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).

CIWP Team Guidance

Name 👍	Role 👍	Email 👍
Edwina Thompson	Principal	elgholston@cps.edu
Alison Hildenbrandt	AP	avkrakowski@cps.edu
Kerri Thompson	AP	kathompson@cps.edu
Anne Lokken	LSC Member	annewlokken@gmail.com
Rebecca Daly	LSC Member	radaly@cps.edu
Lucy Perez	World Language Lead	lperez1@cps.edu
Matthew Gerber	Inclusive & Supportive Learning Lead	mgerber1@cps.edu
Meredith Bantz	Postsecondary Lead	mabantz@cps.edu
Julie Caracci	Social Science Rep	jlcaracci@cps.edu
Sarah Hanly	Connectedness & Wellbeing Lead	schanly@cps.edu
Sarah Wain	Arts Lead	swain@cps.edu
Andrew Pindelski	Science Lead	adpindelski@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	5/24/23	6/9/23
Reflection: Curriculum & Instruction (Instructional Core)	5/24/23	6/9/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/24/23	6/9/23
Reflection: Connectedness & Wellbeing	5/24/23	6/9/23
Reflection: Postsecondary Success	5/24/23	6/9/23
Reflection: Partnerships & Engagement	5/24/23	6/9/23
Priorities	5/24/23	8/7/23
Root Cause	6/5/23	8/7/23
Theory of Acton	6/5/23	8/18/23
Implementation Plans	MId June	8/30/2023
Goals	Mid June	8/30/2023
Fund Compliance	End of June	8/30/2023
Parent & Family Plan	Mid June	8/30/2023
Approval	9/7/2023	9/7/23

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	10/10/2023
Quarter 2	12/1/23
Quarter 3	3/11/2023
Quarter 4	6/4/2023

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	Cultivate Data: 34% of students are "completely confident" I can understand the material in this class even when it's difficult. Cultivate Data: 28% of students are "mostly confident" I can understand the material in this class even when it's difficult. Cultivate Data: 32% of students are "somewhat confident to not confident at all" I can understand the material in this class even when it's difficult. Cultivate Data: 41% of students are "somewhat confident to not confident at all " I can master the hardest topics in this class. 9% of African American Males are not meeting benchmarks for SAT. 11% of African American Females are not meeting benchmarks. 7% of Latinx students are not meeting benchmarks for SAT Math.	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Quality Indicators Of Specially Designed Instruction		IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW)
No	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?**	PSAT (Math) STAR (Reading) STAR (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership	1. Course teams and departments are aligned with unit plans and 3 instructional questions protocol. 2. Most departments have unit plans that are aligned with Common Core Standards. Most course teams are aligned in both formative and summative assessments. 3. Science Department uses standards based grading. 4. Stakeholders believe this to be true: "The teacher makes sure all students are valued and supported, no matter what their backgrounds or identities are." (Cultivate) According to the Cultivate Survey: 65% completely true, 21% mostly true, 10% somewhat true, 2% a little true, 2% not at all true Stakeholders believe this is a good measure of how students are feeling in the classroom.	iReady (Reading) iReady (Math) Cultivate
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		Grades ACCESS TS Gold Interim Assessment Data
Yes	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?** Clear rubrics allows more objective/easier differentiation Student/teacher determine individualized learning plan Teacher teams create culturally varied curriculum options or unit plans to allow for culturally responsive instruction aligned to their specific classroom population(s) Equity, SEL, ILT, and CRT PDs help increase teacher awareness and address obstacles for student groups furthest from opportunity. Teachers have conversations around differentiated instruction. Teachers find value in helping meet students where they are at in efforts to close achievement gaps and have lift for all (ELL, diverse learners,...) of our students regardless of abilities.	

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.

Culturally responsive practices/learning environments can be variable from classroom to classroom.

With more explicit learning targets in unit plans, grading and rubrics plus consistency across classes the student experience will be improved.

Consistency of instruction for diverse learners. (IE access to supports and resources, different grading experiences, etc.)
The range of abilities is widening and impacting students' affective filter/psychological barrier

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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
Select Rating	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	*[takeaways reflecting most students; takeaways reflecting specific student groups]*	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum

		[Roots Survey](#)
Select Rating	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	[MTSS Integrity Memo](#)
Select Rating	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](#)
Select Rating	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	[IDEA Procedural Manual](#)
Select Rating	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	[EL Placement Recommendation Tool](#) [EL Placement Recommendation Tool HS](#)
Select Rating	There are language objectives (that demonstrate HOW students will use language) across the content.	

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

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

What is the feedback from your stakeholders?

