CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name 👍	Role 👍	Email 👍
Brian Kelly	Principal	bkelly2@cps.edu
Greta Mitchell	AP	GLMitchell3@cps.edu
Meyer Reynolds	Partnerships & Engagement Lead	mjreynolds@cps.edu
Michelle Porter	Lead Instructional Coach	MDPorter@cps.edu
Nicole Hudson-Lucas	Math Coach/Programmer	nchudson-lucas@cps.edu
Ashley Turner	Teacher Leader	aturner16@cps.edu
Cherie Monik	Teacher Leader	camonik@cps.edu
Daniel DeBonnett	Teacher	ddebonnett@cps.edu
Cassandra Bogan	Community Member/Parent	msbogan.friendsofkcp@gmail.com
Alicia Adams	Inclusive & Supportive Learning Lead	aadams60@cps.edu
Kirby Green	MTSS	kjgreen@cps.edu
Jacqueline McGee	AP	jymcgee@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	7/18/23	7/18/23
Reflection: Curriculum & Instruction (Instructional Core)	7/24/23	7/31/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/24/23	7/31/23
Reflection: Connectedness & Wellbeing	7/24/23	7/24/23
Reflection: Postsecondary Success	7/24/23	7/31/23
Reflection: Partnerships & Engagement	7/31/23	8/4/23
Priorities	7/27/23	7/31/23
Root Cause	7/31/23	8/2/23
Theory of Acton	7/31/23	8/2/23
Implementation Plans	7/31/23	8/7/23
Goals	7/31/23	8/7/23
Fund Compliance	8/1/23	8/4/23
Parent & Family Plan	8/1/23	8/4/23
Approval	9/11/23	9/14/23

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	10/20/23
Quarter 2	12/21/23
Quarter 3	3/22/24
Quarter 4	6/6/24

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	1. 100% of core teachers have access to high quality curriculum (Skyline) ✏️ 2. We saw a 45% increase in students attaining C or better grades at Progress Report. 3. Rigor Walk data indicates Instructional delivery was targeted 4. Rigor Walk data showed inconsistent evidence of learning targets aligned to standards. 5. Rigor Walk indicates teacher centered instruction	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
Partially	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	**What is the feedback from your stakeholders?** 1. External Partners such as ACE (Argument Centered Education & Apple) believe they can continue to provide curriculum & Instruction Support by training teachers to plan using the Arguement Centered Instruction (ACE) and increase student engagement via technology (Apple) ✏️ 2. ILT members feel school wide data analysis training will support instructional planning. 3. ILT members believe continuing to strenghten instructional systems in the building will solidfy standards based curriculum that is aligned horizontally and vertically aligned instruction as the norm for KCP. 4. Teachers believe strengthening their instructional practices will assist them in providing students with the context for skill attainment and assigned activities.	
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
No	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** Every department has processes in place to support student assessment for improvement. ✏️ Systems for consistent data informed adjustment of instruction and assessment are in development.	

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.

We are working to use data to create learning experiences that are consistent and aligned with power standards (CC, SAT) and expected instructional and assessment practices for KCP. ✏️

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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	Some students have documentation and progress monitoring thru the use of tutors, teachers have discussions about mastery with administration and them design mastery plans to recover students. ✏️ Teacher meet in grade level teams to discuss student progress and use trackers to progress monitor. Teachers and leadership team members contact parents to discuss progress. Counselors have Academic Intervention Meetings as part of progress monitoring.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		MTSS Integrity Memo		

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.			MTSS Academic Tier Movement
				Annual Evaluation of Compliance (ODLSS)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?**	Quality Indicators of Specially Designed Curriculum
			1. Teachers indicate a need for professional development to create high quality IEPs.	EL Program Review Tool
No	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	2. Teachers indicate a need for additional training to implement best practices using IEPs in their classroom. 3. Support Personnel indicate the need for communication to parents of EL students inlcude the EL students' home language because students and parents may differ in their English Language proficiency.	
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES / EL Placement Recommendation Tool HS	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		The Case Managers have been identified as support for the EL endorsed teacher and to monitor EL student progress. Additionally, the Special Education Department is planning intentional professional development for all instructional staff in best practices for meeting the needs of Diverse Learners and English Language Learners. We hope these efforts will equate to more students demonstrating mastery on reading, math and ACCESS exams.	

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.

