

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 
Caitlin Miller	Teacher Leader	camiller10@cps.edu
Yvette G Torres	AP	ygonzalez1@cps.edu
Brian Coleman	Postsecondary Lead	bcoleman12@cps.edu
Brady Gunnink	Teacher Leader	bcgunnink@cps.edu
Suzanne Makol Zamudio	Teacher Leader	smakol@cps.edu
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Jeewant Kaushal	Teacher Leader	jkaushal@cps.edu
Cathleen Martin	Teacher Leader	cemartin2@cps.edu
Corrin Pittluck	Parent	corrinpittluck@gmail.com
Sarah Lee	Teacher Leader	slee92@cps.edu
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	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	5/1/23	5/5/23
Reflection: Curriculum & Instruction (Instructional Core)	5/23/23	7/26/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/23/23	7/26/23
Reflection: Connectedness & Wellbeing	5/23/23	7/26/23
Reflection: Postsecondary Success	5/23/23	7/26/23
Reflection: Partnerships & Engagement	5/23/23	7/26/23
Priorities	7/27/23	7/28/23
Root Cause	7/27/23	7/28/23
Theory of Acton	7/28/23	7/28/23
Implementation Plans	8/2/23	8/3/23
Goals	8/2/23	8/3/23
Fund Compliance	8/16/23	9/1/23
Parent & Family Plan	8/16/23	9/1/23
Approval	9/2/23	9/13/23

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
Quarter 2	12/22/23
Quarter 3	2/9/24
Quarter 4	6/10/24

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
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	Supportive Teaching -25%-33% of students don't think their teacher consistently recognizes student strengths/ weaknesses or differentiates instruction (Source: Cultivate BOY 22) Encouraging Students to seek Multiple Perspectives and Make Connections dropped to 70 (Source: 5E 22-23) Classroom Community -25% of students don't think their classroom has a consistently collaborative community culture where most of the class participates and supports each other. (Source: Cultivate BOY 22) Student Mindsets Student Importance of High School for the Future Weak (Source: Cultivate BOY 22) -20-25% of students don't think their teacher encourages them to have a growth orientation over a results-orientation (Source: Cultivate BOY 22) Big Drop in Rigorous Study Habits, but still high (Source: 5E 22-23) Cultivate BOY 22 Huge plummet in student emotional health (Source: 5E 22-23) Student Grit Very Weak (Source: 5E 22-23)	 iAR (Math) iAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	Teacher Collaboration/Professional Development Collaboratives practices Neutral (Source: 5E 22-23) Teacher-Teacher Trust Very Weak (Source: 5E 22-23) Quality Professional Development Weak (Source: 5E 22-23) Teacher Reflective Dialogue Weak (Source: 5E 22-23) Teacher Innovation Weak (Source: 5E 22-23) ILT Emerging/Developing in Almost All Areas (ILT Effectiveness Survey) Student Grades Lower #s of As for Black and Latinx students than for White/Asian students (Grades 22-23) Much lower # of As for ELs (Grades 22-23) Much lowers # of As for Math and Social Science (Grades 22-23) Lower # of As for Males than Females (Grades 22-23)	STAR (Reading)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	What is the feedback from your stakeholders? Students Low levels of grit Low sense of meaning Low mental health Teachers Low levels of trust Low levels of collaboration Low levels of innovative practices Low levels of collective buy-in/responsibility	 STAR (Math) iReady (Reading) iReady (Math)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades ACCESS
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		TS Gold Interim Assessment Data
Partially	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? No current improvements in place. Some departments have strong collaborative structures but there is no cohesion.	

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.

Many students are stressed, anxious, depressed
 Many students don't understand why high school/specific subjects are important outside of instrumentally getting them into college
 Many students report their study habits are dropping, and that they are just expected to deal with it.
 Many Black, Latinx, ELL, and male students are struggling academically in comparison with their peers
 Many students report varying classroom experiences.
 DL students are struggling academically compared to their general ed peers.
 Many students have noted imposter syndrome or low self-esteem in academics.
 Many students report a transactional relationship with learning (grades over learning).