✍️

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

✍️

[Roots Survey](#)

[ACCESS](#)

[MTSS Academic Tier Movement](#)

[Annual Evaluation of Compliance (ODLSS)](#)

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

Connectedness & Wellbeing

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Using the associated references, is this practice consistently implemented?		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	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](#)	1. Reporting of students of concern/repeat offenders is limited. 2. Possible increase in preventative programs to warn students of dangers of drugs/vaping/etc . 3. Per the SY23 attendance report, chronic absenteeism is high for 12th graders - 42% of seniors were reported as having 90% or less attendance. 4. In 2022-23, overall, chronic absenteeism was 31% schoolwide. Priority groups to target for improving attendance are DL's, STLS, and Black/Lotinx students. 5. Creation of new MTSS role could help in bolstering the chronic absenteeism/low performing students due to attendance with Tier 2 and Tier 3 interventions. 6. Teachers receive daily cut reports. Cut reports have been helpful in getting assistance to students who are chronically absent for a given period or day. 8. Lane Tech student voice has been heard using the student council for feedback and suggestions around pieces. 9. There are student advocate groups in the building who meet regularly with administration and counselors to discuss student voice and concern. ✍️	[% 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](#)
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			

		What is the feedback from your stakeholders?	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.	We have additional counseling staff to accommodate the spike in mental health issues (post pandemic); SEL programming offered during advisory may need some work; students may not know who their points of contact are when it comes to mental health; communication with the school counseling office and teachers has been strengthened so that instructional time is preserved as much as possible.	Cultivate (Belonging & Identity)
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Reporting of students of concern/repeat offenders is limited. Instructors are not always made aware of issues that have occurred. There should be an increase in preventative programs to warn students of dangers of drugs/vaping/etc . Committee for SEL is active and meets regularly to help provide teachers with resources surrounding SEL curriculum. Culture and Climate director/Counseling Dept Chair is using new program: Wayfinder to find training programs that are short and actionable. SEL team put out a survey to gauge current practices so that teachers can be made aware of best practices that have been proven effective. Lane has a plethora of programs for kids to participate in with all of the sports, clubs, and International Days. Students (typically DL or from further neighborhoods) with long commutes do not have the ability to stay after school. There could be improvement in offering day time enrichments (possibly Champions hour?) . Attendance clerks call and send letters for truant students. Parents get weekly emails about chronic tardies. Attendance office interventions are listed in Aspen Journal Documents.Student input on cultural shifts involving online learning resources (IE students justify absences by making up online work) would be helpful Lane Tech student voice has been heard using the student council for feedback and suggestions around pieces. There are student advocate groups in the building who meet regularly with administration and counselors to discuss student voice and concern.	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.	**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?**
1. Chronic Absenteeism increase since pandemic. 2. Increased mental health demands in the building 3. Structures and process for mental health supports may need to be increased or better outlined for students.	1. Added support staff and counselors for mental health and other supports. 2. Spaces for students to go when they need supports or a timeout. 3. Creating small support groups for grief and other needs in the building 4. Investment in program to support SEL learning for students 5. Outreach for priority groups in the building with mentorships and college and career planning

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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**
Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency	As we develop career opportunities, we must be conscious of the diverse backgrounds of our students, being mindful of their social, racial, ethnic, religious, and economic status. There is a significant gap in the matriculation rates for Latinx and Black students, especially males.	Graduation Rate Program Inquiry: Programs/participati
Yes	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		Learn, Plan, Succeed
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?**	9th and 10th Grade On Track Cultivate (Relevance to the Future)
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).		Per the Foundational Practices, this is the feedback for these items. Per our counseling staff and college and career center, there are many things in place that pertain to the foundational practices. Here are a few of them: 1. The counseling department completes an annual Evidence Based Implementation Plan with post-secondary goals and curriculum. We use components of C4, but create lessons based primarily on the junior post-secondary needs assessment facilitated each Spring. 2. Students complete ILPs via monthly Advisory (on Naviance) Counselors platform for delivering this material is supported by Admin and staff. 3. On Naviance, 9th & 10th graders ILPs are centered around career interest and exploration. Rising seniors– Google Classrooms based on fields, posting enrichment opportunities. 4. Lunch with a professional program twice a month in the CCC. 5. Field trips– ComEd career day, Skilled Trades Fair, teacher-led field trips. 6. The abundance of AP course work. There are also a number of dual-enrollment classes offered. We track college completion but not career path.	Freshmen Connection Programs Offered (School Level Data)
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
	There is an active Postsecondary Leadership Team (PLT)	PLT Assessment Rubric		

Yes	that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager

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?

Buy-in among staff to completing ILPs in advisory
Gathering data at a large school to ensure we're meeting individual students needs– the wide variety of needs in the building
Greater counselor collaboration with other staff to cast a wider net of resources, ideas, etc.

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.

Need for more career education opportunities/ professionals with similar backgrounds to our students.
Gather data for all grade levels, strategic reach out to students who have greater needs

Partnership & Engagement

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Using the associated references, is this practice consistently implemented?		References
Select Rating	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
Select Rating	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit
Select Rating	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 are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups]

What is the feedback from your stakeholders?

