CIWP Team & Schedules

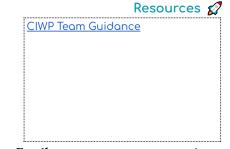**Indicators of Quality CIWP: CIWP Team**

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 ✍
Conrad Timbers-Ausar	Principal	ctimbers-ausar@cps.edu
Angela Quadri	AP	adnewton1@cps.edu
Tasha Henderson	AP	tdhenderson@cps.edu
Yolanda Tomlin	Case Manager	yawinfield@cps.edu
Emily Cook	Inclusive & Supportive Learning Lead	ekcook1@cps.edu
John Lovejoy	Teacher Leader	jalovejoy@cps.edu
Derrick Bullie	LSC Member	dsbullie@cps.edu
Sheronda Kimbrough	Teacher Leader	skimbrough@cps.edu
Amanda Dillard	Postsecondary Lead	adillard@cps.edu
Denise Dyer	Parent/Community Member	dhdyer1211@yahoo.com
Shalina Hampton	Connectedness & Wellbeing Lead	slhampton@cps.edu
Darrin Collins	Curriculum & Instruction Lead	dacollins7@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	6/12/23	6/12/2023
Reflection: Curriculum & Instruction (Instructional Core)	6/21/23	7/5/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/21/23	7/10/23
Reflection: Connectedness & Wellbeing	7/5/23	7/10/23
Reflection: Postsecondary Success	7/1/23	7/10/23
Reflection: Partnerships & Engagement	7/6/23	7/10/23
Priorities	7/10/23	7/10/23
Root Cause	7/17/23	7/26/23
Theory of Acton	7/19/23	7/26/23
Implementation Plans	7/24/23	8/15/23
Goals	7/26/23	8/15/23
Fund Compliance	7/31/23	8/15/23
Parent & Family Plan	8/2/23	8/15/23
Approval	9/15/23	9/15/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/27/23
Quarter 2	1/17/24
Quarter 3	4/8/24
Quarter 4	6/12/24

Indicators of a Quality CIWP: Reflection on Foundations	Resources 🚀
Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.	Reflection on Foundations Protocol
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.	

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	Teachers need extensive support around scaffolding for student learning. Students are moving further away from benchmark goals as the students increase in grade level. The grades do not correlate with PSAT benchmark scores. The data reviewed was PSAT and grade data. ✏️	IAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
No	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** Teachers/Parents/Students/Staff/OneGoal/KKC/Embarc ✏️	STAR (Math) iReady (Reading) iReady (Math)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades ACCESS
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		TS Gold Interim Assessment Data
No	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** Adopting common assessments and working on horizontal and vertical alignment in course teams. Adopting a balance assessment system to ensure that students understand which standards are being assessed. ✏️	

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.

Lack of student feedback. Lack of common assessments across course teams. How is the classroom enviroment conducive to student learning? Most students don't have access to tasks that are aligned with learning targets. ✏️

Students do not have access to timely feedback
Students do not have access to rigorous learning tasks aligned to standards and learning targets
Students are not consistently exposed to environments that support their learning

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	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	- EL students need more support - Common assessments have to be incorporated to better track progress and progress monitor - Teachers need more support on Progress Monitoring and Branching Minds - Reading intervention tool needs to be established ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
		MTSS Integrity Memo		ACCESS

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.			MTSS Academic Tier Movement
				Annual Evaluation of Compliance (ODLSS)
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.	LRE Dashboard Page	**What is the feedback from your stakeholders?**	Quality Indicators of Specially Designed Curriculum
			- EL Staff Endorsements are a barrier; we need more teachers with EL endorsements	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	- For EL and DL students, IEPs are priority and student schedules and teacher availabiltiy may clash in terms of supports offer - It is still a challenge to place non English speakers with a bilingual teacher - Students are not forced to use English language - they use technology but are not challenged with practicing speaking the language - teachers need ongoing support and PD on how to provide EL instructional support	
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	**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?** - DL department has started using goalbook to help develop quality IEP goals. It takes students baseline data and creates goals for students, including instructional strategies, that help teachers progress monitor - Staff with EL endorsements were identified and scheduled according to their endorsements (some tachers may teach across grade levels) - Equipping EL students with technology to help them translate	
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.

