

CIWP Team & Schedules

Resources 

Indicators of Quality CIWP: CIWP Team

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




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

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

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



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

[CIWP Team Guidance](#)

Name 	Role 	Email 
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Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	4/12/23	
Reflection: Curriculum & Instruction (Instructional Core)	5/12/23	
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/12/23	7/3/23
Reflection: Connectedness & Wellbeing	5/26/23	7/3/23
Reflection: Postsecondary Success	6/8/23	7/3/23
Reflection: Partnerships & Engagement	6/8/23	7/3/23
Priorities	7/13/23	7/19/2023
Root Cause	7/13/23	7/21/23
Theory of Acton	7/13/2023	7/28/23
Implementation Plans	7/31/23	8/4/23
Goals	8/14/23	8/18/23
Fund Compliance	8/18/23	9/1/23
Parent & Family Plan	8/18/23	9/1/23
Approval	9/8/23	9/8/23

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	10/26/23
Quarter 2	12/22/23
Quarter 3	3/19/24
Quarter 4	6/7/24

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](#)

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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
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Yes	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
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness 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.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

We see the trend that students are achieving at higher levels on the EBRW portion of the PSAT. This holds true for all racial and priority groups. Over half of students exceed, meet, or approach the benchmark in EBRW, while only 26% of students meet or approach in math. We have shifted our math courses from the traditional Alg I, Geo, Alg/Trig sequence to integrated math to address some of these issues. Last year we rolled out Integrated I and this year we will offer Integrated Math I and II. We have coupled this with the high-quality CPM curriculum to bridge this gap. This trend is even evident in the grade breakdown. The highest failure rates are in the math and science courses. With that said, it is important to note that we saw cohort growth in math, EBRW, and composite scores from SY22-SY23.

What is the feedback from your stakeholders?

Our teachers feel like it has been difficult to get through the skills and content post-pandemic because students are coming in with major deficits. We want to accelerate versus remediate, but the teachers are finding it difficult to get students caught up. Parents want us to challenge the students while giving them opportunities to rework and master content. Our students have identified feedback for growth as the area of highest need in Cultivate.

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?

As previously stated, we are working to improve math scores by moving to the CPM curriculum and Integrated Math I and II (Followed by adding Integrated III next year). We are also creating professional learning about accelerating content and skills while supporting the SEL well-being of our students. The focus of our ILT will be to build teacher capacity in feedback for growth which will be monitored through learning walks.

- [IAR \(Math\)](#)
- [IAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment 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.

Students are not meeting SAT benchmarks in Math and EBRW. Students feel like they are not receiving meaningful feedback in many courses.

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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	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
		MTSS Integrity Memo

A majority of DL students are meeting their IEP goals but many students are still struggling with attendance. We continue to see the greatest need for supports in math and science. One of our major challenges is that we have many students who are both EL and DL. Meeting their needs can be difficult because we are addressing both learning and language needs.

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

No	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.	LRE Dashboard Page
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	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 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.

Our priority group EL and DL students need more supports in order to meet benchmarks. 🍌

What is the feedback from your stakeholders?

All stakeholders present are nervous about the shift to the Branching Minds platform for MTSS. It was very difficult to get MTSS buy-in, first with ASPEN and the with our internal spreadsheet, so we are all anxious about moving to Branching Minds. We are hoping that Branching Minds will streamline the MTSS process to make it meaningful for all stakeholders. 🍌

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?

We have ESL tutors to help support ELs in their classes. We also continue to hire ESL endorsed teachers in the core content areas. We have had several staff members work towards getting their ESL endorsement through the CPS-sponsored ESL cohorts, and we will continue to encourage teachers to get ESL endorsed. 🍌

- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	Last year was an extremely difficult one for us. We saw our expulsion metrics explode because of drug related issues. We also grappled with the deaths of three students and one teacher. This, coupled with many of the lingering post-pandemic issues have been challenging for us to overcome. Our attendance rate has declined compared to pre-pandemic and we are slowly rebuilding our student programming, as we did not have an CSI RC for a majority of the year. There are still some celebrations though. Our SVC and Student Council are active and we continue to incorporate student voice into decision making. 🍌	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		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? All stakeholders agree that this needs to be a priority area for us. We talked about how the last few years have been difficult for staff, students, families, etc. Teachers pointed out that the drop in attendance has made it difficult for students to catch up when they are chronically absent. Students and parents want to see more support and flexibility to make students feel more connected to the school. 🍌	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance

Yes	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.		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?	
Some students do not feel connected to the school community. This is reflected in attendance, discipline, and a lack of engagement in school activities.	There are several efforts underway. We have worked with OSEL to try to curb our drug issues. We have also partnered with Family Bridges, LOS, LSSI, and Metropolitan Family Services to help our students and families. We have brought back advisory to help to build and foster a sense of community. We will do team building and use resources from the relationship mapping initiative.		

