

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
Paul Karafiol	Principal	pjkarafiol@cps.edu
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Sheldon Krieger	Teacher Leader	sckrieger@cps.edu
Celice Moore	Restorative Justice/Behavioral Supports	cmoore89@cps.edu
Kathryn Sanford-Garcia	Teacher Leader	ksanford-garcia@cps.edu
Michael McKenzie	Student Mentor	mjmckenzie1@cps.edu
Ryan Goldflies	Curriculum & Instruction Lead	rpgoldflies@cps.edu
Clara Yom	Counselor	cjyom@cps.edu
Sara Fisher	STEM Specialist	sfisher10@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	4/27/23	4/27/23
Reflection: Curriculum & Instruction (Instructional Core)	5/4/23	5/18/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/4/23	5/18/23
Reflection: Connectedness & Wellbeing	5/4/23	5/18/23
Reflection: Postsecondary Success	5/4/23	5/18/23
Reflection: Partnerships & Engagement	5/4/23	5/18/23
Priorities	5/11/23	5/18/23
Root Cause	5/11/23	5/18/23
Theory of Acton	5/11/23	5/18/23
Implementation Plans	5/18/23	5/25/23
Goals	9/1/23	9/1/23
Fund Compliance	9/8/23	9/8/23
Parent & Family Plan	9/8/23	9/8/23
Approval		

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	9/22/2023
Quarter 2	11/3/2023
Quarter 3	2/9/2024
Quarter 4	4/26/2024

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	Higher failure rates for DLs and ELs, and for students in other priority groups (Black Males, Black Females, Latino Males).	iAR (Math) iAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	Students who are successful in class as measured by grades do not score well on nationally-normed assessments such as SAT and AP. SAT "meets readiness" levels are lower for Black Males and Latino Males than for White students. Of the entire junior class in SY22-23, 68% did not meet either benchmark (ERW or Math). Students are not having a quick way to turn around missed assignments, leaving students overwhelmed and creating a longer list of missed assignments. (FOT)	iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
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? In 5Es, about 40% of students reported that the class they selected didn't ask difficult questions in class, or on tests. About 20% of students say that class "once in a while" or "never" requires that they work hard to do well. About 25% of students say that class challenges them "once in a while" or "never". Missing assignments increase during the 2nd semester of the school year. (FOT)	
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	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? In SY23, our ILT developed an area of work around differentiation, coming up with a literature-based definition of differentiation and several examples of differentiation practices that teachers could use. However, none of these practices involved dividing students into different instructional groupings, which we think is the major focus for SY24. In SY23, our Diverse Learners team developed a deeper understanding of coteaching models and started using coplanning documents that would allow DL and GenEd team-teaching pairs to use different coteaching models more effectively. FOT lead is working to meet with course teams to support them in analyzing their off-track data. Teams work to set up MTSS Tier 1 interventions with the FOT lead to support shifts in practice to decrease off-track rates within course teams.	

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.

Inconsistent access to rigorous tasks provided in classes (39% DoK 3-4 during latest Rigor Walk)
 Tasks not differentiated within classrooms according to learner needs, leading to some learners either not being challenged or being unable to access the task as created.

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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	Tier I/II Interventions are implemented inconsistently. Majority of failures are due to missing work. Students often report being able to do the work but feel overwhelmed/unmotivated. Teachers do not integrate MTSS into their daily practice. Students in Frosh seminar are grouped consistently with mentors to support academic and executive functioning skills from a Tier 1 level. Further data needs to be utilized by frosh seminar teachers to academically group students in subject areas they need support in. Students are also not having a quicker way to turn around missed assignments, leaving	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.	
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
Yes	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
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

students overwhelmed and creating a longer list of missed assignments.

What is the feedback from your stakeholders?

Teachers did not select to implement additional nationally-normed assessments (Star360 or P/SAT) to understand their students' learning. 🍌

Differentiating for a large gap feels overwhelming and more training needs to be done on how grouping can be done in frosh seminar classes.

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?

Beginnings of work on differentiating tasks and content. Teachers used Star360 to develop understanding of students' reading and math levels, but didn't consistently implement differentiated instruction to address different levels. 🍌

MTSS Coordinator has worked with a select number of individual teachers around selecting skills for growth and collecting data to plan support and/or interventions.