- EL students do not always have the opportunity to practice English acquisition skills
- Lack of progress monitoring leaves students and teachers unsure of student mastery and what support is needed

- Students do not know how to track mastery in their classes and therefore do not know what support they need
- Students are not consistently receiving differentiated instruction and tiered support

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Connectedness & Wellbeing

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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	Branching Minds usage is at the beginning stages Ensure interventions being used are research based or strong Progress monitoring must be done with fidelity What are the instructive, corrective restorative practices being implemented Decrease in # of overall suspensions & OSS Increase in infractions between 1pm and 3 pm	% 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
No	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** Trending in an undesireable direction with attendance No improvement was seen with an increased number of attendance incentives A consistent cycle of data analysis needs to be implemented to evaluate the effectiveness of interventions/incentives/practices with revisions made based on the analysis How are infractions escalated between RJ and suspensions Support for teachers is needed to implement behavior management plans & tiered behavioral interventions	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance

No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Student Voice Infrastructure Reduction in number of students with dropout codes at EOY

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

How many diverse learners are included in the 11+ infractions so that they can be further assessed? How are students being supported, in the classroom, with discipline? Are we addressing the root cause of students' nonattendance? How do we help our students discover opportunities to recognize their significance? How do we create more space for students to exhibit their talents and skills? How do we create a culture where students hold each other accountable? - Students are not provided with valuable learning experiences - Students do not have opportunities to explore and/or display their identities, interests, and talents - Students are not included in planning processes - Students' attendance is not being tracked properly	**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?** Flex days will allow for ongoing RJ and behavior management PD Branching Minds is a growing process We have school core values. We hold community. We have grade-level out of school experiences. We now have to be more intentional in continuing to recognize and reward students for subscribing to our core values. We have to create a schedule and itinerary for Community. We also have to identify out-of-school experiences that will be most impactful for our students and create a schedule for those experiences.

Postsecondary Success

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Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Partially — An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	Overall, the school did a great job with ensuring 43% of students enrolled in an early college career program. Stakeholders discussed possible ways to increase the percentage of students completing those courses. More work is needed to help increase test scores since GPA's are fairly high. How do we get the English department to own the RTW test and the math department to own the Alek test?	Graduation Rate 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 9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Partially — 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		
No — 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?** Staff who work directly with post-secondary ie. seminar teachers need College and Career Advising Credential training offered by the district. Students need to be educated on the college process completely from applying to attending.	
No — 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).			
No — 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 school is currenlty going wall to wall with One Goal Curriculm and Impllemention. The curriculum is typically only provided to the seminar teachers so intentional work needs to take place between the counselor, postsecondary coach, and seminar teachers to ensure KPI and ILP deadlines are aligned in the seminar classes in order to reach our goals.	

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.

Do students need more exposure to careers, internerships, and advanced training oppourtunities?
What work is needed to help move forward with more offering of Alex and RTW testing?

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	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	(5Essentials Metric Takeaways) 1. Lack of teacher qnd parent communication. 2. Teacher feedback may be one sided and not well rounded. 3. There is a concern that students that responded "Never" 4. Some students may not have given much thought to answering the question posed. 4. Data shows they should be more memebrs on the LSC from student population 5. Appears teachers do not trust parents except on certain things. 6. If students are talking about the people they know their view and perception could be limited. 8. There was a 79.2% participation of ESHS popluion that repsonded. The district average of responses is 70.2%.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families
No	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	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?** *[feedback trends across stakeholders; feedback trends across specific stakeholder groups] In attendance: Ms. Dyer, Ms. Hampton, Ms. Tomlin, Ms. Kimbrough, AP Newton, AP Henderson, Mr. Rice sent feedback via email. 1. Ms. Dyer noted some teachers she receive feedback and communication and some teachers she does not hear from all year. 2. Team wondered are the teachers using the survey as a means to say what admin are not doing rather than feedback on all levels. 3. LSC was just formed this school year so there is room to grow and add additional members such as students and teachers. 4. PAC- There is still a lot the PAC does not do and don't know about. Benefits could be to get involved with the ODLSS Family Advisory Board. Also help with student Orienntation Sessions. 5. Parents are not involved in decision making within the school particlarly curriculum planning. 6. Invite grade level guest such as parents 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.