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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	College and Career Competency Curriculum (C4) An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	We have made great progress in terms of postsecondary success. Our ECCC metrics have grown over the last several years and now 62% of our seniors have earned ECCC credit. Our dual credit numbers have grown tremendously, but we noticed that our dual enrollment metrics are low (with only .75% of students taking advantage of DE). We also saw a dip in on-track rates for last school year to below 90%.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Yes	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		Learn, Plan, Succeed % of KPIs Completed (12th Grade)
Partially	Work Based Learning Toolkit Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	What is the feedback from your stakeholders? Our teachers were concerned about the on-track rates dropping, but were proud of the strides we have made in ECCC. Students and parents also celebrated this and talked about how we might host more information sessions to educate parents about the benefits of these programs.	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Partially	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
No	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
Yes	PLT Assessment Rubric There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).		
Yes	Alumni Support Initiative One Pager Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	What, 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? We are working with DC Rodriguez and CCC to build an Associate's Degree pathway for Hubbard students. We are also working with Equal Opportunity Schools to get more of our male students into these advanced pathways. We have two interventionists who will work to help students stay on track. We have assigned a counselor to work more closely with the work-based learning group to expand our offerings.	

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.
 Our male students (both African American and Latinx) are underrepresented in our advanced pathways. We also have too few students taking advantage of DE and work-based learning opportunities.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>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.</p>	<p>We are doing a good job with parent decision making in the school and on parent-teacher trust. Parent involvement in the school was rated as neutral. Our PAC and BAC are active, but we tend to get the same groups of core parents who attend. We also offer family programming through Community Schools Initiative (Zumba, book clubs, etc) that are well attended, but also by a core group. We have a robust SVC; however, we need more student voice in instructional decision making. We try to be flexible to meet family and community needs by communicating through multiple modes like calls, website, Remind, etc. 🍌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>Teachers feel like they need more ways of communicating with families. They have expressed concern that sometimes it is difficult when phone numbers and emails in ASPEN are not accurate. Families have pointed out that they would like more opportunities to be able to come into the school. Students want more of a voice in the decision-making process. 🍌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>Students need a larger voice in the instructional and schoolwide teams. We need to work with students to ensure that they feel like they are represented in the decisions that impact them most. 🍌</p>		<p>We continue to explore how best to communicate with families by expanding our workshops and activities to get families into our school. We have a new Resource Coordinator for Community Schools Initiative who we are working with to increase parental involvement in parent programming. We have expanded access to student participation by having student representation on several of our teams and committees, and we will continue to expand this participation as the year goes on. 🍌</p>	

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

What are the takeaways after the review of metrics?

We see the trend that students are achieving at higher levels on the EBRW portion of the PSAT. This holds true for all racial and priority groups. Over half of students exceed, meet, or approach the benchmark in EBRW, while only 26% of students meet or approach in math. We have shifted our math courses from the traditional Alg I, Geo, Alg/Trig sequence to integrated math to address some of these issues. Last year we rolled out Integrated I and this year we will offer Integrated Math I and II. We have coupled this with the high-quality CPM curriculum to bridge this gap. This trend is even evident in the grade breakdown. The highest failure rates are in the math and science courses. With that said, it is important to note that we saw cohort growth in math, EBRW, and composite scores from SY22-SY23.

What is the feedback from your stakeholders?

Our teachers feel like it has been difficult to get through the skills and content post-pandemic because students are coming in with major deficits. We want to accelerate versus remediate, but the teachers are finding it difficult to get students caught up. Parents want us to challenge the students while giving them opportunities to rework and master content. Our students have identified feedback for growth as the area of highest need in Cultivate.

What student-centered problems have surfaced during this reflection?

Students are not meeting SAT benchmarks in Math and EBRW. Students feel like they are not receiving meaningful feedback in many courses.

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?