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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	Attendance for diverse learners is low. We have very low Branching Minds utilization. There has been an increase in Fs for diverse learners since 2021. Increase in DL and ELL students Sophomore ELL group has low grades and attendance 43 students took ACCESS, 35 did not reach proficiency (2023)	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
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 Integrity Memo		ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Partially	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? Case managers: We had 17 IEPs completed late this year. DL Teachers: need more DL teachers to cover all needed classrooms Students, findings from New Root survey: There should be a focus on mental health as well as academics as well as support for learning irrespective of grades and metrics; Students need opportunities to engage and build community Cultivate survey stresses that students want more support from teachers in differentiating instruction.	Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	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 beginning to integrate Branching Minds. MTSS team is better structured. We will have an interventionist this school year. Better idea of interventions to use STAR360 to be used this school year	
Partially	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.

Students feel overwhelmed which adds to mental health issues. School is struggling with the increase of students with IEPs and how to appropriately support these students through differentiation. ELL students are struggling with grades and attendance. DL students are struggling with grades and attendance. Students who need tier 2 and 3 interventions aren't being consistently supported.

Connectedness & Wellbeing

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	Over the years we have gone down in most metrics related to trust, commitment, and safety (Really from all stakeholders) The sophomore grade level is exhibiting avoidance behavioral patterns that relate to symptoms of depression and anxiety disorders and disciplinary action 2021: NewRoot one of the takeaways/reflection, was that there is not whole student learning and students are disengaged with the learning/instruction occurring Lack of focus on mental health + respect Students don't see themselves in the curriculum/community Teachers have lowered their expectations of students Takeaways reflecting specific student groups: Black male students; why is this the only data available for a student group? Black, DL, STLS have highest rates of absenteeism STLS students are 84% when it comes to absences; yet have 100% on track Rising juniors seems to, as per the data presented, have the highest need for support in the area of behavioral health	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC)
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Access to OST Increase Average Daily Attendance
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? Lack of trust across all stakeholders Student to student trust is high; not surprised that if that'll take a hit because they're essentially huddling together for safety Students want to have more of a voice + see themselves reflected more within the planning of the school Black and Latinx students DL and ELL students have lower levels of	Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity)






Jump to...	Curriculum & Instruction	Inclusive & Supportive Learning	Connectedness & Wellbeing	Postsecondary	Partnerships & Engagement
	Other student interests and needs.		Black and Latinx students, DL and ELL students have lower levels of trust in the school/community		Staff trained on alternatives to exclusionary discipline (School Level Data)
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.				Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of suspensions
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?		
Problems experienced by most students Lack of trust, communication, lowering trust within in teachers, lack of supportive community Problems experienced by specific student groups Black male students have higher rates of absenteeism, lower grades, and out of school suspensions Black, DL, STLS have highest rates of absenteeism Rising juniors seems to, as per the data presented, have the highest need for support in the area of behavioral health (incidents + responses reports) Behavioral issues are inconsistently addressed			BHT/MTSS are identifying and providing supports for students referred and logging data within Branching Minds STAR360: Test being implemented next year so there's more data on incoming students and can help identify students who need additional support Rising Juniors are mostly being identified for socio-emotional behavioral supports		

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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)	Strong overall engagement in ECC credentials 92-ish% of seniors go on to college Over 95% of seniors graduate with evidence of a post-sec plan (and don't require a waiver)	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed
Yes	Individualized Learning Plans		% of KPIs Completed (12th Grade) College Enrollment
No	Work Based Learning Toolkit		9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Partially			
N/A	ECCE Certification List		
Partially	PLT Assessment Rubric		
Yes	Alumni Support Initiative One Pager		
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 is the feedback from your stakeholders? Teach expectations for post-secondary education were very strong (89%) School-wide future orientation was high (80%) Students' importance of high school for the future was low (31%) Course clarity and classroom rigor were both high	
Underrepresentation of Hispanic and black students in AP courses and ECC engagement		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? Strong overall engagement in ECC credentials 92-ish% of seniors go on to college Over 95% of seniors graduate with evidence of a post-sec plan (and don't require a waiver)	

