT created learning cycles based-on Cultivate student feedback	All departments implement the ILT created learning cycles based-on Cultivate student feedback and most departments are developing their own content-specific learning cycles	All departments implement the ILT created learning cycles based-on Cultivate student feedback and develop their own content-specific learning cycles
C&I:3 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.	All teachers are gathering and analyzing school-wide student feedback to incorporate more student voice into future instruction and development of classroom culture.	All teachers are gathering and analyzing school-wide student feedback to incorporate more student voice into future instruction and development of classroom culture , while most teachers are also developing methods of student voice feedback within their individual classes.	All teachers are gathering and analyzing school-wide student feedback to incorporate more student voice into future instruction and developmen of classroom culture while also implementing methods of student voice within their own classrooms.
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers have self & peer assessed their high quality core curriculum unit plans using the CPS High Quality Curriculum Rubric or a Rubric of their making if not offered by the district.	All teachers have self & peer assessed their high quality core curriculum unit plans using the CPS High Quality Curriculum Rubric, and most teachers have embedded the activites, assessments, rubrics used with that high quality core curriculum unit plan.	All teachers have self & peer assessed their high quality core curriculum unit plans using the CPS High Quality Curriculum Rubric, and have embedded the activities, assessments, rubrics used with that high quality core curriculum unit plan.

SY24 Progress Monitoring

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Resources: 🚀

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

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

Curriculum & Instruction

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
To see incremental growth regarding students' perceptions of their learning mindset and conditions from each consecutive schoolyear and from MOY to EOY data.	Cultivate	Overall	Winter Mean Scores: Learning Mindset: 41.4 Learning Conditions 42.1	Winter Mean Scores: Learning Mindset: 45% Learning Conditions 45%	Select Status	Select Status	Select Status	Select Status
		Overall	Spring Mean Scores: Learning Mindset:44.0 Learning Conditions: 48.4	Spring Mean Scores: Learning Mindset: 50% Learning Conditions 50%	Select Status	Select Status	Select Status	Select Status
To see learning in reading and math skills that result in positive, non-weighted GPA growth from our 9th-11th students currently earning a GPA between 1.8 - 2.8. This goal will be measured by the percentage of students in this cohort seeing GPA growth in both semesters, one semester, or neither semester over the course of 1-school year.	Grades	Other [Specify]	% of student in cohort from BOY to EOY: Class of 2025: 50/173 - 28.9% Class of 2026: 65/189 - 34.4% Class of 2027: Pending 1st Semester Grades	% of students improving GPA from 2025-2027 cohort: 50%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:4 The ILT leads instructional improvement through distributed leadership.	All departments implement the ILT created learning cycles based-on Cultivate student feedback	Select Status	Select Status	Select Status	Select Status
C&I:3 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.	All teachers are gathering and analyzing school-wide student feedback to incorporate more student voice into future instruction and development of classroom culture.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers have self & peer assessed their high quality core curriculum unit plans using the CPS High Quality Curriculum Rubric or a Rubric of their making if not offered by the district.	Select Status	Select Status	Select Status	Select Status

| Jump to... | Priority | TOA | Goal Setting | Progress | Select the Priority Foundation to |
| Reflection | Root Cause | Implementation Plan | | Monitoring | pull over your Reflections here => |

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

A Behavioral Health Team was re-established this school year with the support of the administration team. The Behavioral Health Team included a representative from all stakeholders. Tier I school wide supports are in place and the referral and screening procedures are established. School year 2023, the Behavioral Health Team plans to solidify Tier II and Tier III supports along with the possibility of creating a Climate and Culture Team. Tier 2/3 SEL supports were not logged into Branching Minds therefore there is no data available.

What is the feedback from your stakeholders?

Teachers/Staff - Teachers have indicated that the mental health/SEL difficulties at CHSAS have increased significantly over the years, and have directly impacted their instruction. Teachers often have to take time away from lessons to deal with student behavior and conflict. Teachers have had difficulty holding students to expectations and deadlines as many students are struggling with motivation. Secondly, teachers on the BHT team indicated they found value in being part of the team and knowing what SEL efforts are being implemented.

Students - Students have shared that they do not feel comfortable at school. Many have shared that they lack supportive and safe relationships at school (both with staff and peers). Students who attended BHT-led efforts like the "Speak on It" Mental Heath discussed provided positive feedback, but indicated they would like teachers and admin to also be involved.

Parents - Parents have raised concerns with the rising number of physical altercations at CHSAS. Some have requested more communication between school and parents about what efforts are being made to prevent and address this.

What student-centered problems have surfaced during this reflection?

Key student-centered problems our BHT team has identified this year include: conflict resolution, self-regulation, motivation, and school culture (e.g., connectedness and belonging). We have seen an uptick in student altercations this year. When we brought these concerns to focus groups of students, possible causes that were identified by students included: increased stress and anxiety after the pandemic, a lack of alternative tools for addressing conflicts, and difficulty building trust with staff.

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?

Next year, we plan to have more consistent BHT meetings. Beginning a BHT team enabled us to brainstorm and address difficulties we are seeing as a team. Students have reacted positively to our next BHT-led efforts (e.g. "Speak on It" Mental Heath discussions, Tier 2/3 SEL Intervention).