-Does every student know they have a voice besides the ones participating on the student voice committee? - Is student represeantation equally presented on student councils and committees? - Tier 3 Students representation may not be equally present. - 5Essentials survey data analysis tools would be helpful to compare with district . -References for the Community Toolkit and Student Voice Rubric review will be a good support to undertand how ESHS measures up. Therefore, the above second section " Staff fosters two-way communication with families and community memebers by regularly offering creative ways for stakeholders to participate."

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?

[impact on most students; impact on specific student groups] 1. Create space for student voice such as present committees, councils, and NHS. 2. We have a functioning LSC with 3 stduent representatives and these students are apart of the conversations to make decisions. 4. ESHS has a Annual Community Resource Fair 5. Annual Thanksgiving Give Away 6. Parent Ambassador Program 7. Mr. Rice reaches out community organizations to provide resources for student groups furhest from opportunity. 8. Mr. Rice leads Boys Mentoring program OST -Using the metrics provided, I'd like to take the time this summer to coordinate with organizations to provide services for the upcoming school semester. I'm hoping that more at risk students will take heed to services offered. Student attendance was a huge obstacle concerning student engagement and resources/services.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
No	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Teachers need extensive support around scaffolding for student learning. Students are moving further away from benchmark goals as the students increase in grade level. The grades do not correlate with PSAT benchmark scores. The data reviewed was PSAT and grade data.

What is the feedback from your stakeholders?

Teachers/Parents/Students/Staff/OneGoal/KKC/Embarc

What student-centered problems have surfaced during this reflection?

Lack of student feedback. Lack of common assessments across course teams. How is the classroom enviroment conducive to student learning? Most students don't have access to tasks that are aligned with learning targets.

Students do not have access to timely feedback
Students do not have access to rigorous learning tasks aligned to standards and learning targets
Students are not consistently exposed to environments that support their learning

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?

Adopting common assessments and working on horizontal and vertical alignment in course teams. Adopting a balance assessment system to ensure that students understand which standards are being assessed.

Return to Top | **Determine Priorities**

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

Students...

Students are not consistently exposed to supportive learning environments that provide timely feedback or access to rigorous learning tasks aligned to standards and learning target.

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.

Return to Top | **Root Cause**

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

As adults in the building, we...

lacked the personnel to complete whole school coaching cycles because we focused on climate and culture PD
did not communicate about the rigor walk
failed to universally provide professional development around data cycles to improve instruction.
did not allocate time to teach staff about the various tests (Aleks, Read to Write, etc.)

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.

Return to Top | **Theory of Action**

What is your Theory of Action?

If we....

provide comprehensive professional development that focuses on instructional practices and curriculum implementation

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Curriculum & Instruction

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....

improvement in teacher effectiveness through data-informed decision making (differentiated insrtruction), and students engaging in rigorous learning tasks aligned to standards and learning targets   ✏️

which leads to...

increased state/district student test scores.   ✏️

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 ✏️

ILT & Department Chairs & Grade Level Leads	

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	4/8/24
Q2	1/17/24	Q4	6/12/24

	SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1	100% of teachers reflect approved curriculum in their planning.	ILT & Department Chairs	10/20/2023	Not Started
Action Step 1	Core Content Teachers attend Skyline PD aligned to their course.	ILT & Department Chairs	11/01/2023	Not Started
Action Step 2	Approval of Q1 PD calendar.	Instructional Coaches	08/18/2023	Not Started
Action Step 3	Complete school-level learning walk.	ILT	10/06/2023	Not Started
Action Step 4	Quarterly celebratory assembly.	ILT & Grade Level Leads	11/3/2023	Not Started
Action Step 5	Teachers self-identify PD needed to improve practice.	Department Chairs	10/27/2023	Select Status
Implementation Milestone 2	100% of classrooms reflect a strong testing culture.	ILT & Department Chairs & Grade Level Leads	12/22/2023	Select Status
Action Step 1	100% of teachers trained on all assessments.	ILT & Department Chairs	10/27/2023	Select Status
Action Step 2	All course syllabi include scheduled iterim assessments with dates.	Department Chairs & Grade Level Leads	8/18/2023	Select Status
Action Step 3	Determine 1-2 universal testing skills for instruction.	ILT & Department Chairs	8/18/2023	Not Started
Action Step 4	Quarterly celebratory assembly.	ILT & Grade Level Leads	1/12/2024	Select Status
Action Step 5	Complete school-level learning walk.	ILT	12/22/2023	Select Status
Implementation Milestone 3	50% of teachers observed instruction reflect aligned learning targets and standards.	ILT & Department Chairs	3/22/2024	Select Status
Action Step 1	Rigor walk data will be shared with staff, accompanied by PD.	ILT & Department Chairs	3/22/2024	Select Status
Action Step 2	Departments participate in Consultancy Protocol.	Instructional Coaches	3/22/2024	Select Status
Action Step 3	Teachers self-identify PD needed to improve practice.	Department Chairs	1/22/2024	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	100% of teachers observed instruction reflect aligned learning targets and standards.	ILT & Department Chairs	6/6/2024	Select Status
Action Step 1	Rigor walk data will be shared with staff, accompanied by PD.	ILT & Department Chairs	6/7/2024	Select Status
Action Step 2	Departments participate in Consultancy Protocol.	Instructional Coaches	4/26/2024	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	100% of students will know what they are learning and why.	✏️

SY26 Anticipated Milestones	100% of teachers will utilize data informed instructional practices.	✏️

| 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

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 applicable baselines and trend data).

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
20% of students will meet the grade level benchmark	No	PSAT (EBRW)	Overall	10			
			NA				
15% of students will meet the grade level benchmark	No	PSAT (Math)	Overall	5			
			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
C&I:2 Students experience grade-level, standards-aligned instruction.	100% of the tasks are aligned to grade level data. This will be measured by reviewing lesson plans.	100% of students will know what they are learning and why. This will be measured by instructional walkthroughs.	100% of teachers will utilize data informed instructional practices. This will be measured by student growth on the STAR 360 assessment and lesson plans.
C&I:4 The ILT leads instructional improvement through distributed leadership.	100% of core departments will facilitate instructional learning walks. This will be measured with learning walk artifacts.	The target instructional area will be developed and implemented. This will be measured by lesson plans and learning walks.	The Powerful Instructional Practice will be implemented. This will be measured by lesson plans and learning walks.
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.	100% of assessments will be align to grade-level standards. This will be measured by Department Chairs in Department meetings.	100% of teachers will implement data-informed instructional practices. This will be implemented across the school and monitored by department chairs.	100% of students will engage in a data informed cycle using their assessments. This will be measured by student artifacts.

SY24 Progress Monitoring

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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
20% of students will meet the grade level benchmark	PSAT (EBRW)	Overall	10		Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
15% of students will meet the grade level benchmark	PSAT (Math)	Overall	5		Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

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

Curriculum & Instruction

		Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	100% of the tasks are alignged to grade level data. This will be measured by reviewing lesson plans.				
C&I:4 The ILT leads instructional improvement through distributed leadership.	100% of core departments will facilitate instructional learning walks. This will be measured with learning walk artifacts.	Select Status	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.	100% of assessments will be align to grade-level standards. This will be measured by Department Chairs in Department meetings.	Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

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?