[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	<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>Spectrum of Inclusive Partnerships</p>	<p>Partnership Parents Involvement (Dropping)  Teacher to Parent Trust (Dropping) Parent Influence on School Decisions</p> <p>Students are engaged academically according to the CIWP (Agree/Strongly Agree Percentages) Looking forward to going to class (43/22) Working hard to do their best (55/16) Interested in work (30/18) Interesting topics (52/27)</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>Reimagining With Community Toolkit</p>		<p>5E: Supportive Environment</p>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p>Student Voice Infrastructure Rubric</p>	<p>What is the feedback from your stakeholders?</p> <p>Students: high rates of teacher trust  Teachers: strong rate of parent trust but it's declining Teacher-teacher trust and teach-principal trust is very low.</p>	<p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, ...)</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>Lack of student voice committee  Lack of adult communication and trust means lack of structures in place</p>		<p>Bilingual advisory committee  LSC engagement  FOJ engagement SGA/Student govt Student culture/climate committee Affinity groups</p>	

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

What are the takeaways after the review of metrics?

Supportive Teaching
 -25%-33% of students don't think their teacher consistently recognizes student strengths/ weaknesses or differentiates instruction (Source: Cultivate BOY 22)
 Encouraging Students to seek Multiple Perspectives and Make Connections dropped to 70 (Source: 5E 22-23)
Classroom Community
 -25% of students don't think their classroom has a consistently collaborative community culture where most of the class participates and supports each other. (Source: Cultivate BOY 22)
Student Mindsets
 Student Importance of High School for the Future Weak (Source: Cultivate BOY 22)
 -20-25% of students don't think their teacher encourages them to have a growth orientation over a results-orientation (Source: Cultivate BOY 22)
 Big Drop in Rigorous Study Habits, but still high (Source: 5E 22-23 Cultivate BOY 22)
 Huge plummet in student emotional health (Source: 5E 22-23)
 Student Grit Very Weak (Source: 5E 22-23)

Teacher Collaboration/Professional Development
 Collaboratives practices Neutral (Source: 5E 22-23)
 Teacher-Teacher Trust Very Weak (Source: 5E 22-23)
 Quality Professional Development Weak (Source: 5E 22-23)
 Teacher Reflective Dialogue Weak (Source: 5E 22-23)
 Teacher Innovation Weak (Source: 5E 22-23)
 ILT Emerging/Developing in Almost All Areas (ILT Effectiveness Survey)
Student Grades
 Lower #s of As for Black and Latinx students than for White/Asian students (Grades 22-23)
 Much lower # of As for ELs (Grades 22-23)
 Much lowers # of As for Math and Social Science (Grades 22-23)
 Lower # of As for Males than Females (Grades 22-23)

What is the feedback from your stakeholders?

Students
 Low levels of grit
 Low sense of meaning
 Low mental health

Teachers
 Low levels of trust
 Low levels of collaboration
 Low levels of innovative practices
 Low levels of collective buy-in/responsibility

What student-centered problems have surfaced during this reflection?

Many students are stressed, anxious, depressed
 Many students don't understand why high school/specific subjects are important outside of instrumentally getting them into college
 Many students report their study habits are dropping, and that they are just expected to deal with it.
 Many Black, Latinx, ELL, and male students are struggling academically in comparison with their peers
 Many students report varying classroom experiences.
 DL students are struggling academically compared to their general ed peers.
 Many students have noted imposter syndrome or low self-esteem in academics.
 Many students report a transactional relationship with learning (grades over 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?

No current improvements in place. Some departments have strong collaborative structures but there is no cohesion.

Return to Top Determine Priorities

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

Students...
 Latinx, Black, ELL, and DL male students are not achieving proportional academic outcomes compared to overall Jones student data.

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...
 ...do not consistently collaborate in planning that focuses on differentiation, implicit bias, culturally relevant curriculum, as well as providing meaningful opportunities for students to receive feedback for growth.

