

CIWP Team & Schedules

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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
Karen Calloway	Principal	kacalloway@cps.edu
Sherry Ball	AP	smmarrs@cps.edu
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Dion Love	Teacher Leader	dlove3@cps.edu
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Veda Francois	Parent	vedafrancois@gmail.com
Libra Duncan	Resident Principal	llduncan@cps.edu
Deja Brown	Teacher Leader	dbrown332@cps.edu
Elizabeth Osborne	Teacher Leader	emdynam@cps.edu
Penjinga Alfred	Business Manager/ Parent	ppbush@cps.edu
Angela Hamberlin	LSC Member	familyaka@aol.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	3/14/23	3/14/23
Reflection: Curriculum & Instruction (Instructional Core)	3/21/23	4/25/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	3/21/23	4/25/23
Reflection: Connectedness & Wellbeing	3/21/23	4/25/23
Reflection: Postsecondary Success	3/21/23	4/25/23
Reflection: Partnerships & Engagement	3/21/23	4/25/23
Priorities	5/2/23	5/8/2023
Root Cause	5/2/23	5/8/2023
Theory of Acton	7/17/23	8/11/23
Implementation Plans	7/17/23	8/11/23
Goals	7/17/23	8/11/23
Fund Compliance	8/30/23	8/30/23
Parent & Family Plan	9/5/23	9/5/23
Approval	8/14/23	8/14/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.

As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/25/2023
Quarter 2	1/17/24
Quarter 3	4/10/24
Quarter 4	6/5/24

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
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
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership Foundational Pillars
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 Guide
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

On average, all students who took the SY23 PSAT and SAT showed academic growth from BOY to MOY. Furthermore, students maintained momentum as grade level cohorts continued to grow as they did at the end of SY22 (in Reading). [Attachment: Kenwood SY22 & SY23 PSAT/SAT Analysis](#). Freshmen-on-Track data for Diverse Learners also stands out in comparison to the general student body--85.2% vs. 92.7% respectively. However, Sophomore-on-track data was on par with the general student body--87.5% vs. 86.7% respectively.

Kenwood Rigor Walks and ILT Data reviews revealed engaging classes working on analysis level tasks. However, over the year only 20% - 50% of classes were observed to have students interacting with their peers. Students were able to communicate standards of the courses. Areas of growth would be to expand the percentage of rigorous academic discourse.

What is the feedback from your stakeholders?

Based on the metrics Kenwood should continue to implement what contributed to the student growth trends on the P/SAT. The team also raised the following question: What factors contributed to the Sophomore on track data that could be considered for the Freshmen? Could equitable grading strategies play a role in both freshmen and sophomore FOT?

Teachers include SEL in various ways in their individual classrooms. Per the Cultivate survey, overall students feel connected to their teachers and their classroom environments. Further resources across the school could be provided for teachers to be more intentional with incorporating SEL.

Course teams have been tasked with incorporating culturally relevant texts and experiences in the teacher developed curriculum. Course teams also develop common assessments that capture student progress towards course standards to be able to make informed instructional and curricular plans.

ILT is supporting this work through the powerful instructional practice of Academic Discourse which will support cultural relevancy. ILT has hosted learning walks and professional development with new teachers and using in-house experts on academic discourse.

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 believe students showed growth the past school year because we implemented the following 1. Official SAT Prep for 11th grade students with a focus on Math 2. Providing school-wide after school tutoring 3. SAT/PSAT focused bell-ringers for all students.

Math curriculum supports have been purchased (textbooks and online resources) to provide additional opportunity for math intervention and math application.

- [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.

A student-centered problems are:

- Students do not have structured rigorous academic discourse across grade levels
- Students do not have opportunity for class based interventions for specific math skills
- Students do not demonstrate the ability to transfer basic math skills to advanced math application problems.
- Students do not have access to modified P/SAT skill building support for our diverse learners.

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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

No	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


MTSS Continuum: Based on the continuum Kenwood is at the Foundational Level in all components.