As previously stated, we are working to improve math scores by moving to the CPM curriculum and Integrated Math I and II (Followed by adding Integrated III next year). We are also creating professional learning about accelerating content and skills while supporting the SEL well-being of our students. The focus of our ILT will be to build teacher capacity in feedback for growth which will be monitored through learning walks.

Return to Top Determine Priorities

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

Students...
Students are not meeting (P)SAT benchmarks in Math and EBRW.

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.

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

As adults in the building, we...
are not implementing high quality instruction consistently throughout school year.

Resources:

[5 Whys Root Cause Protocol](#)

Indicators of a Quality CIWP: Root Cause Analysis
Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.
The root cause is based on evidence found when examining the student-centered problem.
Root causes are specific statements about adult practice.
Root causes are within the school's control.

Return to Top Theory of Action

What is your Theory of Action?

If we...
effectively deliver Skyline/CPM curriculum, create high quality well-documented student support and support plans, provide students with timely and meaningful feedback for growth, progress monitor supports and interpret data to adjust instruction.

Resources:

Indicators of a Quality CIWP: Theory of Action
Theory of Action is grounded in research or evidence based practices.

then we see....
students engaging in high quality rigorous instruction with feedback for growth towards mastery of standards and data-driven reteaching

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...
higher number of students meeting or exceeding benchmarks on the EBRW and Math sections of the (P)SAT.

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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, Administration, Seminar Team, Teachers, Interventionists

Dates for Progress Monitoring Check Ins
Q1 10/26/23 Q3 3/19/24
Q2 12/22/23 Q4 6/7/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	All core teachers will use Skyline/CPM/high quality curriculum	Admin	May 2, 2024	Completed
Action Step 1	All course teams do a curriculum audit using CPS "high quality curriculum" tool	Admin/ILT/Department Chairs/Course Team Leads	9/29/2023	In Progress
Action Step 2	TCT revise curricula to ensure alignment with CPS instructional core	ILT	October 2023	In Progress
Action Step 3	ILT reviews and provides feedback on unit plans	ILT	November 2023	In Progress
Action Step 4	ILT members will conduct learning walks to provide feedback on curriculum implementation	ILT	November 2023	In Progress
Action Step 5	Teachers in need of curricular support identified and given coaching	ILT	January 2024	In Progress
Implementation Milestone 2	Teachers will leverage STAR 360 data to inform student needs/areas of growth	Interventionists	October 2023	In Progress
Action Step 1	ELA and Math teachers 9-11 will administer STAR 360 BOY, MOY, and EOY	Admin, Interventionists	October 2023	In Progress
Action Step 2	Interventionists will lead professional learning on STAR 360 data interpretation	Interventionists	October 2023	In Progress
Action Step 3	Teachers will use STAR data in planning, reteaching, and student support	Admin, Interventionists	November 2023	In Progress
Action Step 4	ELA and Math teachers will administer supports for student growth using Freckle Math and Khan Academy	Admin, Interventionists	November 2023	In Progress
Action Step 5	Interventionists will use pull out with tier 3 students to do targeted interventions in ELA and Math	Interventionists	November 2023	In Progress
Implementation Milestone 3	ILT will lead learning cycles to create meaningful feedback for growth in classes	ILT	September 7, 2023	In Progress
Action Step 1	ILT teacher leaders will attend ILT Institutes focused on feedback for growth and distributed leadership	Admin/ILT	September 2023	In Progress
Action Step 2	ILT members will create professional learning on feedback for growth for teachers	ILT	September 22, 2023	In Progress
Action Step 3	TCTs will review rubrics to measure growth and mastery	TCT leads/ILT	October 20, 2023	In Progress
Action Step 4	ILT will lead rounds of "looking at student work" protocol with TCTs to establish schoolwide feedback best practices	ILT	October 27, 2023	In Progress
Action Step 5	Check in with TCTs monthly to review feedback	ILT	September 2023	In Progress
Implementation Milestone 4	MTSS Team meets foundational components for Supplemental Intervention: Progress Monitoring on the MTSS Continuum	Interventionists/SWT	Quarterly	In Progress
Action Step 1	Star 360 will be the identifying screener for baseline data for students in Math/ELA	Interventionists/Math/ELA Teams	September 22, 2023	In Progress
Action Step 2	Provide PD on MTSS intervention using Star 360 Data	MTSS Team	September 22, 2002	In Progress
Action Step 3	Observe progress monitoring using BM highlight interventions for tier 2 and tier 3 students.	MTSS Team	February 9, 2023	In Progress
Action Step 4	GLT review BMs data monthly	MTSS Team	September 22, 2023	In Progress
Action Step 5	Star 360 will be administered BOY, MOY, and EOY to monitor student tiers within MTSS.	MTSS Team	September 2023, February & April 2024	In Progress


Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

SY25 Anticipated Milestones 100% of Interventions are documented and fully monitored using Branching Minds, 70% of student support plans and supports are implemented with fidelity. 75% of our teachers will leverage STAR 360 data to inform student needs/areas of growth. 100% teachers will use Skyline/CPM/high quality curriculum even in non core classes. 