- EL students need more support
- Common assessments have to be incorporated to better track progress and progress monitor
- Teachers need more support on Progress Monitoring and Branching Minds
- Reading intervention tool needs to be established

What is the feedback from your stakeholders?

- EL Staff Endorsements are a barrier; we need more teachers with EL endorsments
- For EL and DL students, IEPs are priority and student schedules and teacher availabltiy may clash in terms of supports offer
- It is still a challenge to place non English speakers with a bilingual teacher
- Students are not forced to use English language - they use technology but are not challenged with practicing speaking the language
- teachers need ongoing support and PD on how to provide EL instructional support

What student-centered problems have surfaced during this reflection?

- EL students do not always have the opportunity to practice English acquisition skills
- Lack of progress monitoring leaves students and teachers unsure of student mastery and what support is needed

- Students do not know how to track mastery in their classes and therefore do not know what support they need
- Students are not consistently receiving differentiated instruction and tiered support

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?

- DL department has started using goalbook to help develop quality IEP goals. It takes students baseline data and creates goals for students, including instructional strategies, that help teachers progress monitor
- Staff with EL endorsements were identified and scheduled according to their endorsements (some tachers may teach across grade levels)
- Equipping EL students with technology to help them translate

Determine Priorities

Return to Top

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

Students...

Students are not consistently receiving differentiated instruction and tiered support

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...

Have not created safe spaces for reflection and collaboration
have not provided appropriate training on differentiated instruction
have not used our ILT and PPLC to intentionally plan for inclusive and supportive learning environments

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

Return to Top

What is your Theory of Action?

If we....

create safe spaces for reflection and collaboration, provide training for differentiated instruction, and use instructional leaders to intentionally plan for inclusive and supportive learning environments

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Inclusive & Supportive Learning Environment

then we see....

instructional leaders using distributed leadership to support teachers as they apply and practice what they've learned to consistently deliver tiered support and personalized feedback to students ✍️

which leads to...

student growth on STAR 360 and ACCESS ✍️

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 ✍️

Instructional Coaches, MTSS, Departments, Grade Levels

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	4/8/24
Q2	1/17/24	Q4	6/12/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100% of teachers are engaged in a learning cycle focused on differentiating instruction	ILT & Department Chairs	10/27/23	Select Status
Action Step 1	Each department engages in learning cycles that include collaboration and feedback within the team.	ILT & Department Chairs	10/27/23	Select Status
Action Step 2	Each teacher has the opportunity to meet 1:1 with an instructional leader around their goals for inclusive and supportive learning environments	ILT & Department Chairs	10/27/23	Select Status
Action Step 3	All teachers engage in the consultancy protocol	Departments	12/22/23	Select Status
Action Step 4	Each department/team creates their own norms that they frequently reference and live out	ILT & Department Chairs	9/21/23	Select Status
Action Step 5	Each department engages in a learning cycle specifically around EL/DL support	ILT & Department Chairs	10/27/23	Select Status
Implementation Milestone 2	100% of teachers give timely, relevant feedback on student work	ILT & Department Chairs	12/22/23	Select Status
Action Step 1	Teachers engage in feedback/consultancy protocol around student work in department meetings	ILT & Department Chairs	12/22/23	Select Status
Action Step 2	Teachers use data to group students and provide targeted instruction and feedback	ILT & Department Chairs	12/22/23	Select Status
Action Step 3	Teachers use WIDA and language standards to provide targeted feedback on language acquisiton	ILT, Department Chairs, and ELPT	12/22/23	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Students track their own mastery in 50% of classrooms	Teachers	3/22/24	Select Status
Action Step 1	Students complete test reflections after every summative assessment	Teachers	2/8/24	Select Status
Action Step 2	Students use MOY star data to track their growth and set academic goals	(Seminar) Teachers	2/8/24	Select Status
Action Step 3	Students host student led conferences during PTC specifically around academic strengths and areas of growth	Teachers	4/11/24	Select Status
Action Step 4	Teachers require students to reflect on their mastery of classroom objectives weekly (i.e. exit tickets)	Teachers	3/22/24	Select Status
Action Step 5				Select Status
Implementation Milestone 4	Students track their own mastery in 100% of classrooms	Teachers	6/6/24	Select Status
Action Step 1	Teachers facilitate consultancy protocol in student small groups (kids talk to each other about where they are stuck and what they need to do to improve)	Teachers	5/3/24	Select Status
Action Step 2	Students can specifically articulate what they need to do to improve in their classes	Teachers	5/3/24	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