- 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
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

What 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 with multiple F's need concrete plans; all Tier 3 students need to be given a variety of researched based interventions starting with 360; All students progress should be monitored on a consistent, streamlined bases 

What is the feedback from your stakeholders?

Kenwood needs to have a system for regular meetings with the BHT. 

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?



- [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
Partially	BHT Key Component Assessment SEL Teaming Structure	<p>Attendance: The SY23 school year ended with 88.6% which is on par with what we saw during the pandemic and lower than last year. Chronic Absenteeism: Counselors have reported an increase in students being serviced for social & emotional needs and therefore missing school because of their inability to cope with the stresses of school and their social emotional issues simultaneously. Out of School Suspensions & Reported Incidents: This school year the percent of all incidents that resulted in OSS decreased since SY22 (SY22: 23.41%, SY23: 21.4%) However, our OSS trends in the 20% range. Furthermore, the number of total incidents (OSS, ISS, and other) have increased by 72% since the pandemic--SY20: 790, SY22: 948, SY23: 1355.</p>	<ul style="list-style-type: none"> % of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>	<p>What is the feedback from your stakeholders?</p> <p>Attendance: Kenwood needs to expand the Attendance Team to one that includes someone whose primary role is to lead a team and engage with families and students as in pertains to attendance. The role of the Attendance Lead must go beyond data entry, and include the development and maintenance of systems and structures that hold students accountable through consequence and incentive. OSS & Reported Incidents: Kenwood does a good job at documenting incidents, but we need to ensure the Deans are also documenting the restorative practices that occur. Furthermore, the increase of reported incidents suggest our</p>	<ul style="list-style-type: none"> Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance
Yes	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>		

Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	students are in need of more SEL supports .	Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
<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>A. Students miss days of school because of identified social and emotional needs 🍌 B. Students are more likely to cut class when their teacher is absent C. Students have no consequences when they cut a class D. Students and parents often report attendance errors E. Do not value advisory time which contributes to the increase in cuts. F. There is a large subset of students who are not connected with school-wide activities</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>More staff have been assigned to the work of attendance. The attendance plan includes staff to specifically address class cuts and a progressive plan for restorative and disciplinary consequences. 🍌</p> <p>An incentive plan has been developed for advisory to reinforce the academic, attendance, and behavioral goals of the school.</p>	

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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).	<p>9th Grade On-track: Our total on track for SY23 was 92.7%, which is on par with on track for previous years. However our diverse learners and AA males consistently fall short in this area. DL on-track: 85%; AA Male on-track: 87%; DL AA Males 84%. 🍌</p> <p>Cultivate: One of the lowest mindsets and strategies for all students was Relevance to Future. 55% of students reported mostly or completely true they feel their classes will lead to a good job. As it relates to whether students believe their classes will help them in the future, 61% of students reported mostly or completely true. As it relates to if students felt their classes will lead to a good job, 65% reported mostly or completely true.</p> <p>Early ECCC: African American students fall behind all other races when earning any ECCC --89.42%. 100% of all other races earn ECCC.</p>	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track
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).		
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).	<p>What is the feedback from your stakeholders?</p> <p>As it relates to ECCC, how can we get the number of African American students who earn at least 1 ECCC by the time they graduate as close to 100% as possible? What strategies can we use to get all students enrolled in dual credit/dual enrollment classes? What ECCC classes can we offer that have the least restrictive pre-requisites for our high school students? How can we better prepare all students for the dual enrollment / dual credit entrance exam? 🍌</p> <p>How are teachers impacting the the mindsets students have as it relates to students feeling that their classes are relevant to the future? When looking at our course selection, how can we expand the in-house available courses?</p>	Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Yes	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
Partially	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).	<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>The post secondary team is working on developing more efficient strategies to support students. 🍌</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.