Students have also requested that we incorporate more SEL trainings with staff (e.g., cultural humility trainings, trainings about the current mental health issues facing this generation). We are actively considering ways to implement this next year.

We also plan to implement behavior contracts with students to help them be held accountable after misbehavior, with a restorative justice lens. We hope to create an internal spreadsheet indicating next steps for students with behavior infractions, as teachers have indicated it is difficult to support students when they don't know what interventions or consequences have been implemented.

Determine Priorities

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

Students...

Struggle with self regulation and ulitize the appropriate coping skills and strategies to resolve conflict which has increased the number of Level 2, Level 3 and Level 4 infractions over the last three school years. The increase in Level 2, Level 3 and Level 4 infractions has negatively impacted the culture and climate of the school building as well as students daily experiences.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Return to Top

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

As adults in the building, we...

believe that the root cause of this concern includes the lack of self regulation and conflict resolution skills, effective communication and the ability to accept differences.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

provide students with a Tier 1 social emotional learning curriculum and Tier II supports that addresses self regulation, effective conflict resolution and communication skills

then we see....

a decrease in Level 3, Level 4 and Level 5 infractions

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

which leads to...

a healthy and positive culture and climate and student educational experience.   ✍️

Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️   **Dates for Progress Monitoring Check Ins**

| Behavioral Health Team | | Q1 | October 27, 2 | Q3 | April 1, 2024 |
| | | Q2 | December 22 | Q4 | June 7, 2024 |

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	All students will engage in a reseach based Tier 1 social emotional curriculum at least 30 mins per week	Behavioral Health Team	Sept. 8, 2023	In Progress
Action Step 1	Identify a Tier 1 curriculum	Administration	August 11, 2023	Completed
Action Step 2	Provide staff professional development opportunities centered in building healthy student relationships	Behavioral Health Team	August 16, 2023	Completed
Action Step 3	Create a scope and sequence for the Tier 1 curriculum	Administration	Sept. 15, 2023	In Progress
Action Step 4	Ongoing teacher check-ins	Administration	Various Dates	Not Started
Action Step 5				Select Status
Implementation Milestone 2	Create and deliver a school wide needs assessment	Behavioral Health Team	Sept. 29, 2023	In Progress
Action Step 1	Create a school wide needs assessment that is align to CPS protocol	Behavioral Health Team	Sept. 15, 2023	In Progress
Action Step 2	Identify a date, time and class period that the needs assessment will be administered	Behavioral Health Team	Sept. 15, 2023	Completed
Action Step 3	Administer the needs assessment to all students, 9-12.	Behavioral Health Team	Sept. 29, 2023	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Structure and deliver Tier II social emotional supports	School Counseling Department and School Social Workers	October 27, 2023	Not Started
Action Step 1	Attend CPS provided professional development for Tier II supports	School Counseling Department and School Social Workers	Various Dates	In Progress
Action Step 2	Review and analyze needs assessment to identify students who are in need of Tier II social emotional supports	Behavioral Health Team	Sept. 22, 2023	Not Started
Action Step 3	Group students by need and determine the appropriate Tier II intervention	Behavioral Health Team	October 6, 2023	Not Started
Action Step 4	Create an implemtation schedule that includes input from all stakeholders	Behavioral Health Team	October 13, 2023	Not Started
Action Step 5				Not Started
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

| **SY25 Anticipated Milestones** | Implementation Milestone #1: CHSAS administration and Behavioral Health Team will create and administer a Parent Survey and Parent Needs Assessment. Implementation Milestone #2: The CHSAS Behavioral Health Team will provide parents/guardians with a social emotional learning toolkit and informational sessions that will directly impact students academic, social and emotional growth. | ✍️ |
| **SY26 Anticipated Milestones** | Implemation Milestone #1: The Behavioral Health Team will oversee the creation and implementation of a student mentoring program that will be used as a tiered intervention. | ✍️ |

Return to Top   **Goal Setting**

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Connectedness & Wellbeing

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

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

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

IL-EMPOWER 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
Decrease Level 3, Level 4 and Level 5 behavior infractions from 81% to 40% by the end of school year 2026	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	81%	70%	55%	40%
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	CHSAS will continue to build and strengthen the Behavioral Health Team initatives by participating in Chicago Public Schools ISP Behavioral Health Professional Learning Teams (PLT) .	CHSAS will create a stand alone Culture and Climate team.	CHSAS Behavioral Health Team will support the creation and implementation of a student lead, student mentoring program.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	CHSAS will identify and utlizie a Tier I , evidence based social emotional curriculum across all grade levels , at least 30 mins per week	All CHSAS Staff members will paticipate in a CPS provided restorative practice professional development	All Behavioral Health Team members will be trained in at least 1 Tier 2 intervention
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric ✍	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Decrease Level 3, Level 4 and Level 5 behavior infractions from 81% to 40% by the end of school year 2026	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	81%	70%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	CHSAS will continue to build and strengthen the Behavioral Health T	On Track	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	CHSAS will identify and utlizie a Tier I , evidence based social emot	On Track	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

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

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

Select a Goal

Select a Goal

Select a Goal

If Checked:	☐	**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:	☑	**Our school is a non-Title I school that does not receive any Title I funds.**
No action needed		**(Continue to Approval)**