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

Metrics

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)

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]

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.
Yes	Students experience grade-level, standards-aligned instruction.
No	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.
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.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Cultivate Data: 34% of students are "completely confident" I can understand the material in this class even when it's difficult.
Cultivate Data: 28% of students are "mostly confident" I can understand the material in this class even when it's difficult.
Cultivate Data: 32% of students are "somewhat confident to not confident at all" I can understand the material in this class even when it's difficult.
Cultivate Data: 41% of students are "somewhat confident to not confident at all " I can master the hardest topics in this class.
9% of African American Males are not meeting benchmarks for SAT. 11% of African American Females are not meeting benchmarks.
7% of Latinx students are not meeting benchmarks for SAT Math.

What is the feedback from your stakeholders?

1. Course teams and departments are aligned with unit plans and 3 instructional questions protocol. 2. Most departments have unit plans that are aligned with Common Core Standards. Most course teams are aligned in both formative and summative assessments. 3. Science Department uses standards based grading. 4. Stakeholders believe this to be true: "The teacher makes sure all students are valued and supported, no matter what their backgrounds or identities are." (Cultivate) According to the Cultivate Survey: 65% completely true, 21% mostly true, 10% somewhat true, 2% a little true, 2% not at all true. Stakeholders believe this is a good measure of how students are feeling in the classroom.

What student-centered problems have surfaced during this reflection?

Culturally responsive practices/learning environments can be variable from classroom to classroom.

With more explicit learning targets in unit plans, grading and rubrics plus consistency across classes the student experience will be improved.

Consistency of instruction for diverse learners. (IE access to supports and resources, different grading experiences, etc.)
The range of abilities is widening and impacting students' affective filter/psychological barrier

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?

Clear rubrics allows more objective/easier differentiation
Student/teacher determine individualized learning plan
Teacher teams create culturally varied curriculum options or unit plans to allow for culturally responsive instruction aligned to their specific classroom population(s)

Equity, SEL, ILT, and CRT PDs help increase teacher awareness and address obstacles for student groups furthest from opportunity.

Teachers have conversations around differentiated instruction. Teachers find value in helping meet students where they are at in efforts to close achievement gaps and have lift for all (ELL, diverse learners,...) of our students regardless of abilities.

Determine Priorities

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

Students...

* Some students across the building lack self efficacy and some motivation in classes as it relates to confidence in mastering hard material and understanding the material even when it is difficult.

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

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

As adults in the building, we...

feel that if class topics and discussions were more relevant to students then they would be more engaged and feel more empowered to problem solve. We also feel that if there were multiple entry points for learning materials, students would feel more fueled to problem solve on their own or seek out answers on their own.

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

What is your Theory of Action?

If we....

refine our unit plans to include differentiated instruction with attention to culturally responsive planning and teaching

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....

culturally responsive instruction and an increase in tier 1 intervention strategies 🖐️

which leads to...

an increase in on-track data to 98% and a decrease achievement gap in ERW for African American Males and Females to 6.0% and 8.7% respectively, and for SAT Math the achievement gap will decrease for African Americans to 9.5% and 5.1% for Latinx by the end of year 3. 🖐️