1. A large number of students feel that what they are learning is not relevant to their future. 🍌
 2. Teachers play a role in the mindset of students as it relates to the learning being relevant to the future.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>Yes</p>	<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>The 5 Essentials survey show Kenwood has a strong relationship with its families and community members. We received a rating of "very strong" in this category. This shows we see parents as partners in helping students learn, value parents' input and participation in advancing the school's mission, and support efforts to strengthen its students' community resources. 5 Essentials Involved Families.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
<p>Yes</p>	<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>
<p>Yes</p>	<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>Stakeholders want to see Kenwood continue to do well in this area and knows having involved families is what separates Kenwood from the rest. They would also like to see changes in the way information is disseminated and how students are receiving the information they need.</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>A. Not all students get the information about programs. B. Not all students get support when applying to different programs. C. Some students get program information last minute.</p>		<p>N/A</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.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

On average, all students who took the SY23 PSAT and SAT showed academic growth from BOY to MOY. Furthermore, students maintained momentum as grade level cohorts continued to grow as they did at the end of SY22 (in Reading). Attachment: Kenwood SY22 & SY23 PSAT/SAT Analysis. Freshmen-on-Track data for Diverse Learners also stands out in comparison to the general student body--85.2% vs. 92.7% respectively. However, Sophomore-on-track data was on par with the general student body--87.5% vs. 86.7% respectively.

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What student-centered problems have surfaced during this reflection?

A student-centered problems are:
 -- Students do not have structured rigorous academic discourse across grade levels
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Math curriculum supports have been purchased (textbooks and online resources) to provide additional opportunity for math intervention and math application.

Return to Top Determine Priorities

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

Students...
do not have structured rigorous academic discourse opportunities across grade levels

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...
need to examine and develop the protocols and practices for student academic discourse to increase the opportunities and rigor.

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.... Resources:

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

provide professional development, peer observation opportunities, cross-departmental collaboration, and a bank of rubrics for rigorous academic discourse evaluation 

then we see...
an increase in the use, variety, and rigor of student discourse in classrooms 

which leads to...
classroom observations demonstrating DOK levels of 3 and 4 in 75% of classes observed. 

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.

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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


Dates for Progress Monitoring Check Ins

Q1 10/25/2023 Q3 4/10/24
Q2 1/17/24 Q4 6/5/24

SY24 Implementation Milestones & Action Steps 		Who 	By When 	Progress Monitoring
Implementation Milestone 1	At minimum 4 professional development sessions across the school year	ILT	June 7, 2024	In Progress
Action Step 1	Re-establishing the ILT meetings, review data, and develop overview of ILT PD plan			In Progress
Action Step 2	Create professional development options for diverse levels of teacher experience			In Progress
Action Step 3	Develop a team to collect and develop exemplar rubric to evaluate DOK levels of student academic discourse			Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Conducting of at least 2 learning walks across the school year			In Progress
Action Step 1	Develop a calendar of learning walks to identify the amount of student academic discourse at any given day across the school			In Progress
Action Step 2	Review and revise establish a rubric for identifying levels of rigorous student discourse			Not Started
Action Step 3	Conduct minimum of 2 learning walks across the year			Not Started
Action Step 4	Review learning walk data to determine areas of improvement to address in continuous professional development			Not Started
Action Step 5				Select Status
Implementation Milestone 3	Complete at least 2 peer observations/cross-departmental collaborations across the school year			In Progress
Action Step 1	Develop plan to work within departments and cross-departmental observations (at least 2 rounds)			In Progress
Action Step 2	Develop protocol to facilitate teachers getting into classrooms and having collegial collaboration to identify instructional moves to improve rigor			In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones We anticipate that we will be working towards an increase in the number of professional development (tiered offerings), learning walk, and peer observation opportunities. We will also work towards maintaining or increasing the percentage of observed rigorous academic discourse across the school. 

SY26 Anticipated Milestones We anticipate that we will be working towards an increase in the number of teachers participating in professional development at the highest tier of PD offerings. We will also look for an increase in teacher participation in peer observations across departments. 