<div style="text-align:right">

Inclusive & Supportive Learning Environment

</div>

SY25 Anticipated Milestones	Incorporate more opportunities for teachers to practice new strategies during PD. Have "Model practitioners" who facilitate teacher to teacher training on providing inclusive and supportive learning environments. ✏️
SY26 Anticipated Milestones	Students lead discourse around their mastery which helps teachers better shift and tailor instruction to meet individual student needs to foster academic growth. ✏️

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
25% of students receiving tier 2 and tier 3 supports demonstrate growth on STAR 360 in both reading and math	Yes	*% of Students receiving Tier 2/3 interventions meeting targets*	Students with an IEP				
			Overall				
25% of EL students demonstrate growth on language acquisition standards	Yes	% of Students receiving Tier 2/3 interventions meeting targets	English Learners				
			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**
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	By EOY, 100% of teachers have progress-monitored at least one group of students each quarter in BrM	By EOY, 100% of teachers have progress-monitored at least two groups of students each quarter in BrM	By EOY, 100% of teachers have progress monitored one group per class per quarter in BrM
I&S:3 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.	By EOY, 100% of co taught classes describe co-teaching model used in every lesson plan and explain how this model helps differentiate instruction	By EOY, 100% of co-taught teachers employ co-teaching best practices that have been proven to help differentiate instruction	By EOY, 100% of co-taught teachers receive real-time coaching and feedback from "model teaching team" that help teachers better differentiate for students
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	By EOY, 100% of teachers include language acquisition strategies in their lesson plans	By EOY, 100% of teachers assess student language acquisition standards	By EOY, 100% of teachers assess WIDA standards and work collaboratively with ELPT to differentiate langauge acquisition

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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
25% of students receiving tier 2 and tier 3 supports demonstrate growth	% of Students receiving Tier 2/3 interventions	Students with an IEP			Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

					Select Status	Select Status	Select Status	Select Status
on STAR 360 in both reading and math	Tier 2/3 interventions meeting targets	Overall			Select Status	Select Status	Select Status	Select Status
25% of EL students demonstrate growth on language acquisition standards	% of Students receiving Tier 2/3 interventions meeting targets	English Learners			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	By EOY, 100% of teachers have progress-monitored at least one group of students each quarter in BrM	Select Status	Select Status	Select Status	Select Status
I&S:3 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.	By EOY, 100% of co taught classes describe co-teaching model used in every lesson plan and explain how this model helps differentiate instruction	Select Status	Select Status	Select Status	Select Status
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	By EOY, 100% of teachers include language acquisition strategies in their lesson plans	Select Status	Select Status	Select Status	Select Status

| 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

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.

No — Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.

Partially — All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

No — Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Branching Minds usage is at the beginning stages
Ensure interventions being used are research based or strong
Progress monitoring must be done with fidelity
What are the instructive, corrective restorative practices being implemented
Decrease in # of overall suspensions & OSS
Increase in infractions between 1pm and 3 pm

What is the feedback from your stakeholders?

Trending in an undesireable direction with attendance
No improvement was seen with an increased number of attendance incentives
A consistent cycle of data analysis needs to be implemented to evaluate the effectiveness of interventions/incentives/practices with revisions made based on the analysis
How are infractions escalated between RJ and suspensions
Support for teachers is needed to implement behavior management plans & tiered behavioral interventions

What student-centered problems have surfaced during this reflection?