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 🖐️

Curriculum and Instruction team/ILT/Admin

Dates for Progress Monitoring Check Ins

Q1	10/10/2023	Q3	3/11/2023
Q2	12/1/23	Q4	6/4/2023

	SY24 Implementation Milestones & Action Steps 🖐️	**Who** 🖐️	**By When** 🖐️	**Progress Monitoring**
Implementation Milestone 1	By the end of academic year 23-24 with input from all stakeholders (teachers, admin, counselors) Lane Tech will create a curriculum guide that provides a means for providing consistent unit feedback with an attention to differentiation and culturally responsive instruction for 1 course team per department.	Department Chairs, Team leads, Administration	Q4	Select Status
Action Step 1	Bi-Monthly, department chairs will meet to define the format of the curriulum planner and design how elements of the unit plan will be structured in the Curriculum Guide.	Dept chairs and Administration	Q2	Select Status
Action Step 2	Beta-test the Curriculum Guide with one course team per department. Scheduled twice monthly meetings (lead by team leads) team leads will review the document and critque its use and put forth suggestions.	Team Leads + teachers	Q3	Select Status
Action Step 3	Department Chairs will determine (based on feedback from the course teams and takeaways from 3 Differentiation PDs by Margaret Carroll) what differentiation plans or options looks like in a unit plan.	Dept chairs and Administration	Q3	Select Status
Action Step 4	2nd beta test with different course teams: Multi-tiered "look fors" in evaluating the Curriculum Guide.	team leads + teachers	Q3	Select Status
Action Step 5	Department Chairs will determine (based on feedback from the course team) last changes before rolling out schoolwide and will crate a resource folder with differentiation strategies from Margaret Carroll and Carol Tomlinson.	Dept chairs and Administration	Q4	Select Status
Implementation Milestone 2	By the end of 23-24, all teachers will incorporate differentiatied instructional strategies for *content and process* to increase the percentage of students' performance on SAT benchmarks for Hispanics from 84% to the school average of 92% and Black students will move from 72% towards the school average of 92%.	Staff: team leads, department chairs, teaches, and support staff i.e. MTSS lead	Spring, 2024	Select Status
Action Step 1	Differentation PD with Margaret C. and ILT in-house differentiation PD	Admin, staff	Sept 7, Sept 22, Nov	Select Status
Action Step 2	Using PD and the LASW, teachers will analyze data in team meetings to adjust unit plans	Admin, team leads	Bi-Monthly meetings	Select Status
Action Step 3	Team leads will formally have differentiation as part of the bi-monthly team meetings/agendas to plan for differentiated practices in the classroom and on the unit plans	Team Leads, APs	Bi-Monthly meetings	Select Status
Action Step 4	Evaluate growth EL for DL students for Reading and Math and connnect with Differentiated Instruction training	DL lead, EL lead	Q3	Select Status
Action Step 5	Provide teachers with resources for teachers to engage ELs and connect with Differentiated Instruction training	EL lead	Q4	Select Status
Implementation Milestone 3	By the end of 23-24, teachers will incorporate differentiatied instructional strategies for formative *product and environment* to increase the percentage of students' performance on SAT benchmarks for Hispanics from 84% to the school average of 92% and Black students will move from 72% towards the school average of 92%.	MTSS lead, Admin, DC te	Spring, 2024	Select Status
Action Step 1	All staff will use PD by M. Carroll and ILT PD on differentiation to influence changes in instruction, classroom, and learning environment. Staff will use LASW and PD to incorporate changes in classroom and learning environment and discuss in department meetings and team course meetings.	Teachers, Admin, DC, team leads	Bi-Monthly Meetings	Select Status
Action Step 2	Team leads will have differentiation as part of the bi-monthly team me	team leads, APs	Bi-Monthly Meetings	Select Status
Action Step 3	Climate and Culture committee will participate in the PD by M.C. and explore how they can support in Tiered support.	Climate and Culture committee, Equity Committee	Q1-Q2	Select Status
Action Step 4	Admin will provide supports in team meetings regarding agendas for differentiation and application of PD.	Admin	Q3-Q4	Select Status

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

Curriculum & Instruction

				Select Status
Action Step 5				*Select Status*
Implementation Milestone 4				*Select Status*
Action Step 1				*Select Status*
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
By the end of SY25, teachers will engage in PD that will support them in substituting traditional course content with culturally relevant content and this PD will influence ongoing reflections in unit plans using the Curriculum Guide which will decrease achievement gap in ERW for African American Males and Females to 7.3% and 9.7% respectively, and for SAT Math the achievement gap will decrease fpr African Americans to 10.5% and 5.7% for Latinx.

SY26 Anticipated Milestones
By the end of SY26 teachers will understand the definition of culturally responsive teaching and engage in the Cultivate Data and Five Essentails data to understand the absence of this in the classroom which will decrease achievement gap in ERW for African American Males and Females to 6.0% and 8.7% respectively, and for SAT Math the achievement gap will decrease fpr African Americans to 9.5% and 5.1% for Latinx.
MTSS team will be used to analyze data of attendance, behavior, and achievement of priority group. MTSS will do a root cause analysis to connect this data to culturally responsive teaching.
Share with staff results from Cultivate Data and 5Essentials and allow time during PD days to discuss results.
Staff will demonstrate understanding by creating a goal for an area that needs improvement.
MTSS lead and team will distribute the data and results.

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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 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 ✍	SY24	SY25	SY26
To decrease achievement gap of African American male and females and ALL school averages for ERW Benchmark by 10% each year.	Yes	PSAT (EBRW)	African American Male	9	8.1	7.29	6
			African American Female	12	10.8	9.7	8.7
To decrease achievement gap of African American students and Latino and ALL school averages for Math Benchmark by 10% each year.	Yes	PSAT (Math)	African American	13	11.7	10.5	9.5
			Latinx	7	6.3	5.7	5.1

Numerical Targets [Optional] ✍ (spans SY24, SY25, SY26 columns)