SY26 Anticipated Milestones 100% of Interventions are documented and fully monitored using Branching Minds used by all staff, 100% of student support plans and supports are all implemented with fidelity. 100% of our teachers will leverage STAR 360 data to inform student needs/areas of growth. 

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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
% of students meeting P/SAT benchmark	Yes <input type="checkbox"/>	PSAT (Math)	Overall <input type="text" value=""/>	26%			
			Select Group or Overall <input type="text" value=""/>				
% of Tier 3 students will move to Tier 2 using Star360	Yes <input type="checkbox"/>	STAR (Reading)	Students with an IEP <input type="text" value=""/>	TBD			
			Select Group or Overall <input type="text" value=""/>				

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.	MTSS Leadership Team will use Star 360 within Branching minds to monitor MTSS tiers and work with students to move from tier 3 to tier 2. Move students from tier 2 to tier 1.	MTSS Leadership Team and CTLs will use Star 360 within Branching minds to monitor MTSS tiers and work with students to move from tier 3 to tier 2. Move students from tier 2 to tier 1.	MTSS Leadership Team and all teachers will use Star 360 within Branching minds to monitor MTSS tiers and work with students to move from tier 3 to tier 2. Move students from tier 2 to tier 1.
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through landscape rigorwalk rubric.	Most teachers are utilizing instructional materials to implement and adjust instruction based on student needs.	ALL teachers are utilizing instructional materials to implement and adjust instruction based on student needs.
Select a Practice <input type="text" value=""/>			

[Return to Top](#) **SY24 Progress Monitoring**

Resources: 

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
% of students meeting P/SAT	PSAT (Math)	Overall	26%		Select Status <input type="text" value=""/>	Select Status <input type="text" value=""/>	Select Status <input type="text" value=""/>	Select Status <input type="text" value=""/>

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Curriculum & Instruction				
Reflection	Root Cause	Implementation Plan			Select the Priority Foundation to pull over your Reflections here =>				
benchmark		PSAT (Math)	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
% of Tier 3 students will move to Tier 2 using Star360	STAR (Reading)	Students with an IEP		TBD		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
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.	MTSS Leadership Team will use Star 360 within Branching minds to monitor MTSS tiers and work with students to move from tier 3 to tier 2. Move students from tier 2 to tier 1.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through landscape rigorwalk rubric.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	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.
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.
Yes	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?

Last year was an extremely difficult one for us. We saw our expulsion metrics explode because of drug related issues. We also grappled with the deaths of three students and one teacher. This, coupled with many of the lingering post-pandemic issues have been challenging for us to overcome. Our attendance rate has declined compared to pre-pandemic and we are slowly rebuilding our student programming, as we did not have an CSI RC for a majority of the year. There are still some celebrations though. Our SVC and Student Council are active and we continue to incorporate student voice into decision making.

What is the feedback from your stakeholders?

All stakeholders agree that this needs to be a priority area for us. We talked about how the last few years have been difficult for staff, students, families, etc. Teachers pointed out that the drop in attendance has made it difficult for students to catch up when they are chronically absent. Students and parents want to see more support and flexibility to make students feel more connected to the school.

What student-centered problems have surfaced during this reflection?

Some students do not feel connected to the school community. This is reflected in attendance, discipline, and a lack of engagement in school activities.

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?

There are several efforts underway. We have worked with OSEL to try to curb our drug issues. We have also partnered with Family Bridges, LOS, LSSI, and Metropolitan Family Services to help our students and families. We have brought back advisory to help to build and foster a sense of community. We will do team building and use resources from the relationship mapping initiative.

Return to Top Determine Priorities

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

Students...
 Some students do not feel connected to the school community. This is reflected in attendance, discipline, and a lack of engagement in school activities.

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...
 are not fully engaging students, building rapport and creating senses of school spirit and belonging.