How many diverse learners are included in the 11+ infractions so that they can be further assessed?
How are students being supported, in the classroom, with discipline?
Are we addressing the root cause of students' nonattendance?
How do we help our students discover opportunities to recognize their significance?
How do we create more space for students to exhibit their talents and skills?
How do we create a culture where students hold each other accountable?

- Students are not provided with valuable learning experiences
- Students do not have opportunities to explore and/or display their identities, interests, and talents
- Students are not included in planning processes
- Students' attendance is not being tracked properly

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?

Flex days will allow for ongoing RJ and behavior management PD
Branching Minds is a growing process
We have school core values. We hold community. We have grade-level out of school experiences. We now have to be more intentional in continuing to recognize and reward students for subscribing to our core values. We have to create a schedule and itinerary for Community. We also have to identify out-of-school experiences that will be most impactful for our students and create a schedule for those experiences.

Return to Top
Determine Priorities

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

Students...

- Students are not provided with valuable learning experiences that explore and/or display their identities, interests, and talents

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.

Return to Top
Root Cause

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

As adults in the building, we...

Did not routinely share qualitative data with all stakeholders
Did not continuously teach and communicate climate & culture expectations (LAIR)
Are not reflective on what they bring to the table and how it impacts interactions with students and each other
Do not hold each other accountable or create community

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.

Return to Top
Theory of Action

What is your Theory of Action?

If we....

Routinely share qualitative data with all stakeholders; Continuously teach and communicate climate & culture expectations (LAIR); Reflect on what they bring to the table and how it impacts interactions with students and each other; Have a shared accountability and create

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Connectedness & Wellbeing

community

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....

Staff & students reflecting on their own identities, what they bring to the table, and how it impacts the school community;

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...

Increased attendance percentages
Decreased level 4 - 6 behavioral infractions

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 ✍️

Climate, BHT, Counseling Department, Grade Level, Deans

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	4/8/24
Q2	1/17/24	Q4	6/12/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	LAIR will be intentionally embedded 100% in all areas of ESHS	Culture & Climate Team	06/06/2024	*Select Status*
Action Step 1	LAIR will be embedded in lesson plans	Culture & Climate Team & Counselors	10/20/23	*Select Status*
Action Step 2	Teachers will use quarterly empathy surveys (weeks 5, 15, 25, & 35) to drive instruction.	Culture & Climate Team & Grade Levels	06/06/24	*Select Status*
Action Step 3	LAIR behavior matrix	Climate, BHT, Counseling Department, Grade Level, Deans	10/20/2023	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 2	Survey data, including but not limited to the 5 Essentials & Cultivate, will be analyzed by 100% of the school staff & stakeholders	Counseling Department	10/20/2023	*Select Status*
Action Step 1	Each grade level engages in an ATLAS protocol around survey data	Grade Level	10/20/2023	*Select Status*
Action Step 2	School trains the PAC to engage in ATLAS protocol with parent groups	Administration & Counseling Dept	12/21/2023	*Select Status*
Action Step 3	Survey highlights are published on school social media accounts	Counseling Department	06/06/2024	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 3	Establishing a Healing-Centered mindset as a school	Grade Level & Counseling Department & Culture and Climate	06/06/2024	*Select Status*
Action Step 1	100% of the staff will engage in implicit & explicit bias training	Counseling Department	06/06/2024	*Select Status*
Action Step 2	Teachers engage in culturally relevant pedagogy	Grade Levels	06/06/2024	*Select Status*
Action Step 3	100% of staff will attend healing-centered school training	Counseling Department & BHT	12/21/2023	*Select Status*
Action Step 4	Staff engages in community circles	Counseling Department	06/06/2024	*Select Status*
Action Step 5	Leveraging community partners to faciliate workshops	BHT	12/21/2023	*Select Status*
Implementation Milestone 4	100% of students will participate in at least one out-of-school experience that has an academic, SEL, or post-secondary connection.	Culture & Climate & Grade Level	06/06/2024	*Select Status*
Action Step 1	Identify potential out-of-school experiences, link experiences to LAIR, and create a calendar	Culture & Climate & Grade Level	10/20/2023	*Select Status*
Action Step 2	Create before and after interdisciplinary lessons that connect to out-of-school experiences.	Culture & Climate & Grade Level	12/21/2023	*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	School will qualify for Exemplary Supportive School Certification.	✍️