88% of students needing math and reading support were untiered in MTSS (BrM)
22% of Diverse Learners Plans are under review for proper placement for LRE
10 students did not demonstrate mastery on the ACCESS Exam or receive B's or Better in 22% of classes taken

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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	The BHT is in a phase of rebuilding and will benefit from a Coach to assist with strengthening team systems and structures. After attending Skyline PD, teachers will have the tools necessary to incorporate SEL practices in their instruction. Culture and Climate Team will be consulted on Best Practices in SEL by the ILT to develop school-wide training for instructional staff. 59% of 10th graders and 77% of 12th graders report participating in 1 or more school activities. 100% of 10th and 12th graders reported feeling safe within 30 days of taking the IL Youth Survey. Adults in the building subscribe to a belief that building meaningful relationships with students in a nurturing environment will encourage student attendance. Our attendance rate for SY 23 averaged above 90%.	% 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
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Increase Average Daily Attendance / Increased Attendance for Chronically Absent Students / Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
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.		**What is the feedback from your stakeholders?** 1. Students indicate there are a variety of activities for students after school (IL Youth Survey) . 2. Teachers and staff members employ a variety of SEL activities for students in and out of class. 3. Adult learning for grade level teams around systems and structures so support is uniform for students across the school.	Cultivate (Belonging & Identity) / Staff trained on alternatives to exclusionary discipline (School Level Data) / Enrichment Program Participation: Enrollment & Attendance

| Partially | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. | | Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY |

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

| **What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** |

Students who have chronic absenteeism do not have access to consistent re-entry policies that are documented and implemented by instructional staff once students return. ✍️

Exemplars from more productive grade teams to share best practices for schoolwide implementation will be a focus for SY 24. Additional professional development will assist instructional staff in meeting the needs of 31% of students who idenitfied not having strong trusting relationships with adults in the building. ✍️

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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	1. College & Career Competency Curriculum is embedded in our weekly advisory classes. 2. An Advisory calendar is provided for each grade level to support ILP task 3. Success Bound curricula is facilitated in Advisory. 4. The Post-secondary Coach provides supports for each grade level and sometimes lead the lessons in large group settings. ✍️	Graduation Rate

Program Inquiry: Programs/participation/attainment rates of % of ECCC

3 - 8 On Track

Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate

9th and 10th Grade On Track

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data) |
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?**	
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).		1. Students indicate with a 64% favorable rating that the school prepares them for life after high school. 2. Teachers indicate with a 59% faovrable rating that the school champions college and career readiness. Other sources to indicate this position is the College & Career Competency Curriculum is embedded in our weekly advisory classes which are led by teachers. An advisory calendar is provided for each grade level at the beginning of the school year so that a timeline for ILP tasks helps with planning. The CPS Success Bound curricula is used as classroom guidance lessons taught/facilitaed by advisory teachers. 3. Counselors and the Post-secondary Coach also provides supports for each grade level and sometimes lead the lessons in larged group settings. ✍️	
No	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
Partially	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
No	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	The Counseling Dept is creating a more seamless strategy for making students aware of ECC opportunities and getting enrolled. More recruitment efforts are being done to get students interested in different career paths so that they can participat in work-based learning programs by 12th grade. The PLT must be more intentional with bringing partnerships for pathway certification to students at KCP.

Question - how can this team better reach DL and EL students?? ✍️ | |

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 who are interested in career pathway opportunities may not receive the same support as students who have identified 4 Year College as their post-secondary goal. 0% of graduating seniors earned CTE Credentials while 79% of graduating seniors have earned early college credit. Only 5% of Diverse Learners and 20% of EL students earned Early College Credits. ✍️

Partnership & Engagement

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	The school community has a variety of methods to engage parents and families. We encourage family and community voice thru the use of surveys, meetings and open communication. Contact information for parents and guardians is updated to allow for school to parent/guardian contact. Electronic communication such as school website, Robo-call system and email is used to inform the school community, external partners, parents and guardians of school events .	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) Formal and informal family and community feedback received locally. (School Level Data)
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** Family and community support for extra-curricular activities and open houses receive more involvment than PAC and LSC meetings. King College Prep has less than 10% of families reporting to LSC and PAC meetings. 1. External Partners (APPLE) can provide resources to provide Parent Workshops. 2. Teachers indicate a 58% favorable rating for parent involvement. 3. Teachers indicate a 71% favorable rating for high levels of trust between teachers and parents.	

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.

42% of student families show minimal school involvement according to teachers in the 5E Survey. The current level of parental involvement affects student attendance, achievement and relationships with the school community.

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?

Staff support for PAC and LSC continues to be a priority for the school as we plan for programs of interest for families. The school is dedicated to provide opportunities for external partners and families to be members of the school community.

Open communication with families will have a continued positive impact of student sucess and engagment.

Ensuring effective communication that is written and spoken in the home language for EL students is an important component of meeting the needs of EL students and their families.

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

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

Curriculum & Instruction

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.
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.
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

1. 100% of core teachers have access to high quality curriculum (Skyline)
2. We saw a 45% increase in students attaining C or better grades at Progress Report.
3. Rigor Walk data indicates Instructional delivery was targeted
4. Rigor Walk data showed inconsistent evidence of learning targets aligned to standards.
5. Rigor Walk indicates teacher centered instruction

What is the feedback from your stakeholders?