[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
End of the year ILT lead learning walks will indicate an increase of rigorous academic discourse in 75% of classes observed	Yes <input type="text" value="Yes"/>	Other <input type="text" value="Other"/>	Overall <input type="text" value="Overall"/>	EOY Rigor Walk observed only 20% of classes with students interacting with their peers	50%	60%	75%
			Select Group or Overall <input type="text" value="Select Group or Overall"/>				
	Select Answer <input type="text" value="Select Answer"/>	Select Metric <input type="text" value="Select Metric"/>	Select Group or Overall <input type="text" value="Select Group or Overall"/>				
			Select Group or Overall <input type="text" value="Select Group or Overall"/>				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 	Specify your practice goal and identify how you will measure progress towards this goal. 		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	End of the year ILT lead learning walks will indicate an increase of rigorous academic discourse in 50% of classes observed	End of the year ILT learning walks will indicate an increase of rigorous academic discourse in 60% of classes observed	End of the year ILT learning walks will indicate an increase of rigorous academic discourse in 75% of classes observed
Select a Practice <input type="text" value="Select a Practice"/>			
Select a Practice <input type="text" value="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
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Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting Implementation Plan	Progress Monitoring	Curriculum & Instruction				
Select the Priority Foundation to pull over your Reflections here =>									
End of the year ILT lead learning walks will indicate an increase of rigorous academic discourse in 75% of classes observed	Other	Overall	EOY Rigor Walk observed only 20% of classes with students interacting with their peers	50%	Select Status	Select Status	Select Status	Select Status	
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status	
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status	
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status	

Identified Practices	Practice Goals	SY24	Progress Monitoring			
			Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	End of the year ILT lead learning walks will indicate an increase of rigorous academic discourse in 50% of classes observed		Select Status	Select Status	Select Status	Select Status
Select a Practice			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	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Attendance: The SY23 school year ended with 88.6% which is on par with what we saw during the pandemic and lower than last year. Chronic Absenteeism: Counselors have reported an increase in students being serviced for social & emotional needs and therefore missing school because of their inability to cope with the stresses of school and their social emotional issues simultaneously. Out of School Suspensions & Reported Incidents: This school year the percent of all incidents that resulted in OSS decreased since SY22 (SY22: 23.41%, SY23: 21.4%) However, our OSS trends in the 20% range. Furthermore, the number of total incidents (OSS, ISS, and other) have increased by 72% since the pandemic--SY20: 790, SY22: 948, SY23: 1355.

What is the feedback from your stakeholders?

Attendance: Kenwood needs to expand the Attendance Team to one that includes someone whose primary role is to lead a team and engage with families and students as in pertains to attendance. The role of the Attendance Lead must go beyond data entry, and include the development and maintenance of systems and structures that hold students accountable through consequence and incentive. OSS & Reported Incidents: Kenwood does a good job at documenting incidents, but we need to ensure the Deans are also documenting the restorative practices that occur. Furthermore, the increase of reported incidents suggest our students are in need of more SEL supports .

What student-centered problems have surfaced during this reflection?

- A. Students miss days of school because of identified social and emotional needs
- B. Students are more likely to cut class when their teacher is absent
- C. Students have no consequences when they cut a class
- D. Students and parents often report attendance errors
- E. Do not value advisory time which contributes to the increase in cuts.
- F. There is a large subset of students who are not connected with school-wide 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?

More staff have been assigned to the work of attendance. The attendance plan includes staff to specifically address class cuts and a progressive plan for restorative and disciplinary consequences.

An incentive plan has been developed for advisory to reinforce the academic, attendance, and behavioral goals of the school.