Coteaching structures taught this year and supported with planning and debriefing documents.

FOT lead supporting teachers in using weekly FOT data to group students beyond grades.

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

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 lagging academic skills lack Tier II/III supports in developing those skills. Students in frosh seminar are taught organizational skills but not given structures to address missing work before it piles up. 🍌

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

Using the associated references, is this practice consistently implemented?	References
Yes	BHT Key Component Assessment SEL Teaming Structure Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
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.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Our overall suspension rate decreased, however our In School Suspension rate increased. 🍌

What is the feedback from your stakeholders?

Our 9th and 10th graders, in SY23, found the meaningfulness of their work at almost half as much value as the 12th graders. 🍌

- Metrics**
- [% 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](#)
 - [Cultivate \(Belonging & Identity\)](#)
 - Staff trained on alternatives to exclusionary discipline (School Level Data)
 - [Enrichment Program Participation: Enrollment & Attendance](#)
 - [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.

[problems experienced by most students; problems experienced by specific student groups]



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

[impact on most students; impact on specific student groups]



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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

No	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)
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
Partially	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
Yes	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]



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

[impact on most students; impact on specific student groups]



[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)

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.

[problems experienced by most students; problems experienced by specific student groups]



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Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>[takeaways reflecting most students; takeaways reflecting specific student groups] </p>	<p>Cultivate</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</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>
Yes	<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>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 is the feedback from your stakeholders?</p>	
<p>[problems experienced by most students; problems experienced by specific student groups] </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>[impact on most students; impact on specific student groups] </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.
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.
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?

Higher failure rates for DLs and ELs, and for students in other priority groups (Black Males, Black Females, Latino Males).

Students who are successful in class as measured by grades do not score well on nationally-normed assessments such as SAT and AP.

SAT "meets readiness" levels are lower for Black Males and Latino Males than for White students. Of the entire junior class in SY22-23, 68% did not meet either benchmark (ERW or Math).

Students are not having a quick way to turn around missed assignments, leaving students overwhelmed and creating a longer list of missed assignments. (FOT)

What is the feedback from your stakeholders?

In 5Es, about 40% of students reported that the class they selected didn't ask difficult questions in class, or on tests.

About 20% of students say that class "once in a while" or "never" requires that they work hard to do well.

About 25% of students say that class challenges them "once in a while" or "never".

Missing assignments increase during the 2nd semester of the school year. (FOT)

What student-centered problems have surfaced during this reflection?

Inconsistent access to rigorous tasks provided in classes (39% DoK 3-4 during latest Rigor Walk)
 Tasks not differentiated within classrooms according to learner needs, leading to some learners either not being challenged or being unable to access the task as created.

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?

In SY23, our ILT developed an area of work around differentiation, coming up with a literature-based definition of differentiation and several examples of differentiation practices that teachers could use. However, none of these practices involved dividing students into different instructional groupings, which we think is the major focus for SY24.

In SY23, our Diverse Learners team developed a deeper understanding of coteaching models and started using coplanning documents that would allow DL and GenEd team-teaching pairs to use different coteaching models more effectively.

FOT lead is working to meet with course teams to support them in analyzing their off-track data. Teams work to set up MTSS Tier 1 interventions with the FOT lead to support shifts in practice to decrease off-track rates within course teams.

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Determine Priorities

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

Students...
 who struggle do not receive needed supports in class; students who are mastering basic material are not challenged to go further.



Resources:

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.
 Priorities are determined by impact on students' daily experiences.

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Root Cause

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

As adults in the building, we...
 Are not differentiating our instruction consistently to challenge students who have mastered basic skills and concepts while supporting students who have not yet achieved mastery.



Resources:

[5 Whys Root Cause Protocol](#)

Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

What is your Theory of Action?

If we....
 provide staff with resources and strategies to obtain real-time standards-aligned data on student learning, and we teach staff how to place and teach students in effective, data-based instructional groups, and at least one other classroom differentiation strategy, and instruct staff in using the SAT Instructional Planning Reports to identify SAT skills their



Resources:

Indicators of a Quality CIWP: Theory of Action

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

students need to master.

then we see....
Staff using SAT data to track student mastery and placing students into groups so that students are regularly doing tasks that reflect their next edges of growth in learning

which leads to...
Lower failure rates and 85% of students achieving PSAT/SAT growth goals.