1. External Partners such as ACE (Argument Centered Education & Apple) believe they can continue to provide curriculum & Instruction Support by training teachers to plan using the Arguement Centered Instruction (ACE) and increase student engagement via technology (Apple)   2. ILT members feel school wide data analysis training will support instructional planning.
3. ILT members believe continuing to strenghten instructional systems in the building will solidfy standards based currculium that is aligned horizontally and vertically aligned instruction as the norm for KCP.
4. Teachers believe strengthening their instructional practices will assist them in providing students with the context for skill attainment and assigned activities.

What student-centered problems have surfaced during this reflection?

We are working to use data to create learning experiences that are consistent and aligned with power standards (CC, SAT) and expected instructional and assessment practices for KCP.

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?

Every department has processes in place to support student assessment for improvement. Systems for consistent data informed adjustment of instruction and assessment are in development.

Determine Priorities

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

Students...

are working to understand the connection between the work done in class and the mastery of skills/standards aligned assessments which results in a majority of students not meeting the College Readiness Benchmarks, and they are not consistently given access to standards aligned instruction and assessments that help them to meet College Readiness Benchmarks.
On average, 70% of 9th, 10th, and 11th graders do not correctly answer the P/SAT medium and hard questions that are related to power skills such as main idea, supporting evidence, words in context, expression of ideas. For Math, the power skills are related to heart of algebra, problem-solving and data analysis, and advanced math.

Resources: 🚀

[Determine Priorities Protocol](#)

✍ **Indicators of a Quality CIWP: Determine Priorities**

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

need to communicate to students the importance of understanding how the skills we teach correlate to standards based assessments and college readiness benchmarks.

need to provide student engaging standards aligned instruction and corresponding assessments to prepare them for post-secondary readiness.

Resources: 🚀

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

✍ **Indicators of a Quality CIWP: Root Cause Analysis**

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

collectively develop vertically and horizontally robust curriculum with differentiated lessons

Resources: 🚀

✍ Indicators of a Quality CIWP: Theory of Action

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

Curriculum & Instruction

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

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

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

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

then we see....

adults engaging with data and actively using learning routines during their department meetings to reflect on their practice ✍️

which leads to...

instructional delivery that increases engagement while enhancing student performance and achievement outcomes (SAT and GPA) ✍️

Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

ILT/ Principal/AP

Dates for Progress Monitoring Check Ins

Q1	10/20/23	Q3	3/22/24
Q2	12/21/23	Q4	6/6/24

	SY24 Implementation Milestones & Action Steps ✍️	Who 👍	By When ✍️	Progress Monitoring
Implementation Milestone 1	collectively to identify and develop coherent Adult Learning oportunities. By 9/7/23 the ILT and SLT should have a developed learning calendar that includes professional developmnt, trainings, and learning activities for improving overall effectiveness of the teaching staff to provide high quality education	ILT/Principal/AP	9/21/2023	In Progress
Action Step 1	Identify instructional topics to focus for SY 24 adult learning by consulting Rigor Walk Data from SY23	ILT/Principal/ AP	10/6/2023	In Progress
Action Step 2	Identify and add professional readings to the Adult Learning Calendar which will support ILT development in the instructional focus areas for SY 24	ILT/Principal/AP	11/1/2023	In Progress
Action Step 3	ILT will receive training in creating balanced assessments which will support Department Chairs in their work with their team members	ILT/Principal/AP	11/1/2023	Not Started
Action Step 4	ILT will attend district-wide professional developments to build capacity around the inner-core in order to develop improve learning conditions school-wide	ILT/Principal/AP	6/6/24	Not Started
Action Step 5				Select Status
Implementation Milestone 2	Establish a comprehensive instructional support program tailored for Department Chairs aimed at optimizing team productivity. By October 2023 Department chairs will have completed a two professional development session leading to improved team productivity as mearured through surveys and performance data, enhancing instructional support for Department chairs to foster leadership and teamwork.	ILT/Principal/AP	10/1/23	In Progress
Action Step 1	Train Department Chairpersons on research based protocols focused on instruction such as; Looking at Adult Work, Looking at Student Work	Leadership Team	10/20/2023	In Progress
Action Step 2	Department Chairs will lead departments in cycles of looking at adult and student work to hold each other accountable for student outcomes as it relates to assignments/assessments and skills taught	ILT	3/22/2024	Not Started
Action Step 3	Departments will work to develop common formative assessment routines so that students can monitor their skill acqusition per lesson instead of end of unit	ILT	10/20/2023	Not Started
Action Step 4	Departments will work to create vertically and horizontally aligned curricula that identifies the skills needed to move from course to the next	ILT	10/20/2023	Not Started
Action Step 5	Departments will use the SAT Skill Insight information to develop instructional opportunities for students to focus for growth.	ILT	10/20/2023	Not Started
Implementation Milestone 3	By the end of SY 24, Grade Level Team Leads will effectively implement research-based protocols focused on data, including ATLAS Looking at Data, Data-Driven Dialogue, and Looking at Data Sets Protocols, to engage staff in data deep dives, resulting in improvement in student achievement scores across all subject areas compared to the previous school year. .	ILT	3/22/2024	Not Started
Action Step 1	Grade level teams will engage in data driven discussions using protocols to unpack assessment needs for each grade band	Grade Level Teams	10/20/2023	Not Started
Action Step 2	Grade level teams will use attendance and grade data to tier students	Grade Level Teams	3/22/2024	Not Started