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...
 work to make classes more engaging, offer more out-of-school programming with OST Funds/CSI, and SEL curriculum within advisory/classrooms.

Resources:

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

then we see....
more students attending class regularly, participate in after school activities.

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...
better overall attendance and more enthusiasm for daily learning, better sense of belonging in the school community.

[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

Administration, ILT, Counselors, Interventionists, Deans, Social Work, Teachers

Dates for Progress Monitoring Check Ins

Q1	10/26/23	Q3	3/19/24
Q2	12/22/23	Q4	6/7/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of students will receive SEL instruction and supports	ILT, Advisory Teachers	September 2023	In Progress
Action Step 1	Changed schedule to add SEL-focused advisory every Friday	ILT, Advisory Teachers	August 2023	Completed
Action Step 2	ILT creates advisory SEL lesson idea bank for advisory teachers to use as guidance	ILT	August 2023 and ongoing	Completed
Action Step 3	Provide teacher PD on incorporating SEL into daily lessons	ILT/Deans/Social work	September 22, 2023	In Progress
Action Step 4	Admin reviews unit plans for embedded SEL component	Admin	January 2024	In Progress
Action Step 5	Teachers in need of SEL curricular support identified and given coaching	Admin	February 2024	In Progress
Implementation Milestone 2	Expand out of school time offerings to encourage greater participation from students	Admin, ILT, CSI Resource Coordinator (RC)	October 2023	In Progress
Action Step 1	Work with CSI resource coordinator for yearly plan	Admin/CSI RC	August 2023	Completed
Action Step 2	Organize a clubs/activities fair for students to explore offerings	Admin	September 2023	In Progress
Action Step 3	Elect advisory ambassador to build community and encourage participation	Admin/ILT/Advisory Teachers	September 2023	In Progress
Action Step 4	Conduct empathy interviews with non-participating students to explore barriers to engaging	Admin	October 2023	In Progress
Action Step 5	Organize a spring clubs/activities fair for students to explore	Admin	February 2024	In Progress
Implementation Milestone 3	100% of Tier 2 and Tier 3 students receive targeted support	BHT/C&C/Social Work	April 2024	In Progress
Action Step 1	Students screened through Branching Minds DESSA	Social Work	December 2023	In Progress
Action Step 2	DESSA data reviewed and analyzed by BHT	BHT	January 2024	In Progress
Action Step 3	Identified students will be referred to outside clinicians through BHT as needed (MFS, LOS, Ida B Wells)	BHT	As determined	In Progress
Action Step 4	Academic support for students identified by BHT @ Saturday Academy	Interventionist	January 2024	In Progress
Action Step 5				Not Started
Implementation Milestone 4	Increase attendance to 90% and support students with chronic absenteeism	Attendance Coordinator/Deans/Interventionists	June 2024	In Progress
Action Step 1	Increase Parent Portal participation	Attendance Coordinator/Counseling	September 22, 2023	In Progress
Action Step 2	School wide attendance parent meetings quarterly	Attendance Coordinator/Counseling	September 22, 2023	In Progress
Action Step 3	Attendance Audits (Corrections for human error)	Attendance Coordinator/Admin	October 26, 2023	In Progress
Action Step 4	Attendance Incentives (Prizes, Attendance Dance)	Attendance Coordinator	October 26, 2023	In Progress
Action Step 5	Chronic absentee re-entry plan that facilitates attendance and continued enrollment.	Attendance Coordinator/Deans	October 20, 2023	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Increase Attendance to 91%, move 25% of Tier 2 students to Tier 1, move 15% of Tier 3 students to Tier 2, increase number of clubs offered by 10%

SY26 Anticipated Milestones Increase Attendance to 92%, move 25% of Tier 2 students to Tier 1, move 20% of Tier 3 students to Tier 2, increase number of clubs offered by 15%

[Return to Top](#) **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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
Increase attendance to 90%	Yes	Increase Average Daily Attendance	Overall	80.3	90	91	92
			Select Group or Overall				
Increase number of clubs/activities offered by 10%	Yes	Enrichment Program Participation: Enrollment & Attendance	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:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Attendance team will track attendance daily in ASPEN. Our data team lead will review Dashboard data quarterly and analyze trends to inform interventions.	Attendance team will track attendance daily in ASPEN. Our data team lead will review Dashboard data quarterly and analyze trends to inform interventions.	Attendance team will track attendance daily in ASPEN. Our data team lead will review Dashboard data quarterly and analyze trends to inform interventions.
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.	Expand out of school time offerings to encourage greater participation from students by 10%	Expand out of school time offerings to encourage greater participation from students by 15%	Expand out of school time offerings to encourage greater participation from students 20%
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase attendance to 90%	Increase Average Daily Attendance	Overall	80.3	90	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