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

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

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

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

[Return to Top](#) **Implementation Plan**

[Resources:](#)

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Wildcat Instructional Leaders

Dates for Progress Monitoring Check Ins

Q1 9/22/2023 Q3 2/9/2024
Q2 11/3/2023 Q4 4/26/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	80% of teachers have tasks, formative, and summative assessments at DoK 3-4 that are aligned to specific, grade-level standards by the end of Semester 1	Teachers	December 2023	Select Status
Action Step 1	Create & deliver departmental BOY PL around creating tasks and assessments that are standards or SAT-skills aligned.	WILs	August 14, 2023	Completed
Action Step 2	Create & deliver departmental BOY "refresher" PL around DoK.	WILs	August 14, 2023	Completed
Action Step 3	Engage in task/FA/SA data collection in departments around alignment to specific grade-level standards for each content area.	WILs	September 17, 2023	Completed
Action Step 4	Collect data on classroom task level and alignment in conjunction with EGLF walks	WILs	October 17, 2023	Select Status
Action Step 5	Create and deliver followup PL to departments and/or course teams in response to data	WILs	December 17, 2023	Select Status
Action Step 6				Select Status
Action Step 7				Select Status
Implementation Milestone 2	WILs have effective grouping look-fors, data about effective grouping in LVHS classes, and 1-2 models of effective grouping that they can teach by the end of S1.	WILs	December 2023	Select Status
Action Step 1	Develop literature-based list of extremely effective grouping look-fors (EEGLFs)	WILs	September 17, 2023	Completed
Action Step 2	Conduct learning walks to gather data around extremely effective grouping (standards-aligned tasks and DoK)	WILs	October 17, 2023	Select Status
Action Step 3	Identify 2-3 structures (EEGLSs) to implement EEGLFs	WILs	October 17, 2023	Select Status
Action Step 4	Create peer accountability system to support safe practice in EEGLS.	WILs	October 17, 2023	Select Status
Action Step 5	Practice 1 EEGLS 4-5 times with support from STEM Specialist, MTSS coordinator, etc. using peer accountability system (see below)	WILs	December 3, 2023	Select Status
Action Step 6	Develop Q3 learning cycle for departments around EEGLS	WILs	December 17, 2023	Select Status
Action Step 7				Select Status
Implementation Milestone 3	100% of teachers are separating students into instructional groups according to assessment data at least once per month by the end of Semester 2		May 22, 2024	Select Status
Action Step 1	Share learning walk data in departments and engage teachers in understanding EEGLFs	WILs	December 22, 2023	Select Status
Action Step 2	Pre-Assessment - Where are staff in their EEGLS?	Staff	January 12, 2024	Select Status
Action Step 3	Based on pre-assessment, create 2-4 learning groups, create and deliver PL based on need around EEGLS	WILs	February 9, 2024	Select Status
Action Step 4	Revise and distribute peer accountability system to support in EEGLS implementation (will use as part of Milestone #2)	WILs	February 9, 2024	Select Status
Action Step 5	Practice 1 EEGLS with support from accountability buddy, STEM Specialist, MTSS coordinator	All classroom teachers	March 9, 2024	Select Status
Action Step 6	Practice 1 EEGLS with support from accountability buddy, STEM Specialist, MTSS coordinator	All classroom teachers	April 15, 2024	Select Status
Action Step 7	Practice 1 EEGLS with support from accountability buddy, STEM Specialist, MTSS coordinator	All classroom teachers	May 22, 2024	Select Status
Implementation Milestone 4	SAT Skills are included in at least 50% of units by end of semester 2			Select Status
Action Step 1	Provide departmentally-differentiated PL around SAT skills and question stems.	Admin	August 18, 2023	Completed
Action Step 2	Provide teachers instruction in how to read IPRs	Admin	October 22, 2023	Completed