Return to Top Determine Priorities

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

- Students...
- A. Miss days of school because of social and emotional needs
 - B. Are more likely to cut class when their teacher is absent
 - C. Do not have consequences when they cut a class
 - D. Often report attendance errors
 - E. Do not value advisory time which contributes to the increase in cuts.
 - F. There is a subset of students who are not involved in the school community
 - G. Students who need SEL support can get overlooked

[Determine Priorities Protocol](#)

Resources:

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...
- A. Do not have the staff capacity to service tier 3 social-emotional needs of students with fidelity
 - B. Can do a better job monitoring teacher attendance and holding them accountable for excessive absences and/or having plans for substitutes when they are absent.
 - C. Need to design a clear plan for what happens when students cut class and identify the people that will manage the plan and follow through with students and families
 - D. Are a large school that doesn't have enough staff to support the input of attendance data with fidelity
 - E. Do not have a clear understanding of the purpose for advisory.
 - F. Should provide all students with a one stop shop for student activities
 - G. do not have a system in which teachers can students who need SEL support

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

Resources:

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....
- Develop systems to engage students social and emotionally, and develop systems that hold all stakeholders accountable for attendance

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

Resources:

then we see....

- an increase in staff capacity to service tier 3 social-emotional needs of students with fidelity
- an increase in teacher attendance
- decrease in students cutting class
- an improvement of attendance data quality (less data input errors)
- Increased student attendance in advisory.
- and increase in the number of students who feel connected in the school community

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

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

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...

An increase in overall student attendance data.

[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

Student Accountability and Attendance Teams & Admin (This ultimately includes a variety of stakeholders)

Dates for Progress Monitoring Check Ins

Q1	10/25/2023	Q3	4/10/24
Q2	1/17/24	Q4	6/5/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Hiring of additional staff to address social-emotional needs and attendance data follow up	Attendance Deans, Admin	September 30th	Completed
Action Step 1	Create job descriptions			Completed
Action Step 2	Post position & review resumes			Completed
Action Step 3	Set up and conduct interviews			Completed
Action Step 4	Get new hires acquainted with team and their role			Completed
Action Step 5				Select Status
Implementation Milestone 2	Revise systems for attendance data collection & data in input			Completed
Action Step 1	Develop list of all instances where attendance is potentially negatively impacted	Admin, attendance team, programmer, counselor lead		Completed
Action Step 2	Determine solutions for each problem listed	Admin, attendance team, programmer, counselor lead		Completed
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Ensure student have access to a variety of OST Programming	Dean Gill, Mr. Mason, Dean Brunt, Ms. Flowers		In Progress
Action Step 1	Meet to determine components to add in student survey	Gill, Mason, Brunt, Flowers		Completed
Action Step 2	Roll our student connectedness survey for all high school students	Gill, Mason, Brunt, Flowers		Completed
Action Step 3	Meet with team to discuss survey data and it's implications	Gill, Mason, Brunt, Flowers		Completed
Action Step 4	Develop office of Student Engagment	Gill, Mason, Brunt, Flowers		In Progress
Action Step 5	Redefine roles and responsibilities of existing staff	Admin Team, Gill, Mason, Brunt, Flowers		In Progress
Implementation Milestone 4	Develop school-wide system and strategies for SEL			Select Status
Action Step 1	Establish BHT team			In Progress
Action Step 2	Develop process for teachers to refer students to BHT			In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

- A. Continue implementation of systems for attendance data collection and input & revise as necessary
- B. Student connectedness survey for SY25.
- C. Revisit counselor-led SEL workshops/student groups

SY26 Anticipated Milestones

- A. Continue implementation of systems for attendance data collection and input & revise as necessary
- B. Continue implementation of counselor-led SEL workshops/student groups

[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
School wide attendance of 92-93%	Yes	Increase Average Daily Attendance	Overall	88%			
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	We will measure progress in the number of student referrals from teachers		
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.			
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.			

[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
					Select Status	Select Status	Select Status	Select Status
School wide attendance of 92-93%	Increase Average Daily Attendance	Overall	88%		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	We will measure progress in the number of student referrals from teachers	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.		Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.		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:



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 continue with the them of "Self Care" to help support parents in dealing with the may issues that students may face. This is aligned with out priority of Connectness & Wellbeing. 

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