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Curriculum & Instruction

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Action Step 3	Grade level teams will plan activites to support grade level initiatives for students meeting or exceeding attendance and/or grade initiatives	Grade Level Teams	3/22/2024		Not Started
Action Step 4					Select Status
Action Step 5					Select Status
Implementation Milestone 4	During SY 24, provide teachers with comprehensive guidance and resources to effectively develop and implement clear classroom expectations in the use of best practices, tailored to the diverse needs of all students, resulting in improved classroom management and a more conducive learning environment	ILT	9/21/2023		Not Started
Action Step 1	Teacher teams will develop high classroom expectations to address assignments/ skills alignment, assignment submissions, assignment revisions, assessments and student ownership of learning.	Content Area ILT Members	9/21/2023		Not Started
Action Step 2	External partners will support teachers in developing engaging units which utilize technolgy and support student to student discourse	Leadership Team/ External Partners	6/6/2024		Not Started
Action Step 3	Teacher teams will prepare unit plans utilizing rigorous reading materials and tasks designed to strengthen the analytical skills of students.	Content Area ILT Members	10/20/2023		Not Started
Action Step 4	Observe teachers engaging in instruction utilizing materials and tasks designed to meet the instrucitonal needs of all students. Appropriate accomodations and modifications for DL and ELL students will be addressed as well.	Leadership/ILT Walk Team	BOY/MOY/EOY Instructional Walks		Not Started
Action Step 5	Teachers will provide timely feedback on assignments and assessments so the teacher and student can monitor progress toward skill mastery.	Content Area ILT Members	10/20/2023		Not Started

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SY25-SY26 Implementation Milestones

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SY25 Anticipated Milestones	100% of Department Chairs will effectively use tools and processes to maximize team productivity, collaboration, and analyze data to ensure high-quality instruction and increase student outcomes by 40%.	✍️
SY26 Anticipated Milestones	100% of Grade Level Team Leads will use tools to analyze grade level data and create strategic plans aligned to continuous improvement.	✍️

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Goal Setting

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Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

<div align="center">

Performance Goals

</div>

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	Numerical Targets [Optional] ✍️		
					SY24	**SY25**	**SY26**
train department chairpersons in the usage of protocols to engage teachers in discourse around accountability, planning and implementation of strong instructional practices that meet the needs of all students.	Yes	Quality Indicators of Specially Designed Curriculum	Overall				
			Students with an IEP				
have students make connections between lessons taught, skills learned, and demonstrating mastery of skills on assessments.	Yes	Interim Assessment Data	Overall				
			Select Group or Overall				

<div align="center">

Practice Goals

</div>

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	**SY25**	**SY26**
C&I:4 The ILT leads instructional improvement through distributed leadership.	All ILT Content Team Members are providing targeted support in leading instructional improvement cycles.	Most teachers are observed utlizing instructional strategies addressed in the instructional improvement cycles.	All teachers are observed utilizing instructional strategies addressed in the instructional improvement cycles.

| C&I:2 Students experience grade-level, standards-aligned instruction. | All teachers will identify grade-level material aligned to content standards. | Most teachers are observed utilizing materials which are aligned to grade appropriate content standards. | All teachers are observed utilizing materials which are aligned to grade appropriate content standards. |
| 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. | ILT members will provide adult learning focused on the Inner Core to ensure the learning environment meets the conditions that are needed for students to learn. | Most teachers are observed utilizing culturally responsive powerful practices to meet the learning needs of all students. | All teachers are observed utlizing culturally responsive powerful practices to meet the learning needs of all students. |