Action Step 3	Provide teachers with time and structures to align SAT skills to items in their units at least once each month	Admin	June 8, 2024	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Action Step 6				Select Status
Action Step 7				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	<p>100% of classroom teachers use EEGLS at least once per week. Create onboarding procedure for new-to-LV staff that supports their use of existing systems (SFA, EEGLS, etc). Assess effectiveness of EEGLS implementation and determine whether further learning is needed in SY26. Teachers learn to use Branching Minds to group students according to levels at a specific skill. Teachers use SFA to progress monitor growth towards specific SAT skills.</p>	
SY26 Anticipated Milestones	<p>100% of classroom teachers use EEGLS at least once per week. 100% of core teachers use data from SAT and Branching Minds to group students according to SAT skill development at least once every two weeks.</p>	

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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
Freshman On-Track Rate is 95% by SY25	Yes	9th and 10th Grade On Track	Overall	86	86.3	90	95
			Latino Male	84	81	86	92
	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&I:2 Students experience grade-level, standards-aligned instruction.			
C&I:2 Students experience grade-level, standards-aligned instruction.			
Select a Practice			

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SY24 Progress Monitoring

Resources:

Below are the goals for this Theory of Action that were created

above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Freshman On-Track Rate is 95% by SY25	9th and 10th Grade On Track	Overall	86	86.3	Select Status	Select Status	Select Status	Select Status
		Latino Male	84	81	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&I:2 Students experience grade-level, standards-aligned instruction.		Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
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.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

Our overall suspension rate decreased, however our In School Suspension rate increased.

What is the feedback from your stakeholders?

Our 9th and 10th graders, in SY23, found the meaningfulness of their work at almost half as much value as the 12th graders.

What student-centered problems have surfaced during this reflection?

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?

[problems experienced by most students; problems experienced by specific student groups]

[impact on most students; impact on specific student groups]

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Determine Priorities

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

Resources:

Students...

Don't feel fully included in their classrooms and have other issues or obstacles that aren't addressed that make it difficult for them to meet attendance and behavior expectations.



[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities
 Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.
 Priorities are determined by impact on students' daily experiences.

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Root Cause

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

Resources:

As adults in the building, we...

- Don't have effective Tier I systems to deter students from being tardy to or cutting class
- Don't have fully effective systems to identify underlying student problems that make it difficult for students to meet attendance and behavior expectations.
- Don't have fully effective systems to address those unsolved student problems.



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

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

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Theory of Action

What is your Theory of Action?

If we....

Improve systems around sweeps and cuts, provide expanded behavioral supports for students (particularly in Tier II and III), improve communications between teams around attendance, behavior, and mental health, and develop individual teachers' efficacy in improving classroom culture.



Resources:

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

then we see....
 Teachers creating more supportive and inclusive classroom cultures and students being routed to appropriate supports rather than simply being "repeat offenders"

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...
 Reduced numbers of chronically-absent or chronically-cutting students and a decrease in student misconducts.

[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

Shared between Climate, Attendance, Admin

Dates for Progress Monitoring Check Ins

Q1 9/22/2023 Q3 2/9/2024
 Q2 11/3/2023 Q4 4/26/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Create improved systems to respond to tardies and cuts.	Climate Team & Attendance Team		Select Status
Action Step 1	Engage AKAM in addressing students with 40%-60% attendance in SY23	Attendance Team	August 2023	Completed
Action Step 2	Create/revise sweep and cut systems	Climate Team	August 2023	In Progress
Action Step 3	Implement sweep/cut systems starting in week 2	Security, and Deans	August 28, 2023	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Use Collaborative & Proactive Solutions to address root causes of students failing to meet expectations			Select Status
Action Step 1	Initial CPS training for deans, counselors, and other behavioral health staffers	Admin	SY24 BOY PD	Completed
Action Step 2	Select team for followup practice and training in CPS	Principal Karafiol and AP Roberts	September 2023	Delayed
Action Step 3	Assess effectiveness of CPS work with impacted students	CPS Follow Up Team	May 2024	Select Status
Action Step 4	Identify next tier of CPS instruction with staff	CPS Follow UP Team	June 2024	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Provide Tier II/III behavioral health supports for students identified through tardies, cuts, and misconducts.			Select Status
Action Step 1	Continue partnerships with Alternatives, AKAM, C2C, etc.	Admin	September 2023	Completed
Action Step 2	Use BHT and MTSS teams to identify 30 students in need of more intensive support	BHT/MTSS	Ongoing	Delayed
Action Step 3	Create MTSS Team	Admin + MTSS Coordinator	September 2023	Completed
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Develop a shared understanding of areas of need and drivers for classroom belonging			Select Status
Action Step 1	Administer Cultivate Survey in Fall 2023	Admin Team	Fall 2023	Select Status
Action Step 2	Engage teachers in analyzing Cultivate data and identifying areas of need	Student Voice + Admin	January 2024	Select Status
Action Step 3	Use Cultivate and other data sources to create "Classroom Belonging Look-Fors"	Student Voice + WILs	March 2024	Select Status
Action Step 4	Assess classroom practice using look-for tool	Student Voice + WILs	May 2024	Select Status
Action Step 5	Design learning cycle on classroom belonging using data from lookfors and Cultivate	Admin + Student Voice + WILs	June 2024	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 Continue improving sweep/tardy systems.
 Unify BH supports for students.
 Implement learning cycles on classroom belonging.
 Assess belonging progress using Cultivate and identify next areas of growth.
 Continue training and expanding CPS as determined by EOY assessment