[Jump to...](#)
[Priority](#)
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[Reflection](#)
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[Implementation Plan](#)

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

Connectedness & Wellbeing

Increase number of clubs/activities offered by 10%	Enrichment Program Participation: Enrollment & Attendance	Overall			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&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Attendance team will track attendance daily in ASPEN. Our data team lead will review Dashboard data quarterly and analyze trends to inform interventions.	Select Status	Select Status	Select Status	Select Status
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.	Expand out of school time offerings to encourage greater participation from students by 10%	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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).
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
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).
Partially	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).
No	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
Yes	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).
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).

What are the takeaways after the review of metrics?

We have made great progress in terms of postsecondary success. Our ECCC metrics have grown over the last several years and now 62% of our seniors have earned ECCC credit. Our dual credit numbers have grown tremendously, but we noticed that our dual enrollment metrics are low (with only .75% of students taking advantage of DE). We also saw a dip in on-track rates for last school year to below 90%.

What is the feedback from your stakeholders?

Our teachers were concerned about the on-track rates dropping, but were proud of the strides we have made in ECCC. Students and parents also celebrated this and talked about how we might host more information sessions to educate parents about the benefits of these programs.

What student-centered problems have surfaced during this reflection?

Our male students (both African American and Latinx) are underrepresented in our advanced pathways. We also have too few students taking advantage of DE and work-based learning opportunities.

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?

We are working with DC Rodriguez and CCC to build an Associate's Degree pathway for Hubbard students. We are also working with Equal Opportunity Schools to get more of our male students into these advanced pathways. We have two interventionists who will work to help students stay on track. We have assigned a counselor to work more closely with the work-based learning group to expand our offerings.

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Determine Priorities

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

Students... need to feel confident to attempt higher level coursework knowing they can succeed and understand the benefits of work-based learning opportunities thus having more student choose to enroll in these classes.



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.

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Root Cause

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

As adults in the building, we... must encourage all students to attempt higher level courses by preparing them for success in these course. We must also do a more thorough job explaining the benefits of work-based learning opportunities.



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.

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Theory of Action

What is your Theory of Action?

If we... encourage students that they can be successful in higher level coursework, and



Resources:

Indicators of a Quality CIWP: Theory of Action

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

then we see....
more student being exposed to higher-level coursework and participating in work-based opportunities.



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...
greater student success in high-level coursework which will benefit the student by preparing them for success at the college-level. More involvement in work-based courses will prepare to achieve in the workplace.



[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, Administration, Teachers, College Coaches, PLT