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.	**Practice Goal:** Develop curriculum planner to track evidence and planning for culturally responsive lessons. We will measure progress by following the calendar for meeting with Department Chairs and team leads to test the planner for its usefulness. **Measure:** SAT EBRW and MAT	**Practice Goal:** Teachers will participate in PD to learn the importance of and how to incorporate culturally responsive materials into traditional content. Attendance will be taking at PD and team meetings will require the agenda be organized for and around	**Practice Goal:** Teachers will understand the importance of culturally responsive teaching through PD. **Measure:** increased on-track data as well as using the cultivate data for feedback on classroom culture and its effects on self-efficacy and motvation in the
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.	**Practice Goal:** Planner as a tool and increase of teachers/team leads using the currilum planner. **Measure:** Cultivate Data and Five Essentials, SAT EBRW and MAT scores	**Practice Goal:** ILT will provide research based culturally responsive practices PD on analyzing data in order to individualize instruction on gaps in essential knowledge. Team course meeting will be instructed for this to be an agenda item. **Measure:** Cultivate Data, SAT EBRW and MAT	**Practice Goals:** Teachers will be able to define and implement culturally responsive practices in their classrooms. **Measure:** Five Essentials and Cultivate Data and SAT benchmarks
Select a Practice			

Curriculum & Instruction

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
To decrease achievement gap of African American male and females and ALL school averages for ERW Benchmark by 10% each year.	PSAT (EBRW)	African American Male	9	8.1	Select Status	Select Status	Select Status	Select Status
		African American Female	12	10.8	Select Status	Select Status	Select Status	Select Status
To decrease achievement gap of African American students and Latino and ALL school averages for Math Benchmark by 10% each year.	PSAT (Math)	African American	13	11.7	Select Status	Select Status	Select Status	Select Status
		Latinx	7	6.3	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.	Practice Goal: Develop curriculum planner to track evidence and planning for culturally responsive lessons. We will measure progress by following the calendar for meeting with Department Chairs and team leads to test the planner for its usefulness. Measure: SAT EBRW and MAT scores will be monitored. Unit	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.	Practice Goal: Planner as a tool and increase of teachers/team leads using the curriulum planner. Measure: Cultivate Data and Five Essentials, SAT EBRW and MAT scores	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 | Select the Priority Foundation to |
| Reflection | Root Cause | Implementation Plan | | Monitoring | pull over your Reflections here => |

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

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

Postsecondary Success

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).
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).
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).

What are the takeaways after the review of metrics?

As we develop career opportunities, we must be conscious of the diverse backgrounds of our students, being mindful of their social, racial, ethnic, religious, and economic status.
There is a significant gap in the matriculation rates for Latinx and Black students, especially males.

What is the feedback from your stakeholders?

Per the Foundational Practices, this is the feedback for these items. Per our counseling staff and college and career center, there are many things in place that pertain to the foundational practices. Here are a few of them: 1. The counseling department completes an annual Evidence Based Implementation Plan with post-secondary goals and curriculum. We use components of C4, but create lessons based primarily on the junior post-secondary needs assessment facilitated each Spring. 2. Students complete ILPs via monthly Advisory (on Naviance) Counselors platform for delivering this material is supported by Admin and staff. 3. On Naviance, 9th & 10th graders ILPs are centered around career interest and exploration. Rising seniors– Google Classrooms based on fields, posting enrichment opportunities. 4. Lunch with a professional program twice a month in the CCC. 5. Field trips– ComEd career day, Skilled Trades Fair, teacher-led field trips. 6. The abundance of AP course work. There are also a number of dual-enrollment classes offered. We track college completion but not career path.

What student-centered problems have surfaced during this reflection?

Need for more career education opportunities/ professionals with similar backgrounds to our students.
Gather data for all grade levels, strategic reach out to students who have greater needs

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?

Buy-in among staff to completing ILPs in advisory
Gathering data at a large school to ensure we're meeting individual students needs– the wide variety of needs in the building
Greater counselor collaboration with other staff to cast a wider net of resources, ideas, etc.

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Determine Priorities

Resources: 🚀

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

Students...

who are African American and Hispanice males are not enrolling in schools that they qualify for according to their grades and standardized tests scores.

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

Resources: 🚀

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

As adults in the building, we...

feel that if we continue to do initial work for these groups in the classroom, during Champion Hour and with our College and Career Counselor and team of counselors we can have a direct impact on post secondary college and univiersity enrollment and persistence.

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....

If we provide targeted outreach with tailored opportunities to varied priority groups

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Postsecondary Success

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....

then we see an increase in priority group participation in post-secondary learning opportunities and school selection as well as group growth in match/reach selection and persistence

which leads to...

which leads to an increase in Black males going to a 4-year college to 95%, with 75% attending a match/reach school, Hispanic males to 95%, with 75% attending a match/reach 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 ✍️

