CIWP Team & Schedules

Resources

CIWP Team Guidance

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name	Role	Email
Eric Steinmiller	Principal	easteinmille@cps.edu
Adam Stucky	AP	astucky@cps.edu
Elizabeth Walker	AP	emwalker@cps.edu
Jillian Theus	AP	ajtheus@cps.edu
Terence Young	Postsecondary Lead	tryoung4@cps.edu
Anjelica Sepulveda	Partnerships & Engagement Lead	asepulveda10@cps.edu
Thomas Golebiewski	Connectedness & Wellbeing Lead	tjgolebiewski@cps.edu
James Conzen	Curriculum & Instruction Lead	jmconzen@cps.edu
Theresa McCormick	Curriculum & Instruction Lead	TMMccormick@cps.edu
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	3/16/23	6/8/23
Reflection: Curriculum & Instruction (Instructional Core)	3/16/23	6/8/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	3/16/23	6/8/23
Reflection: Connectedness & Wellbeing	3/16/23	6/8/23
Reflection: Postsecondary Success	3/16/23	6/8/23
Reflection: Partnerships & Engagement	3/16/23	6/8/23
Priorities	6/8/23	6/8/23
Root Cause	6/12/23	6/8/23
Theory of Acton	6/12/23	6/8/23
Implementation Plans	7/1/23	9/8/23
Goals	7/1/23	9/8/23
Fund Compliance	8/1/23	n/a
Parent & Family Plan	8/1/23	n/a
Approval	8/1/23	9/14

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	October 20
Quarter 2	December 21
Quarter 3	March 22
Quarter 4	June 6

Jump to... Curriculum & Instruction | Inclusive & Supportive Learning | Connectedness & Wellbeing | Postsecondary | Partnerships & Engagement

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
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Partially	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 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 at LP experience an uneven educational experience, given a lack of clear expectations and accompanying support (professional learning and coaching) from the SLT, IB Coordinators, ILT/department chairs, TCT leads, and other teacher leaders; this results in an inequitable educational experience where some students engage in high-quality, rigorous and relevant coursework

What are the takeaways after the review of metrics?

- Our ILT and Instructional Core CIWP subgroup are aligned in their self-assessment
- Both the ILT and the IC CIWP subgroup noted that there may be a difference in student experience across the various academic programs at the school (IB, Double Honors/ACP, Visual/Performing Arts Majors), and that could be contributing to some of the inconsistencies that were flagged by both groups (instances where there was not a common assessment rating)
- The idea of student experience across programs was discussed, and became a strong theme/topic in conversations: working to ensure that, regardless of the academic program, all students at LP should have classroom experiences that are relevant, rigorous, and responsive to their needs as students
- We need learning, support, and clear expectations around unit planning/curricular plans

What is the feedback from your stakeholders?

- Both the ILT and the IC CIWP subgroup noted that there may be a difference in student experience across the various academic programs at the school (IB, Double Honors/ACP, Visual/Performing Arts Majors), and that could be contributing to some of the inconsistencies that were flagged by both groups (instances where there was not a common assessment rating)
- The idea of student experience across programs was discussed, and became a strong theme/topic in conversations: working to ensure that, regardless of the academic program, all students at LP should have classroom experiences that are relevant, rigorous, and responsive to their needs as students
- We need learning, support, and clear expectations around unit planning/curricular plans

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?

- Members of the SLT and IB Coordinators have been working on a plan to begin introducing the hallmarks of IB-centered planning; in SY23, teachers engaged in a cycle of PL around incorporating ATL (Approaches to Learning) skills into unit plans
  - We have implementation indicators for this work, and we will work, moving forward, on impact indicators
- On the whole, there are strong systems and structures in place for most TCTs: they meet regularly, engage in unit planning/lesson planning discussions/actions, and review student assessment data

Metrics

IAR (Math)
IAR (English)
Rigor Walk Data (School Level Data)
PSAT (EBRW)
PSAT (Math)
STAR (Reading)
STAR (Math)
iReady (Reading)
iReady (Math)
Cultivate
Grades
ACCESS
TS Gold
Interim Assessment Data

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References
No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
		MTSS Integrity Memo

What are the takeaways after the review of metrics?