SY26 Anticipated Milestones
 Continue improving sweep/tardy systems.
 Unify BH supports for students.
 Implement learning cycles on classroom belonging.

Assess belonging progress using Cultivate and identify next areas of growth. Continue training and expanding CPS as determined by EOY assessment

[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
	Select Answer	Select Metric	Select Group or Overall				
			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
Select a Practice			
Select a Practice			
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
	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
	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
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Select a Practice		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

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#)
[Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#)

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of 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.
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.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

Tier I/II Interventions are implemented inconsistently. Majority of failures are due to missing work. Students often report being able to do the work but feel overwhelmed/unmotivated. Teachers do not integrate MTSS into their daily practice.

Students in Frosh seminar are grouped consistently with mentors to support academic and executive functioning skills from a Tier 1 level. Further data needs to be utilized by frosh seminar teachers to academically group students in subject areas they need support in. Students are also not having a quicker way to turn around missed assignments, leaving students overwhelmed and creating a longer list of missed assignments.

What is the feedback from your stakeholders?

Teachers did not select to implement additional nationally-normed assessments (Star360 or P/SAT) to understand their students' learning.

Differentiating for a large gap feels overwhelming and more training needs to be done on how grouping can be done in frosh seminar classes.

What student-centered problems have surfaced during this reflection?

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?

Students with lagging academic skills lack Tier II/III supports in developing those skills. Students in frosh seminar are taught organizational skills but not given structures to address missing work before it piles up.

Beginnings of work on differentiating tasks and content. Teachers used Star360 to develop understanding of students' reading and math levels, but didn't consistently implement differentiated instruction to address different levels.

MTSS Coordinator has worked with a select number of individual teachers around selecting skills for growth and collecting data to plan support and/or interventions.

Coteaching structures taught this year and supported with planning and debriefing documents.

FOT lead supporting teachers in using weekly FOT data to group students beyond grades.


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Determine Priorities

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

Resources: 

Students...

Especially in 9th grade, students with lagging organizational skills accumulate missing work until they are too far behind to catch up, and students have lagging academic skills fail to understand and fully engage in classwork. 

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities
 Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.
 Priorities are determined by impact on students' daily experiences.


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Root Cause

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

Resources: 

As adults in the building, we...

have few "quick turnaround" systems for holding students accountable for missing work, and do not consistently use Tier II/III MTSS Supports. 

[5 Whys Root Cause Protocol](#)


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

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Theory of Action

What is your Theory of Action?

If we....

create a structured missing assignment protocol that is implemented consistently amongst all frosh seminar teachers, create an MTSS team and develop their capacity to analyze Student data and recommend interventions, and provide those interventions through Branching Minds and an interventionist 

Resources: 

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

then we see....
 Students will have fewer missed assignments and engage more readily with classroom work, and teachers will have better communication around student performance and interventions.

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...
 A consistently high FOT rate (95% or higher) and reduced failure rates across all grade levels.