Dates for Progress Monitoring Check Ins

Q1	10/10/2023	Q3	3/11/2023
Q2	12/1/23	Q4	6/4/2023

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	By the end of SY24, through increased personalized communication, the Counseling team will target low income Latino and Black male students for additional post secondary support from the Counseling team and outside partners, which will increase participation in post-secondary events TO 50% of all black/latino makes.	Counseling/College and Career Coach	End of SY 24	Select Status
Action Step 1	Form for students to identify post-secondary support member at home	Counseling/Admin/College and Career Coach	Q1	Select Status
Action Step 2	Individualized outreach by counselor for events		Q4	Select Status
Action Step 3	Incentivize participation students and parents		Q1	Select Status
Action Step 4	PLT will host 12 targeted post-secondary events		Q4	Select Status
Action Step 5				Select Status
Implementation Milestone 2	By the end of SY24, by creating a mentor program for junior Latino and African American males, then there will be an increase in reach/match enrollment to 50%.	Counselors, BHT, Admin, students	Q4	Select Status
Action Step 1	Create small educational cohorts to meet for 6 weeks sorted by GPA Cohorts will run in the fall for seniors and spring for juniors.	Counselors, college and career counselor	Q2, Q4	Select Status
Action Step 2	Develop a staff team who will create the tenants of the mentorship program	Counselors, college and career counselor	Q1	Select Status
Action Step 3	Select adult mentors who will support students during the mentorship process	Counselors, college and career counselor	Q2	Select Status
Action Step 4	Develop a progress monitoring cycle that measures the academic and college process for mentees	Counselors, college and career counselor	Q2	Select Status
Action Step 5				Select Status
Implementation Milestone 3	By the end of SY2324, Lane will host alumni college fairs and career events with a focus on engaging alumni and professionals of color, which will increase Reach/Match enrollment to 50%.	College Counselor, Counselors, Lane Tech Alumni Association	Q4	Select Status
Action Step 1	Annual Alumni College Fair breakout Q & A sessions with Black & Latino Alumni and current LT Black & Latino students	Counselors, college and career counselor, LT Graduates	Q2	Select Status
Action Step 2	Collaborate with LT Alumni Association & Friends of Lane seeking Black and Latino Alumni & Parents to participate in "Lunch with a Professional" program and/or present to paticipating LT classes	Counselors, college and career counselor, LT Alumni Association, & Friends of Lane	Q2	Select Status
Action Step 3	Organize college tours to diverse college campuses, and those identified by the The First Scholars Network, a national scaling model that brings together higher education leaders from around the country to share data, model innovation, and scale impact to first-generation student support.	Counselors, college and career counselor	Q3	Select Status
Action Step 4	Set up College Rep Visits with HBCUs and HSIs, and invite priority group students to attend	Counselors, college and career counselor	Q1	Select Status
Action Step 5	Host and promote Post Secondary Advising parent events in community spaces around the Chicagoland area as Lane Tech is not easily accessible to all	Counselors, college and career counselor, parents, communicty partners	Q4	Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status

Postsecondary Success

Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	By the end of SY25, through increased personalized communication, the Counseling team will target low income Latino and Black male students for additional post secondary support from the Counseling team and outside partners, which will increase participation in post-secondary events TO 75% of all black/latino makes.	✏️
SY26 Anticipated Milestones	By the end of SY26, through increased personalized communication, the Counseling team will target low income Latino and Black male students for additional post secondary support from the Counseling team and outside partners, which will increase participation in post-secondary events TO 99% of all black/latino makes.	✏️

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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
Black/Latino Male enrollment in Match/Reach Colleges	Yes	College Enrollment and Persistence Rate	African American Male	41	50	60	75
			Latino Male	44	50	60	75
4 year college enrollment Black and Latino Males	Yes	College Enrollment and Persistence Rate	African American Male	87.5	89	90	95
			Latino Male	83.5	89	90	95

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	**SY25**	**SY26**
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.	Practice Goal: Cohorts will be created, mentorship is created, and post-secondary community events are created, monitoriing cycle. Measure: Increase in post-secondary events	Monitor Cohorts, mentorships, and monitoring cycles creating more individualized plans for African American students. Measure: Increase in post secondary events and college enrollment for African American students.	Practice Goals: By year 3, counseling team will
PS:6 There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	Practice Goal: PLT will establish measurable annual goals to review and reflect on annually with Administration, parents, and community members. Measure: i.e. the number of students going match and reach colleges, attendance improvement in programs, number of priority group	Practice Goal: PLT will carry out measurable annual goals and continue to review and reflect on annually with Administration, parents, and community members.	Practice Goal: PLT will carry out measurable annual goals and continue to review and reflect on annually with Administration, parents, and community members.
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.

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

Postsecondary Success

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Black/Latino Male enrollment in Match/Reach Colleges	College Enrollment and Persistence Rate	African American Male	41	50	Select Status	Select Status	Select Status	Select Status
		Latino Male	44	50	Select Status	Select Status	Select Status	Select Status
4 year college enrollment Black and Latino Males	College Enrollment and Persistence Rate	African American Male	87.5	95	Select Status	Select Status	Select Status	Select Status
		Latino Male	83.5	89	Select Status	Select Status	Select Status	Select Status

Practice Goals / Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	Practice Goal: Cohorts will be created, mentorship is created, and p	Select Status	Select Status	Select Status	Select Status
PS:6 There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	Practice Goal: PLT will establish measurable annual goals to review	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
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?