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

Metrics

Unit/Lesson Inventory for Language Objectives (School Level Data)
MTSS Continuum
Roots Survey
ACCESS

No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
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.	

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?

[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]

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure
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.	

What are the takeaways after the review of metrics?

There is still a disproportionate number of discipline instances among African American students and students with IEPs leading to OSS (typically group group 5 & 6 behaviors)
The top 5 misconducts that we have had entered this year are group 1 & group 2 which are behaviors that can largely be managed in tier 1 setting.

Large reduction in more problematic behaviors, OSS, increase in ISS (realignment space)-there's a correlation between the intervention methods and the reduction, number of police notifications reduced by half.

23 or 29 OSS were male (28 were African American)
9th graders have the highest # of suspensions
# of hospitalizations and crisis responses (BHT referrals, SEL check-ins are a bit concerning.

Considerations included:
1. What can we do to create a sense of shared community and values amongst our staff? What can we continue doing? What should we stop doing? What should we start doing?

2. How can we empower our staff to collaboratively create a welcoming and inclusive environment throughout the school and within classrooms?

3. How can we garner and leverage parent support to further create an environment that meets the needs of all stakeholders?

4. How can we garner the involvement and leverage the talents of a truly diverse student coalition (including some of our most marginalized students) to create and solidify a more welcoming and inclusive school community.

LPHS SY23 Instances of Misbehavior

LPHS SY23 Instances of Misbehavior Charts

LPHS Discipline Comparison 22-23

LPHS Discipline Report Comparison 2020 v 2022

SY 23 Illinois 5 Essentials Results (emphasis placed on the following measures: Supportive Environment, Supplemental Measures:School Connectedness, Emotional Health, Reflective Dialogue, Student Peer Relationships, Classroom Disruptions, School Safety, Teacher Safety).

BHT Data Snapshots (local data)

What is the feedback from your stakeholders?

Staff / Students / Family Feedback -

SY23 5-Essentials Survey

Lion PRIDE Values Survey:

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)

	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 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.

African American students, especially 9th grade males, have a very high percentage of violations of the student code of conduct that lead to suspension. African American females have the second highest number.

High numbers of Tier 2/3 SEL supports being utilized (schoolwide) indicate a need for increased Tier 1 (schoolwide supports / expectations) to bring a stronger foundation within MTSS. Data around risk-assessments, crisis interventions, hospitalizations show a need for increased trauma informed & healing centered practices.

Student Feedback -

Safe, Supported, Included Survey:

Student Voice Survey:

Student Empathy Interviews- Interviews with off-track students (selected AA Males). Students report that they feel:
- Disconnected at LPHS
- Lack sense of belonging - don't feel seen, included, supported.
- A lack of cultural competence from staff members - instruction doesn't feel relevant.

They report wanting to be successful in HS are seeking positive relationships, but struggle with classroom connection & engagement.

YG (BAM / WOW) Student Feedback:
Coordinate with Partner Leads

Youth Risky Behavior Survey (CDC) -
Pull Data

DePaul Family & Community Services:
Student qualitative feedback from Bernardo

Staff / Stakeholder Feedback -

Staff Climate & Culture Team (CCT) / Restorative Practice (RP) Interest Survey:
(To revisit and update with the results)

TRS-D (Trauma Responsive Schools Diagnostic / Action Plan:

Staff / Teacher Connections Feedback:
Staff qualitative feedback from New Light / Amanda T

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?

At LPHS (and CPS as a whole) there has been a shift away from punitive discipline towards restorative practices & an increase of student supports that are available.