Dates for Progress Monitoring Check Ins


Q1 10/26/23 Q3 3/19/24
Q2 12/22/23 Q4 6/7/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Increase 9OT and 10OT rates	Admin/Interventionists/Teachers	June 2023	In Progress
Action Step 1	Create equitable grading practice PLC with 9th grade teachers	ILT/Equity Team	June 2023	In Progress
Action Step 2	Admin conducts gradebook audits to review grading practices	Admin/ILT	Quarterly	In Progress
Action Step 3	Biweekly "student support" days to provide students with various forms of assistance, resources, and support	Interventionists/Counseling	Biweekly	In Progress
Action Step 4	Interventionists due tier 2 and tier 3 interventions using BM	Interventionists/Counseling	Triannual	In Progress
Action Step 5	Coaching for teachers who need grading practice support	Admin/ILT	Quarterly	In Progress
Implementation Milestone 2	Increase student enrollment into work-based opportunity programs	College & Career Coordinators/Counselors/Seminar Teachers	Monthly	In Progress
Action Step 1	Convene a introductory summit to educate students as to the work-based programs offered by CPS	College & Career Coordinators/Counselors/Seminar Teachers	Monthly	In Progress
Action Step 2	Survey student so gage how many students are interested in enrolling in work-based programs	College & Career Coordinators/Counselors/Seminar Teachers	Monthly	In Progress
Action Step 3	Program student into work-base (Genesys Works, Jumpstart, CPDCFD)	College & Career Coordinators/Counselors/Seminar Teachers	Monthly	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Increase African-American and Latinx male enrollment in advanced pathways	Admin/Counselors	Annually	In Progress
Action Step 1	Student focus group to identify reasons male students are not enrolling in advanced coursework	Admin/Counselors/Equity Team	Quarterly	In Progress
Action Step 2	Review EOS data with staff to review EOS survey results	Admin/Counselors/Equity Team	Quarterly	In Progress
Action Step 3	Pair students with trusted adults to provide encouragement	Admin/Counselors/Equity Team	Quarterly	In Progress
Action Step 4	Remove all traditional measures of gatekeeping for course request process	Admin/Counselors/Equity Team	Quarterly	In Progress
Action Step 5	Create schoolwide supports for first time advanced class takers.	Counselors/Interventionists	Daily	In Progress
Implementation Milestone 4	Increase enrollment in dual enrollment courses	Counseling/Dual Credit Coordinator	Annually	In Progress
Action Step 1	Empathy interviews with students to surface barriers/issues to enrollment in DE	Counseling/Dual Credit Coordinator	Biannually	In Progress
Action Step 2	Partner with Daley early college liaison to educate counselors on DE program	Counseling/Dual Credit Coordinator	Annually	In Progress
Action Step 3	Parent workshops led by DC/DE counselor to educate families on benefits of DE	Counseling/Dual Credit Coordinator/College & Career Coordinators	Quarterly	In Progress
Action Step 4	Targeted one-on-one outreach with students interested in DE	Counseling/Dual Credit Coordinator	Annually	In Progress
Action Step 5	Student panel of DE students for prospective students	Counseling/Dual Credit Coordinator	Annually	In Progress




SY25 Anticipated Milestones	Increase dual enrollment to 3%, increase African American male advanced course enrollment to 33% and Latinx male enrollment to 43%. Increase student enrollment into work-based opportunity programs to 5%. 
SY26 Anticipated Milestones	Increase dual enrollment to 5%, increase African American male advanced course enrollment to 38% and Latinx male enrollment to 50%. Increase student enrollment into work-based opportunity programs to 10%. 

[Return to Top](#) **Goal Setting**



Indicators of a Quality CIWP: Goal Setting
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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
Increase enrollment in the work-study program to 5%	Yes <input type="checkbox"/>	Program Inquiry: Programs/participation/attainment rates of % of ECCC	Overall <input type="text"/>	2%	5%	10%	15%
			Select Group or Overall <input type="text"/>				
9OT and 10OT over 90%	Yes <input type="checkbox"/>	9th and 10th Grade On Track	Other [Specify] <input type="text"/>	82.30%	90%	95%	
			Other [Specify] <input type="text"/>	87%?	90%	95%	

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
PS:3 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).	Increase student enrollment into work-based opportunity programs to 5%.	Increase student enrollment into work-based opportunity programs to 10%.	
PS:4 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).	Increase dual enrollment to 3%, increase African American male advanced course enrollment to 33% and Latinx male enrollment to 43%.	Increase dual enrollment to 5%, increase African American male advanced course enrollment to 38% and Latinx male enrollment to 50%.	
PS:6 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).	Survey student so gage how many students are interested in enrolling in work-based programs from 2% to 5%	"Survey student so gage how many students are interested in enrolling in work-based programs from 5% to 10%"	

[Return to Top](#) **SY24 Progress Monitoring**

Resources: 

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase enrollment in the work-study program to 5%	Program Inquiry: Programs/participation/attainment rates of % of ECCC	Overall	2%	5%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
9OT and 10OT over 90%	9th and 10th Grade On Track	Other [Specify]	82.30%	90%	Select Status	Select Status	Select Status	Select Status
		Other [Specify]	87%?	90%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
PS:3 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).	Increase student enrollment into work-based opportunity programs to 5%.	Select Status	Select Status	Select Status	Select Status
PS:4 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).	Increase dual enrollment to 3%, increase African American male advanced course enrollment to 33% and Latinx male enrollment to 43%.	Select Status	Select Status	Select Status	Select Status
PS:6 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).	Survey student so gage how many students are interested in enrolling in work-based programs from 2% to 5%	Select Status	Select Status	Select Status	Select Status

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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.

Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections

If Checked:



Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Parents will have the opportunity to engage in workshops around topics like college and career readiness, study skills and time management, social and emotional wellness, online safety/digital literacy, community resources, peer and social issues, DL supports, EL supports. This will empower parents to become effective partners in their child's education, which will lead to improved academic outcomes.



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