1. Reporting of students of concern/repeat offenders is limited. 2. Possible increase in preventative programs to warn students of dangers of drugs/vaping/etc . 3. Per the SY23 attendance report, chronic absenteeism is high for 12th graders - 42% of seniors were reported as having 90% or less attendance. 4. In 2022-23, overall, chronic absenteeism was 31% schoolwide. Priority groups to target for improving attendance are DL's, STLS, and Black/Latinx students. 5. Creation of new MTSS role could help in bolstering the chronic absenteeism/low performing students due to attendance with Tier 2 and Tier 3 interventions. 6. Teachers receive daily cut reports. Cut reports have been helpful in getting assistance to students who are chronically absent for a given period or day. 8. Lane Tech student voice has been heard using the student council for feedback and suggestions around pieces. 9. There are student advocate groups in the building who meet regularly with administration and counselors to discuss student voice and concern.

What is the feedback from your stakeholders?

We have additional counseling staff to accommodate the spike in mental health issues (post pandemic); SEL programming offered during advisory may need some work; students may not know who their points of contact are when it comes to mental health; communication with the school counseling office and teachers has been strengthened so that instructional time is preserved as much as possible.

Reporting of students of concern/repeat offenders is limited. Instructors are not always made aware of issues that have occurred. There should be an increase in preventative programs to warn students of dangers of drugs/vaping/etc . Committee for SEL is active and meets regularly to help provide teachers with resources surrounding SEL curriculum. Culture and Climate director/Counseling Dept Chair is using new program: Wayfinder to find training programs that are short and actionable. SEL team put out a survey to gauge current practices so that teachers can be made aware of best practices that have been proven effective. Lane has a plethora of programs for kids to participate in with all of the sports,

What student-centered problems have surfaced during this reflection?

1. Chronic Absenteeism increase since pandemic. 2. Increased mental health demands in the building 3. Structures and process for mental health supports may need to be increased or better outlined for students.

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?

1. Added support staff and counselors for mental health and other supports. 2. Spaces for students to go when they need supports or a timeout. 3. Creating small support groups for grief and other needs in the building 4. Investment in program to support SEL learning for students 5. Outreach for priority groups in the building with mentorships and college and career planning

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Determine Priorities

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

Students...

illustrated in the attendance data that 12th graders have chronic absenteeism and there has also been an increase in mental health needs across the school determined by data collected from dashboard and the work that added support staff is doing in the buiding. Additionally, students have indicated a lack of motivation based on Cultivate data.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

believe that students may not know who their points of contact are when it comes to mental health. Additionally, SEL standards have not been included in unit planning.

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

What is your Theory of Action?

If we....

If we include SEL supports within the curriculum guide and provide ongoing support for students returning to the classroom after numerous absences or interruption in instruction

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Connectedness & Wellbeing

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....

then we will see teachers using tier 1 SEL supports in their classroom and students feeling more connected and motivated ✍️

which leads to...

to an increase of 10% in motivation scores in the cultivate survey/5 essentials and a decrease in chronic absenteeism to 23% by the end of SY26. ✍️