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
usage of protocols to engage teachers in discourse around accountability, planning and implementation of strong instructional practices that meet the needs of all students.	Quality Indicators of Specially Designed Curriculum	Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Students with an IEP			*Select Status*	*Select Status*	*Select Status*	*Select Status*
have students make connections between lessons taught, skills learned, and demonstrating mastery of skills on assessments.	Interim Assessment Data	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&I:4 The ILT leads instructional improvement through distributed leadership.	All ILT Content Team Members are providing targeted support in leading instructional improvement cycles.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers will identify grade-level material aligned to content standards.	*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.	ILT members will provide adult learning focused on the Inner Core to ensure the learning environment meets the conditions that are needed for students to learn.	*Select Status*	*Select Status*	*Select Status*	*Select Status*

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
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.
No	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Some students have documentation and progress monitoring thru the use of tutors, teachers have discussions about mastery with administration and them design mastery plans to recover students.
Teacher meet in grade level teams to discuss student progress and use trackers to progress monitor.
Teachers and leadership team members contact parents to discuss progress.
Counselors have Academic Intervention Meetings as part of progress monitoring.

What is the feedback from your stakeholders?

1. Teachers indicate a need for professional development to create high quality IEPs.
2. Teachers indicate a need for additional training to implement best practices using IEPs in their classroom.
3. Support Personnel indicate the need for communication to parents of EL students inlcude the EL students' home language because students and parents may differ in their English Language proficiency.

What student-centered problems have surfaced during this reflection?

88% of students needing math and reading support were untiered in MTSS (BrM)
22% of Diverse Learners Plans are under review for proper placement for LRE
10 students did not demonstrate mastery on the ACCESS Exam or receive B's or Better in 22% of classes taken

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?

The Case Managers have been identified as support for the EL endorsed teacher and to monitor EL student progress.
Additionally, the Special Education Department is planning intentional professional development for all instructional staff in best practices for meeting the needs of Diverse Learners and English Language Learners.
We hope these efforts will equate to more students demonstrating mastery on reading, math and ACCESS exams.

Determine Priorities

Return to Top

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

Students...

Students not demonstrating mastery in English and Math had limited access to Tier 2 and Tier 3 supports.
Students do not have access to their proper LRE placement.
Students do not have the necessary skills to pass the ACCESS Exam
Students identifying as English Language Learners do not demonstrate high levels of mastery in classes taken.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Return to Top

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

As adults in the building, we...

need to review the IEP's of incoming freshmen between June and August to ensure proper placement.
need to receive MTSS training in order to provide Tier 2 and Tier 3 supports and progress monitoring for all identified students.

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.

Theory of Action

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What is your Theory of Action?

If we....

Provide teacher development in Best Practices in targeted instruction for all students (EL,DL, Tier 2 and Tier 3)

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Inclusive & Supportive Learning Environment

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

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

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

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

then we see....

teacher devolpment and student growth 🖊

which leads to...

increased student achievement in gpa, formative classroom assessments, and district benchmarks 🖊

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 🖊

MTSS/ MTSS Coordinator and Resident Principal

Dates for Progress Monitoring Check Ins

Q1	10/20/23	Q3	3/22/24
Q2	12/21/23	Q4	6/6/24

	SY24 Implementation Milestones & Action Steps 🖊	Who 🖊	By When 🖊	Progress Monitoring
Implementation Milestone 1	Create a comprehensive MTSS Training Calendar that outlines a structured framework for student interventions and support. By the end of the current school year the MTSS Training Calendar will include a schedule of at least 8 training sessions covering various aspects of the intervention process. This goal is attainable within the available resources and staff expertise, leveraging existing knowledge and external resources if necessary to ensure the quality and comprehensiveness of the training sessions.	MTSS Team	9/15/2023	In Progress
Action Step 1	Work with ILT to create an adult learning calendar which includes MTSS Workshops.	MTSS/ILT Teams	9/15/2023	In Progress
Action Step 2	Plan MTSS Workshop materials and activities.	MTSS Team	9/22/23	Not Started
Action Step 3	MTSS Team members attend district led MTSS trainings.	MTSS Lead	9/29/23	In Progress
Action Step 4	Team will review the feedback from instructional staff in the form of Exit Tickets after each training to determine what supports are still needed.	MTSS Team	10/20/23	Not Started
Action Step 5				*Select Status*
Implementation Milestone 2	By the end of semester one, organize and conduct a series of student intervention professional development sessions for instructional staff in order to enhance teacher ability to identify and address learning gaps in students, as evidenced by a 20% increase in the number of students showing measurable progress in their academic performance by the end of the school year.	MTSS/SPED Departments	12/21/2023	Not Started
Action Step 1	Student Intervention training will occur whole staff with a presentation and Q&A Format.	MTSS/SPED Departments	11/8/2023	Not Started
Action Step 2	MTSS and Diverse Learner team members will follow-up in department meetings for Student Intervention support.	MTSS/SPED Departments	12/21/2023	Not Started
Action Step 3	MTSS will focus training on Tier 2 and Tier 3 supports.	MTSS Team	11/8/2023	Not Started
Action Step 4	SPED training will focus on LRE Placement, DL support and interventions.	SPED Case Managers	12/21/2023	In Progress
Action Step 5	EL Endorsed teacher will provide instructional support and strategies for teachers	English Language Lead	12/21/2023	Not Started
Implementation Milestone 3	During SY 24, establish a robust system for monitoring the development and execution of Student Intervention Plans, resulting in a 95% completion rate of all planned interventions and a demonstrated 10% increase in student academic progress in targeted areas as measured by regular assessments and data analysis.	MTSS/SPED Departments	3/22/2024	Not Started
Action Step 1	Case Managers will confirm general education teachers have access to current IEP and 504 plans.	Case Managers	3/22/2024	In Progress
Action Step 2	MTSS teams will support teacher in identifying Tier 2 and Tier 3 students in Branching Minds and selecting proper supports.	MTSS	3/22/2024	Not Started
Action Step 3	Leadership team will confirm and monitor that accmmodations and modifications are included in 100% of instructional plans.	Leadership Team	3/22/2024	Not Started
Action Step 4	MTSS Team will support 100% of teachers in progress monitoring students receiving Tier 2 and Tier 3 supports.	MTSS	6/6/24	Not Started
Action Step 5			9/21/2023	In Progress