During SY2122, there was one Student Special Services Advocate (Discipline Lead) and in SY22-23, we staffed two additional Youth Intervention Specialists to primarily support out tier 2/3 initiatives. The additional resources have allowed the team to approach discipline issues in a much more restorative way by affording more opportunities to foster relationships with families, engage in restorative practices: conversations, circles, etc ; managing afterschool & lunchtime detentions to protect instructional time ; facilitating interventions in the LPHS "Realignment Room" (restorative ISS space) ; and referring students for additional services as needed. Discipline data trends show that in a broad sense, this approach has yielded a large reduction in traditional / exclusionary discipline practices.

Over the last few school years, LPHS has also expanded it's Behavioral Health Team (BHT) from having one full time social worker in SY19-20 to one school psychologist & three full time social workers in SY22-23. The team will be adding a fourth "in-house" social worker for SY23-24. This increase in supportive services has allowed the team to build out tiered interventions & progress monitor more effectively. The BHT is working to refine team structures / processes for the next school year. Finally, we have been able to incorporate community partnerships to further support our student and staff needs in a more effective, targeted, and sustainable way.

Linked is a document showing our school's current menu of Tiered Behavioral and Social Emotional Interventions, a breakdown of current community partnerships, and the LPHS Culture and Climate Action Planning Tool / Self Assessment:

Tiered Interventions

Current Community Partnership Breakdown

Action Planning Tool / Self Assessment (Climate & Culture Team)

School-Wide SEL/ Climate & Culture Committee: Lion-A-Lion-Ment (Information)

Metrics

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

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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**
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)
No	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
	Work Based Learning activities are planned and	Work Based Learning Toolkit

What are the takeaways after the review of metrics?

1. How do we support students not going to college? ECCC
2. How do we inform students about trades, etc and alt to college programs?
3. How do we engage teachers in this discussion?
4. What guidance are students given in their ILP/LPS?
5. How do we align WBL with IBCP structure?
6. How many students have enough money or financial aid options to go to post-secondary option?

What is the feedback from your stakeholders?

Metrics

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

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).	
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).	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
Partially	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric
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 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.

-Focusing on only the students who excel or have high needs
-PLT - active participation and intervention with individual students.
-Only beginning college fairs after school hours, limiting the number of students who can attend.
-One on one student support
-Follow up with alumni.
-Provide enough counseling support for all students
-Have 100% of students take a college or career credential course
-Ensure 100% of students apply to a match fit school
-Assuming that not all students should go to college

-AP could be more structured within Advanced College Prep and college credit options for non IBDP/CP/AP students.
- 92% of students are going to colleges, How do we ensure college and career credit access before graduation

Reflection Deck: HERE
Post-Secondary Calendar: HERE

What worked
-Summer support with College and Career Coach and additional support (Summer Meld
-Organized in-class support for learn-plan-succeed, and other college related deadlines.
-In-class visits from counselors, well publicized events and college visits.
-High College enrollment and persistence
-ECCC Early College and Career Credits
-Learn Plan and succeed data; Financial Aid
-Off-campus visits to colleges.
-Events attended on campus and off campus. For example, college fair, STEM Fair, college visits, Special guests speaking about their profession.
-ISAC member who assisted with Financial aid and and FAFSA
-District support for KPI goals
-College and Career Coach partnering with Counselors
-Counselor engagement with 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?

-Developing partnerships with organizations that provide logistics and funding for college (and tech school) visits.
-Ongoing support with FAFSA and other sources of financial aid. Raise awareness of options.
-More teacher involvement and understanding of Post-Secondary
-Incorporate the college or post-secondary search into certain classrooms.
-One on one student support
-Increase communication around post-secondary planning and support
-Increase parent engagement
-Better communication between admin and post sec staff
-Ongoing support with FAFSA and other sources of financial aid. Raise awareness of options.
-More teacher involvement and understanding of Post-Secondary
-Incorporate the college or post-secondary search into certain classrooms.
-One on one student support
-Increase communication around post-secondary planning and support
-Increase parent engagement
-Better communication between admin and post sec staff
-Ongoing support with FAFSA and other sources of financial aid. Raise awareness of options.
-More college visits
-More experiential visits on and off campus related to careers for trades and apprenticeships
-Student Celebrations: Acceptance, College Selection day, Scholarships
-More classroom engagement.
-Engage all teachers in post-secondary work
-Provide enough counseling support for all students
-Shared responsibilities between admin, counselors, parents and college and career coach for pos sec success.
-Learn more about summer bridge programs and facilitate student applications.
-Reach out to local colleges and tech programs to develop active partnerships.
-Post Sec PLT that includes parents and students
-College Parent 101 sessions
-Pos-Sec opportunities not left to just one individual.
-Leaving teachers out of the post-secondary discovery and planning process.
-Leaving out parents and guardians in their student's plan.