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 ✍️

Dates for Progress Monitoring Check Ins

Q1	10/10/2023	Q3	3/11/2023
Q2	12/1/23	Q4	6/4/2023

SY24 Implementation Milestones & Action Steps ✍️

	Milestone/Action Step	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	By the end of 23-24, with stakeholders feedback and input, Lane Tech will develop a yearly learning cycle process on student absenteeism in the building.	Admin, Counseling, Student Council	Q4	Select Status
Action Step 1	Share schoolwide chronic absenteeism data with student body in grade level expectation meetings and share updated attendance threshold policies.	Student Council Class Reps, Students, Deans, Attendance Office	Q1	Select Status
Action Step 2	Perform root cause analysis of chronic absenteeism through focus groups, student/parent surveys, some data analysis, i.e. day of week, common class periods or teachers who have chronic cuts,etc.)	Administration	Q2-Q3	Select Status
Action Step 3	Analyze the data attained via focus groups, student/parent surveys, and input from Aspen Journaling etc connecting to on track grade level data.	Administration	Q2-Q3	Select Status
Action Step 4	Admin will share data analysis with EL, DL, and MTSS leads to provide input	EL lead, MTSS lead, DL lead	Q3	Select Status
Action Step 5	Planning action steps to be shared at the beginning of BOY SY24	Administration	Q4	Select Status
Implementation Milestone 2	By the end of 23-24, Lane Tech will reassess staff committees that center around student supports and their connection to state SEL standards and school goals.	Administration, Counseling, Dept Chairs,	Q4	Select Status
Action Step 1	Determine staff committees and teams that focus on SEL support	Administration	Q1	Select Status
Action Step 2	Assess which teams are effective in addressing SEL support and determine if we need to condense teams	Student Support Team Leads, Administration	Q1-Q2	Select Status
Action Step 3	Re-align the mission of each team so it is connect to the new CIWP priorities.			Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	At the end of SY24 departments will begin to unpack a guided review of SEL standards and begin to set goals for how to incorporate these in unit plans/classrooms by the end of SY26.	Staff, Department Chairs	Q4	Select Status
Action Step 1	SEL team will work with Administration to brainstorm professional learning for incorporating SEL state standards in the classroom via Unit Plans/Curriculum Guide	Administration/Student Support team (SEL)	Q4	Select Status
Action Step 2	Admin will establish who will do this work and the timeline.	Administration	Q4	Select Status
Action Step 3	Admin will work with stakeholders to establish timeline for SY25	Admin/SEL Team/ Counselors/	Q4	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	School Support teams will be trained in how to use Branching Minds to enhance and manage small groups hosted by our school support teams.	SEL teams, BHT, Counseling	Q1	Select Status
Action Step 1	School support teams will learn how to enter and use Branching Minds.	Admin, Counselors, and SEL teams	Q1	Select Status
Action Step 2	Branching Minds will be used to track small groups hosted by School Support teams.	Counselor, SEL teams	Q2	Select Status
Action Step 3	Admin will pull Branching Minds data to track the rate of interventions and what type of interventions are being usedand needed in the building	SEL teams and Counselors	Q3	Select Status
Action Step 4	EOY discussion to plan for the SY25		Q4	Select Status
Action Step 5				Select Status

Connectedness & Wellbeing

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	By the end of SY 25, Lane Tech will build on schoolwide equity practices and the injection of SEL standards in the curriculum tool and unit plans to increase trust in the classroom as evidenced in the 5 essentials and in SAT growth in minority groups on the SAT. By the of SY25, Lane Tech will have reduced chronic absenteeism 10% through the use of SEL supports in the classrooms and Tier 2 and 3 protocols for increased attendance across the school.
SY26 Anticipated Milestones	By the end of SY 26, Lane Tech will have reduced chronic absenteeism school wide from 1300 students to under 1000 through further develping schoolwide equity pracices and the injection of SEL standards in unit plans thus postively affecting Cultivate Data in Motivation, Self Efficacy, and Trust.

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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 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	SY24	SY25	SY26
					Numerical Targets [Optional]		
To reduce the percentage of chronically absent students by 10% each year.	Yes	Increased Attendance for Chronically Absent Students	Overall	31	27.9	25.1	22.6
To reduce the percentage of chronically absent seniors by 10% each year.	Yes	Increased Attendance for Chronically Absent Students	Other [12th graders]	43	38.7	34.8	31.3

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Practice Goal: Administration will use the Curriculum Guide and SEL standards as levers for discussion and implementation in unit plans. SEL committee will collaborate with admin to provide ideas for PD. Measure: Cultivate Survey will show an increase in student efficacy and motivation and chronic absenteeism will decrease.	Practice Goal: Department Chairs and Team Leads will work collaboratively to include the SEL state standards in the unit plans and provide PD for teachers. Measure: Cultivate Survey will show an increase in student efficacy and motivation and chronic absenteeism will decrease.	Practice Goal: Most teachers will be including SEL standards in Unit Plans and implementing them daily in the classroom. Measure: Cultivate Survey will show an increase in student efficacy and motivation and chronic absenteeism will decline.
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Practice Goal: To re-assess the function of Lane's staff committees that center around student supports and work to align them with the CIWP. Measure: The Five Essentials and Cultivate Data will reflect the work these staff committees which include the climate and cutlure team, equity team, and SEL committees.	Practice Goal: These staff committees (once aligned) will adapt to the SEL learning needs of the staff and continue to support students. Measure: The Five Essentials and Cultivate Data will reflect the work these staff committees which include the climate and cutlure team, equity team, and SEL committees.	Practice Goals: These staff committees combined with the SEL infused unit plans with use of Curriculum Guide will be further integrated into the student population through teacher learning and the support staff both working towards positive feedback in Cultivate, Chronic Absenteeism, and Five Essentials.
Select a Practice			

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SY24 Progress Monitoring

Resources:

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

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

Reflection Root Cause Implementation Plan

Connectedness & Wellbeing

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
To reduce the percentage of chronically absent students by 10% each year.	Increased Attendance for Chronically Absent Students	Overall	31	27.9	Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status
To reduce the percentage of chronically absent seniors by 10% each year.	Increased Attendance for Chronically Absent Students	Other [12th graders]	43	38.7	Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status

Practice Goals | Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Practice Goal: Administration will use the Curriculum Guide and SEL	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Practice Goal: To re-assess the function of Lane's staff committees	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

☐ **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.

☑ **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

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)