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

Inclusive & Supportive Learning Environment

Implementation Milestone 4	By the end of the current school year, systematically analyze and utilize data to consistently monitor and evaluate the rate of improvement for students receiving interventions in the categories of English Learners (EL), Diverse Learners (DL), Tier 2, and Tier 3, aiming to achieve a minimum 15% increase in the percentage of these students meeting or exceeding their individualized learning goals compared to the previous school year.	Leadership Team/MTSS Team	6/6/24	Not Started
Action Step 1	Case Managers will work with Programmer to ensure students receiving interventions are in their proper course placement.	Case Managers/ Programmer	9/29/23	In Progress
Action Step 2	Branching Mind Data will be shared with staff regarding Tier 2 and Tier 3 successes/ growth opportunities quarterly.	MTSS Lead/ Resident Principal	9/29/23	In Progress
Action Step 3	Diverse Learner Provider and General Education Teacher will collaborate regarding accommodations and modifications to determine if DL student needs are met and grade data is reflective of student success or growth opportunities.	SPED Department	10/20/23	In Progress
Action Step 4	Rigor walk data will be shared with staff to determine if instructional skills are meeting the needs of targeted groups (EL/DL).	BOY/MOY/EOY Rigor Walk cycle	6/6/24	Not Started
Action Step 5	Assessment data will be shared with staff to determine if all targeted stu	MTSS	6/6/2024	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	By the end of the next academic year, ensure that all teacher class observations incorporate proficiency ratings for student support interventions, including MTSS, IEP, and ELL supports, with the goal of achieving 100% compliance, demonstrating the integration of these critical support measures into the teaching and assessment process.	✍️
SY26 Anticipated Milestones	By the end of the current school year, increase the pass rate of ELL (English Language Learners) students on the Access Exam to 90%, as measured by their successful completion of the exam and attainment of proficiency in English language skills, with a baseline assessment at the beginning of the year to establish starting levels and subsequent assessments to track progress toward this target.	✍️

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
Increase the percentage of students identified to receive Tier 2/3 interventions to 100%	Yes	*% of Students receiving Tier 2/3 interventions meeting targets*	Overall	22%	100%	100%	100%
			Students with an IEP	16%	100%	100%	100%
Increase the percentage of EL students passing the Access Exam.	Yes	ACCESS	English Learners	0%	50%	75%	100%
			NA				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	SY24	SY25	SY26
I&S:1 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.	The MTSS Team will use the MTSS Continuum to develop targeted professional development for instructional staff	Most teachers teachers are implementingTier 2/Tier 3 supports which are consistent with the MTSS Continuum for all students	All teachers teachers are implementingTier 2/Tier 3 supports which are consistent with the MTSS Continuum for all students
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	The Case managers will provide general education staff with ongoing professional development regarding best practices using IEPs in planning and instruction	Most teachers will be observed using the accommodations and modifications for students receiving specialized support per their IEP	All teachers will be observed using the accommodations and modifications for students receiving specialized support per their IEP

Specify your practice goal and identify how you will measure progress towards this goal. ✍️

Inclusive & Supportive Learning Environment

| I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services. | EL endorsed teacher will communicate with general education staff regarding students receiving EL support and provide resources to maximize academic growth. | Most teachers with EL students will be observed providing EL with the proper instructional support with guidance from the EL endorsed teacher. | All teachers with EL students will be observed providing EL with the proper instructional support with guidance from the EL endorsed teacher. |