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....
Implement professional learning around culturally responsive curriculum, equitable grading practices, implicit bias; effectively develop and implement intervention plans; and use data to inform our curricular choices and instructional practices

then we see....
consistent progress monitoring, stronger collaboration, and differentiated curriculum and instruction

which leads to...
Latinx, Black, ELL, and DL male students achieving proportional academic outcomes compared to overall Jones student data.

Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

[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 Leadership Team

Dates for Progress Monitoring Check Ins

Q1 10/27 Q3 2/9/24
Q2 12/22/23 Q4 6/10/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers will work collaboratively in course teams with a structured meeting schedule and clear protocols.			Select Status
Action Step 1	Provide written expectations (what to submit, meeting structures) for course team meetings	Administration	08/18/2023	Select Status
Action Step 2	Identify when individual course teams are meeting over the course of the year	Department Chairs / ILT		Select Status
Action Step 3	Structure whole-school meeting times (B Day Fridays, PD Days, Principal directed time) with clear goals	Administration/ ILT		Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	100% of teachers will submit a scope and sequence for each course			Select Status
Action Step 1	Conduct PD on scope and sequence overview	Administration		Select Status
Action Step 2	Provide clear written expectations for an acceptable scope and sequence (i.e. provide templates)	Administration		Select Status
Action Step 3	Provide clear directions for submission of scope and sequence docs	Administration		Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	100% of teachers will attend professional development on CRT and curriculum equity audits			Select Status
Action Step 1	Identify who will lead professional development	Administration / ILT		Select Status
Action Step 2	Initiate pilot group of a book study (Culturally Responsive Teaching by Zaretta Hammond)	Administration / ILT		Select Status
Action Step 3	Reach out to CPS for district-provided resources	Administration / ILT		Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	100% of teachers will submit informal equity audits on unit maps for all courses			Select Status
Action Step 1	Implement professional development on equity audits	Administraton/ILT		Select Status
Action Step 2	Schedule time for course team and department discussions on equity audits	Administraton		Select Status
Action Step 3	Provide written expectations for submission	Administration		Select Status
Action Step 4	Perform equity audit of department courses	Administration/ILT		Select Status
Action Step 5				Select Status

SY25 Anticipated Milestones Professional development on CRT and equitable grading practices 

SY26 Anticipated Milestones Course and grade teams collaborate on vertical/horizontal alignment 

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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
High quality curriculum audit for each course	Yes <input type="checkbox"/>	Quality Indicators of Specially Designed Curriculum	NA <input type="text"/>				
			NA <input type="text"/>				
% of students with Bs or higher	Yes <input type="checkbox"/>	Grades	African American Male <input type="text"/>				
			Latino Male <input type="text"/>				

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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	The school will have access to a database of every teacher and course team's scope and sequence, and every teacher will complete an equity audit of their scope and sequence	Teachers/course teams will use the results of their equity audit to increase cultural responsiveness in their curricula via a combination of content selection, standards, and/or assessment practices	Departments will build on individual curriculum adaptations to develop an equity centered action plan to implement best practices in cultural responsiveness.
C&I:2 Students experience grade-level, standards-aligned instruction.	ILT will monitor alignment through curriculum audit of unit plans and scope and sequence documents.	ILT will use curriculum audit data to secure professional development and/or structured course team collaboration.	Each department will produce a 4 year horizontal and vertical alignment plan.
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT (in consultation with administration) will develop a sustainable model for effective distributed leadership.	ILT will use the ILT effectiveness rubric to assess growth in distributed leadership.	Administration will secure leadership training for ILT members for continued growth in distributed leadership.