[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
 FOT // MTSS

Dates for Progress Monitoring Check Ins
 Q1 9/22/2023 Q3 2/9/2024
 Q2 11/3/2023 Q4 4/26/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Implement frosh seminar missing work protocol.	FOT Lead and Admin Liasion	8/14/23	Completed
Action Step 1	Review the protocol to elicit feedback and update.	Frosh Seminar Team	August 2023	Completed
Action Step 2	Review protocol with all 9th grade teachers via email	Admin	August 2023	Completed
Action Step 3	Set observations to implement the first round of protocol	Admin	September 2023	In Progress
Action Step 4	Implement the first round of protocol with observations.	FOT Lead	September 2023	In Progress
Action Step 5	Review and reflect on protocol observations.	Frosh Seminar Team	November 2023	Not Started
Action Step 6	Update the protocol from observation rounds	Frosh Seminar Team	November 2023	Not Started
Action Step 7	Continue weekly cycle of missing work protocol and tracking biweekly FOT rate.	Frosh Seminar Team	Year-Round	Not Started
Implementation Milestone 2	Develop staff capacity to use Branching Minds as a tool to record home contacts and find out about students	MTSS Coordinator		Select Status
Action Step 1	Train staff on how to use Branching Minds to record communication	MTSS Coordinator	August 2023	Completed
Action Step 2	Engage MTSS Team in utilizing communication logs as a data point	MTSS Coordinator	October 2023	Not Started
Action Step 3	Progress monitor staff engagement with Branching Minds as a means for communicating about students	MTSS Coordinator & Admin	Every 5 weeks	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Create MTSS team to unify work of BHT, FOT, Climate, etc.	MTSS Coordinator & Admin		Select Status
Action Step 1	Invite stakeholders from BHT, FOT, Climate, Attendance, and Admin to participate	MTSS Coordinator & Admin	September 2023	Completed
Action Step 2	Establish norms around working collaboratively and data sharing; set a regular cadence for meetings	MTSS Coordinator	October 2023	In Progress
Action Step 3	Craft and share a protocol for for staff to recommend students for supports and interventions	MTSS Team	December 2023	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Implement high-quality SEL lessons around techniques to manage anxiety and depression in 9th-grade-level courses	Admin + SEEIT intern		Select Status
Action Step 1	Develop set of objectives and topics with SEEIT		September 2023	Completed
Action Step 2	Create calendar for SEEIT lessons in frosh seminar		September 2023	Completed
Action Step 3	Deliver SEEIT lessons in frosh seminar		June 2024	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 - Hire interventionist in either Math, Literacy, or both to support students with lagging skills.
 - Expand scope of MTSS team to a wider group of students.
 - Refine interventions in use.

- Refine missing work protocols in Frosh seminar; improve teaching of SEL skills in Frosh classes

SY26 Anticipated Milestones
 - Staff use BM to identify students in need of intervention and assign interventions.
 - Refine missing work protocols in Frosh seminar; improve teaching of SEL skills in Frosh classes

[Return to Top](#) **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	Numerical Targets [Optional]		
					SY24	SY25	SY26
	Select Answer	Select Metric	Select Group or Overall				
			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
Select a Practice			
Select a Practice			
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
					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

	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
Select a Practice		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

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)

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

- The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).
- The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.
- Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
 - a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
 - b) Contracting for professional services from State-Approved Learning Partners
 - c) Conducting school-level needs assessments
 - d) Analyzing data
 - e) Identifying resource inequities
 - f) Researching and implementing evidence-based interventions
 - g) Purchasing standards-aligned curriculum and materials
 - h) Purchasing and administering local assessments for progress monitoring
- Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.
- School Improvement Reports (SIR) are due on a triannual basis.
- Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.
- As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.
- As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal 9th and 10th Grade On Track: Freshman On-Track Rate is 95% by SY25

Required Reading Goal 9th and 10th Grade On Track: Freshman On-Track Rate is 95% by SY25

Optional Goal Select a Goal

Student Groups	Baseline	SY24	SY25	SY26
Overall	86	86.3	90	95
Latino Male	84	81	86	92
Overall	86	86.3	90	95
Latino Male	84	81	86	92

Parent and Family Plan

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



Our school is a Title I school operating a Schoolwide Program

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

If Checked:
No action needed



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

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.

Postsecondary planning and preparation (FAFSA, college applications, military recruitment, vocational certifications, etc.); technology use, particularly around accessing resources for students at CPS and beyond; CPR & First Aid; supporting students in course selection and taking advanced courses; supporting students with behavioral health, especially anxiety and stress.



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