Return to Top | **SY24 Progress Monitoring**

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the percentage of students identified to receive Tier 2/3 interventions to 100%	% of Students receiving Tier 2/3 interventions meeting targets	Overall	22%	100%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	16%	100%	Select Status	Select Status	Select Status	Select Status
Increase the percentage of EL students passing the Access Exam.	ACCESS	English Learners	0%	50%	Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status

Practice Goals / Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 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.	The MTSS Team will use the MTSS Continuum to develop targeted professional development for instructional staff	Select Status	Select Status	Select Status	Select Status
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	The Case managers will provide general education staff with ongoing professional development regarding best practices using IEPs in planning and instruction	Select Status	Select Status	Select Status	Select Status
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL endorsed teacher will communicate with general education staff regarding students receiving EL support and provide resources to maximize academic growth.	Select Status	Select Status	Select Status	Select Status

Partnership & Engagement

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

| Partially | The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals. |

| Partially | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. |

| Partially | School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). |

What are the takeaways after the review of metrics?

The school community has a variety of methods to engage parents and families. We encourage family and community voice thru the use of surveys, meetings and open communication. Contact information for parents and guardians is updated to allow for school to parent/guardian contact. Electronic communication such as school website, Robo-call system and email is used to inform the school community, external partners, parents and guardians of school events .

What is the feedback from your stakeholders?

Family and community support for extra-curricular activities and open houses receive more involvment than PAC and LSC meetings. King College Prep has less than 10% of families reporting to LSC and PAC meetings. 1. External Partners (APPLE) can provide resources to provide Parent Workshops.   2. Teachers indicate a 58% favorable rating for parent involvement.   3. Teachers indicate a 71% favorable rating for high levels of trust between teachers and parents.

What student-centered problems have surfaced during this reflection?

42% of student families show minimal school involvement according to teachers in the 5E Survey. The current level of parental involvement affects student attendance, achievement and relationships with the school community.

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?

Staff support for PAC and LSC continues to be a priority for the school as we plan for programs of interest for families. The school is dedicated to provide opportunities for external partners and families to be members of the school community.

Open communication with families will have a continued positive impact of student sucess and engagment.

Ensuring effective communication that is written and spoken in the home language for EL students is an important component of meeting the needs of EL students and their families.

Return to Top   **Determine Priorities**

Resources: 🚀

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

Students...

are embracing the challenges of transitioning their technology use from Chromebooks to Apple devices in their classes. Additionally, parents are experiencing limitations in fully engaging in school events and meetings.

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**

Resources: 🚀

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

As adults in the building, we...

are increasing our capacity in the use of technology for student instruction as well as increasing family and community engagement. We also struggle with parents and community members being able to engage with LSC and PAC meetings.

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top   **Theory of Action**

What is your Theory of Action?

If we....

provide more technology instruction and support for teachers, students and families

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Partnership & Engagement

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

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

then we see....

increased use of technology in our classes and outreach to families ✍️

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 student engagement in classes, community and family engagement in the school ✍️

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 ✍️

Leadership Team/Community Engagement Coordinator/ILT

Dates for Progress Monitoring Check Ins

Q1	10/20/23	Q3	3/22/24
Q2	12/21/23	Q4	6/6/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Monitor the use of technology in classes	Leadership Team	10/20/23	In Progress
Action Step 1	Plan Leadership Team Technology Training Calendar	Leadership Team	9/15/2023	In Progress
Action Step 2	Attend Tech trainings to determine best practices for instructional use by staff.	Leadership Team	3/22/2024	In Progress
Action Step 3	Monitor the inclusion of technology intergration in unit plans submitted by teachers	Leadership Team	BOY/MOY/EOY	In Progress
Action Step 4	Monitor the use of technology in class instruction.	Leadership Team	BOY/MOY/EOY	In Progress
Action Step 5				Select Status
Implementation Milestone 2	Utilize external partners to provide training to staff and students	ILT	3/22/2024	In Progress
Action Step 1	Apple Device Training for staff embedded into Adult Learning Calendar	ILT/ External Partner (APPLE)	3/22/2024	In Progress
Action Step 2	Apple Device Training/Mentoring for Student Leaders to Support technology usage and implementation schoolwide	ILT/ External Partner (APPLE)	3/22/2024	In Progress
Action Step 3	Agrument Centered Instruction Training for staff to increase student to student discourse opportunities for students	ILT/ACE (Argument Centered Education)	3/22/2024	In Progress
Action Step 4	Grade Team Lead training for Leadership Team and Grade Level Leads to support productive Grade Level meetings	ILT/ NCS (Network For College Success)	3/22/2024	Not Started
Action Step 5				Select Status
Implementation Milestone 3	Increase attendance at PAC and LSC meetings by providing technology based workshops thru community partnerships	Community Engagement Coordinator	3/22/2024	Not Started
Action Step 1	Survey parents/families to find out what technology based workshops they have an interest in attending.	Community Engagement Coordinator	10/20/2023	Not Started
Action Step 2	Survey Community Partners to determine which workshops they are willing to provide to parents/families	Community Engagement Coordinator	10/20/2023	Not Started
Action Step 3	Provide parents/families with a calendar of technology based workshops to attend	Community Engagement Coordinator	12/21/2023	In Progress
Action Step 4	Incentivize technology based workshop attendance for parents/families by providing such items as KCP Gear and meals	Community Engagement Coordinator	12/21/2023	Not Started
Action Step 5				Select Status
Implementation Milestone 4	Communicate with students, parents/families and community members via networking platforms.	Leadership Team	10/20/2023	In Progress
Action Step 1	Survey students and parent/families on their networking platform usage and interest.	Leadership Team	10/20/2023	Not Started
Action Step 2	Examine KCP networking platforms to determine if the platforms meet the needs of the school, parent/families and community	Leadership Team	10/20/2023	Not Started
Action Step 3	Design communications specifically for each networking platform	Leadership Team	10/20/2023	Not Started
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	KCP will be designated as an APPLE Distinguished School: 95% of teachers will have received APPLE Certifications 100% of teachers will use APPLE Technology in instruction 90% of teachers and 90% of students will have either an IPad or APPLE MacBook	✍️