SY26 Anticipated Milestones

Englewood STEM High School will have an overall attendance average of 95%

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	SY24	SY25	SY26
Increase average daily attendance by 10%.	Yes	Increase Average Daily Attendance	Overall	71			
			Select Group or Overall				
Decrease the percentage of infractions resulting in OSS suspensions by	Yes	Reduction in OSS per 100	Other [Level 4-6 Infractions]	46			
			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:3 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.	100% students will be surveyed semi-annually to design new programs and expand current offerings of out-of-school time activities aligned to students interests measured by completed survey data.	25% increase in student engagement in out-of-school activities. This will be measured by Aspen Programs & Services data.	50% increase in student engagement in out-of-school time activties, measure by Aspen Programs & Services data.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	100% of staff will receive professional develoment on restorative conversations and community building circles as measured by exit tickets and sign-in sheets.	100% of lessons plans will have SEL standards included as measured by lesson plans.	100% of students will receive daily access to SEL curricula, as measured by lesson plans and learning walks.
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.	100% of Englewood STEM's community partnerships will be evaluated to ensure their goals align with the school needs & school-wide goals. This will be measured by quarterly evaluations completed by the BHT lead and administration.	There will be a 25% decrease in students needing tier 3 services. This will be measured by analyzing data in Branching Minds.	There will be a 25% decrease in students needing tier 2 services. This will be measured by analyzing data in Branching Minds.

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
Increase average daily attendance by 10%.	Increase Average Daily Attendance	Overall	71		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

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

Connectedness & Wellbeing

| Decrease the percentage of infractions resulting in OSS suspensions by | Reduction in OSS per 100 | Other [Level 4-6 Infractions] | 46 | | Select Status | Select Status | Select Status | Select Status |
| | | 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&W:3 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.	100% students will be surveyed semi-annually to design new programs and expand current offerings of out-of-school time activities aligned to students interests measured by completed survey data.	Select Status	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.	100% of staff will receive professional develoment on restorative conversations and community building circles as measured by exit tickets and sign-in sheets.	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	100% of Englewood STEM's community partnerships will be evaluated to ensure their goals align with the school needs & school-wide goals. This will be measured by quarterly evaluations completed by the BHT lead and administration.	Select Status	Select Status	Select Status	Select Status

If Checked:	☑	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**
Complete IL-Empower Section below		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:	☐	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).** **(Continue to Parent & Family Plan)**
No action needed		

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.

☑ The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).

☑ The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.

☑ Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

☑ Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

☑ Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.

☑ School Improvement Reports (SIR) are due on a triannual basis.

☑ Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.

☑ As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

☑ As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	PSAT (Math): 15% of students will meet the grade level benchmark	Overall	5			
		NA				
Required Reading Goal	PSAT (EBRW): 20% of students will meet the grade level benchmark	Overall	10			
		NA				
Optional 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:

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

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.

The parent advisory committee, consisting of parent volunteers will be engaged on a monthly basis, These meetings will be promoted via the website, remind, robocalls, and Aspen emails. PAC meetings will determine the effectiveness of current Parent involvement strategies and parent educational resources for the school. The Local School Council (LSC) will host monthly meetings. Grade levels will host parent meetings and engage parents through social media. PAC will host a resource fair every semester. The Athletic Department will host sporting events intentionally inviting targeted parents and community members. During the 2023-2024 school year, the goals are to increase parental involvement and engagement by 10% in workshops, school-wide activities, in-school academic support, family nights, etc. As a result, students will continue to reach their annual goals.

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