[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
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Jump to...	Priority Reflection	TOA Root Cause	Goal Setting Implementation Plan	Progress Monitoring	Curriculum & Instruction			
<div style="border: 1px solid black; padding: 2px;"> Select the Priority Foundation to pull over your Reflections here => </div>								
High quality curriculum audit for each course	Quality Indicators of Specially Designed Curriculum	NA			Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
% of students with Bs or higher	Grades	African American Male			Select Status	Select Status	Select Status	Select Status
		Latino Male			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	The school will have access to a database of every teacher and course team's scope and sequence, and every teacher will complete an equity audit of their scope and sequence	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	ILT will monitor alignment through curriculum audit of unit plans and scope and sequence documents.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT (in consultation with administration) will develop a sustainable model for effective distributed leadership.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
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.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Over the years we have gone down in most metrics related to trust, commitment, and safety (Really from all stakeholders)
 The sophomore grade level is exhibiting avoidance behavioral patterns that relate to symptoms of depression and anxiety disorders and disciplinary action
 2021: NewRoot one of the takeaways/reflection, was that there is not whole student learning and students are disengaged with the learning/instruction occurring

Lack of focus on mental health + respect
 Students don't see themselves in the curriculum/community
 Teachers have lowered their expectations of students

Takeaways reflecting specific student groups:
 Black male students; why is this the only data available for a student group?
 Black, DL, STLS have highest rates of absenteeism
 STLS students are 84% when it comes to absences; yet have 100% on track
 Rising juniors seems to, as per the data presented, have the highest need for support in the area of behavioral health

What is the feedback from your stakeholders?

Lack of trust across all stakeholders
 Student to student trust is high; not surprised that if that'll take a hit because they're essentially huddling together for safety
 Students want to have more of a voice + see themselves reflected more within the planning of the school
 Black and Latinx students, DL and ELL students have lower levels of trust in the school/community

What student-centered problems have surfaced during this reflection?

Problems experienced by most students
 Lack of trust, communication, lowering trust within in teachers, lack of supportive community
 Problems experienced by specific student groups
 Black male students have higher rates of absenteeism, lower grades, and out of school suspensions
 Black, DL, STLS have highest rates of absenteeism
 Rising juniors seems to, as per the data presented, have the highest need for support in the area of behavioral health (incidents + responses reports)
 Behavioral issues are inconsistently addressed

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?

BHT/MTSS are identifying and providing supports for students referred and logging data within Branching Minds
 STAR360: Test being implemented next year so there's more data on incoming students and can help identify students who need additional support
 Rising Juniors are mostly being identified for socio-emotional behavioral supports

Return to Top Determine Priorities

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

Students...
 ...are experiencing a lack of community, trust and student voice.

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...
 ...have experienced collective traumas and unaddressed harms, which has caused a lack of communication between adults and between adults and students, a lack of student voice structure, inconsistent positive classroom culture, which has furthered racial inequities

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....
 Effectively and intentionally utilize established protected time for structured staff meetings for collaboration (community building, and discussing school structures and protocols), reestablish and elevate the Student Voice Committee, structure space and time for student voice groups to communicate with school leadership, and root out, address and end racial

Resources:



Indicators of a Quality CIWP: Theory of Action

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

bias

then we see....
 More frequent and better communication, a stronger sense of community, reduced sense of alienation from students of color, adult support for student voice, improved trust between all stakeholders

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...
 more collective buy in for school decisions, greater sense of community spirit, improved academic outcomes (particularly for students of color)