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data)

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References
Yes	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
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit
Yes	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)

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[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]

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

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

• Our ILT and Instructional Core CIWP subgroup are aligned in their self-assessment
• Both the ILT and the IC CIWP subgroup noted that there may be a difference in student experience across the various academic programs at the school (IB, Double Honors/ACP, Visual/Performing Arts Majors), and that could be contributing to some of the inconsistencies that were flagged by both groups (instances where there was not a common assessment rating)
• The idea of student experience across programs was discussed, and became a strong theme/topic in conversations: working to ensure that, regardless of the academic program, all students at LP should have classroom experiences that are relevant, rigorous, and responsive to their needs as students
• We need learning, support, and clear expectations around unit planning/curricular plans

What is the feedback from your stakeholders?

• Both the ILT and the IC CIWP subgroup noted that there may be a difference in student experience across the various academic programs at the school (IB, Double Honors/ACP, Visual/Performing Arts Majors), and that could be contributing to some of the inconsistencies that were flagged by both groups (instances where there was not a common assessment rating)
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What student-centered problems have surfaced during this reflection?

Students at LP experience an uneven educational experience, given a lack of clear expectations and accompanying support (professional learning and coaching) from the SLT, IB Coordinators, ILT/department chairs, TCT leads, and other teacher leaders; this results in an inequitable educational experience where some students engage in high-quality, rigorous and relevant coursework

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?

• Members of the SLT and IB Coordinators have been working on a plan to begin introducing the hallmarks of IB-centered planning; in SY23, teachers engaged in a cycle of PL around incorporating ATL (Approaches to Learning) skills into unit plans
  ◦ We have implementation indicators for this work, and we will work, moving forward, on impact indicators
• On the whole, there are strong systems and structures in place for most TCTs: they meet regularly, engage in unit planning/lesson planning discussions/actions, and review student assessment data

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Determine Priorities

Resources:

Determine Priorities Protocol

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

Students...

...have an uneven academic experience, given their academic program and course offerings. Strengthening opportunities for increased student engagement and deeper relevance and challenge in curricular experiences will narrow, and ultimately be reduced, by a focus on strengthening the school's Instructional Core (curriculum, instruction, and student tasks/work).

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:

5 Why's Root Cause Protocol

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

As adults in the building, we...

...have an uneven and/or unclear set of expectations around curricular planning, design, and implementation; this leads to an uneven and inequitable student learning experience. These uneven and inequitable learning experiences reinforce gaps in student performance and further the education debt.

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....

Resources:

Establish common, universal language around key terminology -- rooted in the IB philosophy -- provide clear expectations for curricular plans and development, and design and implement professional learning and coaching experiences to strengthen teacher practice and teacher capacity

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

Teachers working collaboratively both within and outside of subject group specialties to design and execute curricular plans and learning experiences rooted in IB practices and research, and students engaging in content that is rigorous, aligns with IB objectives, taught and practiced within IB Global Context(s) and includes opportunities for students to learn and practice the ATL skills

which leads to...

All students engaging in high-quality, rigorous, and relevant educational experiences that prepare them for postsecondary and life success.