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

Partnership & Engagement

75% of communication to parents/families and community members will be made using networking platforms
30% of PAC/LSC meeting will inlcude technology training

| SY26 Anticipated Milestones | KCP will be designated as an APPLE Distinguished: 100% of teachers wil have received APPLE Certifications
100% of teachers and 95% of students will have either an IPAD or APPLE MacBook
100% of communication to parents/families and community members will be made using networking platforms
40% of PAC/LSC meetings will include technology training | ✏️ |

Goal Setting

Return to Top

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
Increase student engagement in classes utilizing technology and student to student discourse strategies as determined by unit plans and Rigor Walks	Yes	Other	Overall	44%	66%	77%	88%
			Select Group or Overall				
Increase parent/family and community involvement in LSC/PAC meeting by providing targeted workshops highlighting technology	Yes	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Other [Specify]	10%	15%	20%	25%
			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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers will recieve training from external partners on the use of technology and student to student discourse as a means to increase student engagement in classes.	Most teachers will be observed implementing instructional activities using technology and student to student discourse.	All teachers will be observed implementing instructional activities using technology and student to student discourse.
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Community partners will provide technology workshops to parents to increase their capcity in understanding the use of networking platforms comparable to platforms used by the school to communicate announcements, events and news.	Most parents will use networking platforms to receive and send communication to the school as a means of increased two-way communication.	All parents will use networking platforms to receive and send communication to the school as a means of increased two-way communication.
P&E:1 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.	KCP will create incentives to increase family participation in LSC/PAC meetings to 15% of registered KCP families.	KCP will capture family and community voice to add to the incentives and provide targeted needs to increase family participation in LSC/PAC meetings to 20% of registered KCP families.	KCP will capture family and community voice to add to the incentives and provide targeted needs to increase participation in LSC/PAC meetings to 25% of registered KCP families.

SY24 Progress Monitoring

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Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase student engagement in classes utilizing technology and student to student discourse	Other	Overall	44%	66%	Select Status	Select Status	Select Status	Select Status

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

Partnership & Engagement

					Select Status	Select Status	Select Status	Select Status
student to student discourse strategies as determined by unit plans and Rigor Walks	Other	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase parent/family and community involvement in LSC/PAC meeting by providing targeted workshops highlighting technology	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Other [Specify]	10%	15%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers will recieve training from external partners on the use of technology and student to student discourse as a means to increase student engagement in classes.	Select Status	Select Status	Select Status	Select Status
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Community partners will provide technology workshops to parents to increase their capcity in understanding the use of networking platforms comparable to platforms used by the school to communicate announcements, events and news.	Select Status	Select Status	Select Status	Select Status
P&E:1 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.	KCP will create incentives to increase family participation in LSC/PAC meetings to 15% of registered KCP families.	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)

Select a Goal

Select a Goal

Select a Goal

<div style="background-color:teal; color:white; text-align:center;">

Parent and Family Plan

</div>

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)**

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.

An MTSS model will be used to tier families and identify the level of support that would be appropriate to enhance their support of their student's learning and increased engagement in alignment with our CIWP priorities. KCP will support parents engaging with student learning, student use of technology and parent learning to support student SEL needs. We are encouraging families to build trust in KCP and engage with adult and student learning at KCP.

Our total Title I allocation is $ 310,649.60. We will use our PAC allotment ($3271.68) to support the plan with families.

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