[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
 Culture and Climate Team

Dates for Progress Monitoring Check Ins

Q1	10/27	Q3	2/9/24
Q2	12/22/23	Q4	6/10/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Jones will have structured and functioning Student Voice Committee			Select Status
Action Step 1	getting a sponsor	Administration		Select Status
Action Step 2	sponsor training	Admin/Office of SV/sponsor		Select Status
Action Step 3	Differentiation of SVC between other student groups	Club Organizer/SVC/sponsor		Select Status
Action Step 4	SVC identifies meeting schedule, protocols, and goals for the year.	SVC/sponsor		Select Status
Action Step 5				Select Status
Implementation Milestone 2	100% of Eagle Lab teachers will implement Eagle Lab plan with clear goals and expectations, with varying end goals based on grade level			Select Status
Action Step 1	Expectations for grade level goals	BHT / Counselor / Administration		Select Status
Action Step 2	Curate lessons based on grade level goals	Administration		Select Status
Action Step 3	Quarterly grade-level AcLab check in meetings	SVC / Administration		Select Status
Action Step 4	Quarterly student check ins			Select Status
Action Step 5				Select Status
Implementation Milestone 3	Audit existing policies and procedures based on data and feedback from students and staff of color			Select Status
Action Step 1	Admin and teachers meetings with affinity groups to address problems	Admin/SVC		Select Status
Action Step 2	Student survey to address issues	SVC		Select Status
Action Step 3	student focus groups	Admin/SVC		Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Organizing student and staff groups to enhance communication and school spirit ; implementing restorative practices in discipline and community building			Select Status
Action Step 1	Start a culture and climate team for staff			Select Status
Action Step 2	Organization of student groups			Select Status
Action Step 3	Publicity system for student groups and events			Select Status
Action Step 4	Roles and responsibilities for staff teams, committees, and leadership			Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Restorative practices, student voice feedback metrics, OST/enrichment Monitoring of SEL programming
SY26 Anticipated Milestones	Data monitoring of restorative practices, student voice, OST/enrichment programs

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

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
% of students noting positive school culture and relationships (teacher caring, supportive teaching, feedback for growth, relevance to the future)	Yes <input type="checkbox"/>	Cultivate	Overall <input type="text"/>				
			Select Group or Overall <input type="text"/>				
% of overall attendance for students	Yes <input type="checkbox"/>	Increase Average Daily Attendance	Overall <input type="text"/>				
			Other [chronically absent: 10 or more absences] <input type="text"/>				

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:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Admin will build and oversee a team that will create an SEL-centered scope and sequence for EagleLab that will be tailored/individualized to each grade level	Admin will provide clear communication and manageable instructions for teachers to implement EagleLab curriculum, as well as opportunities for teachers to discuss/adapt individual lessons with each other	EagleLab curriculum with be audited, edited, and reimplemented based on student and teacher feedback
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.	Admin will organize club and activity structures and strengthen communication around school events as well as academic, social supports, and fine arts programming. We will pilot focus groups and/or town halls with students from marginalized racial/ethnic groups to address issues of racial equity.	Admin will implement consistent feedback metrics like surveys and town halls to gauge student voice as well as measure effectiveness of enrichment and support programs, with a particular focus on students from marginalized racial/ethnic groups.	Based on data in SY25, enrichment programming will be monitored and adjusted to measure effectiveness and equity.
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.	BHT will work with attendance clerk to analyze data around chronic truancy/absenteeism. Admin will designate and oversee an attendance team, who will develop a clear protocol for supporting chronically truant/absent students	Chronic truancy/absenteeism protocol will be clearly communicated to all stakeholders, including students, parents, and staff, then implemented	Chronic truancy/absenteeism data will be monitored for progress and recommendations will be made for improving the protocols

[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 noting positive school culture and relationships (teacher caring, supportive teaching, feedback for growth, relevance to the future)	Cultivate	Overall <input type="text"/>			Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>
		Select Group or Overall <input type="text"/>			Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>
% of overall attendance for students	Increase Average Daily	Overall <input type="text"/>			Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>

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

Connectedness & Wellbeing

Attendance	Other [chronically absent: 10 or more absences]	Select Status	Select Status	Select Status	Select Status
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Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Admin will build and oversee a team that will create an SEL-centered scope and sequence for EagleLab that will be tailored/individualized to each grade level	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.	Admin will organize club and activity structures and strengthen communication around school events as well as academic, social supports, and fine arts programming. We will pilot focus groups and/or town halls with students from marginalized racial/ethnic groups to address issues of racial equity.	Select Status	Select Status	Select Status	Select Status
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.	BHT will work with attendance clerk to analyze data around chronic truancy/absenteeism. Admin will designate and oversee an attendance team, who will develop a clear protocol for supporting chronically truant/absent students	Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



<p>Select a Goal</p>					
<p>Select a Goal</p>					
<p>Select a Goal</p>					

Parent and Family Plan

If Checked:

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



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.

If Checked:

No action needed



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