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Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Instructional Core CIWP Subgroup; Senior Leadership Team (SLT)

Dates for Progress Monitoring Check Ins

Q1	October 20	Q3	March 22
Q2	December 21	Q4	June 6

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Design and execute robust professional learning experiences for teachers focused on strengthening curricular plans and culturally responsive, with special attention focused on components of a highly-effective IB unit plan	Instructional Core subgroup, Instructional Leadership Team (ILT), and Senior Leadership Team (SLT)	Ongoing, throughout SY24	In Progress
Action Step 1	ILT develop professional learning calendar/structure/design for SY23-24 departmental learning around unit planning and student engagement.	Instructional Leadership Team (ILT), and Senior Leadership Team (SLT)	Prior to August 21	Completed
Action Step 2	ILT & CIWP sub-group design professional learning sessions focused on curriculum and instruction.	Instructional Core subgroup, Instructional Leadership Team (ILT), and Senior Leadership Team (SLT)	End of Q1	In Progress
Action Step 3	ILT & CIWP continue implementation of professional learning plan, adjusting as needed in response to department/teacher feedback.	Instructional Core subgroup, Instructional Leadership Team (ILT), and Senior Leadership Team (SLT)	Ongoing, throughout SY24	In Progress
Action Step 4	ILT & CIWP sub-group create system to collect data on implementation of professional learning plan in alignment with CIWP goals.	Instructional Core subgroup, Instructional Leadership Team (ILT), and Senior Leadership Team (SLT)	SY24	Not Started
Action Step 5	ILT & CIWP sub-group review SY24 progress and adjust plans for SY25 goals.	Instructional Core subgroup, Instructional Leadership Team (ILT), and Senior Leadership Team (SLT)	End of Q1	Not Started
Implementation Milestone 2	Design and execute professional learning experiences for teachers focused on assessment standardization, differentiated by program/course, from a vertical planning perspective	Instructional Core subgroup, Instructional Leadership Team (ILT), and Senior Leadership Team (SLT)	Ongoing, throughout SY24	In Progress
Action Step 1	Dept Chairs/ ILT & IB Coordinators develop plan for assessment standardization in SY24	Instructional Core subgroup, Instructional Leadership Team (ILT), and Senior Leadership Team (SLT)	End of Q1	In Progress
Action Step 2	Dept Chairs carry out assessment standardization based on dept. needs during dept. specific dept time.	Instructional Core subgroup, Instructional Leadership Team (ILT), and Senior Leadership Team (SLT)	End of Q1	In Progress
Action Step 3	IB Project Coordinators develop plan for IB Project Standardization to be carried out in flex time and/or additional time as needed	Instructional Core subgroup, Instructional Leadership Team (ILT), and Senior Leadership Team (SLT)	March 2024	Not Started
Action Step 4	ILT (Dept Chairs & IB Coordinators) review assessment standardization and set goals for professional learning in SY25	Instructional Core subgroup, Instructional Leadership Team (ILT), and Senior Leadership Team (SLT)	SY24	Not Started
Action Step 5	Progress monitor execution and implementation of Year 1 scope and sequence	Instructional Core subgroup, Instructional Leadership Team (ILT), and Senior Leadership Team (SLT)	Ongoing, throughout SY24	In Progress
Implementation Milestone 3	TCTs implement professional learning in their courses	Instructional Core subgroup, Instructional Leadership Team (ILT), and Senior Leadership Team (SLT)	Ongoing, throughout SY24	In Progress
Action Step 1	TCTs collaborate during weekly meeting time to apply professional learning to unit and lesson plans.	Instructional Core subgroup, Instructional Leadership Team (ILT), and Senior Leadership Team (SLT)	Ongoing, throughout SY24	In Progress
Action Step 2	IB Coordinators and dept chairs provide support as needed based on TCT needs during implementation of professional learning	Instructional Core subgroup, Instructional Leadership Team (ILT), and Senior Leadership Team (SLT)	Ongoing	In Progress

Action Step 3	ILT & CIWP sub-group collaborate with IB Coordinators to develop an observation tool used to measure professional learning outcomes in the classroom	Instructional Core subgroup, Instructional Leadership Team (ILT), and Senior Leadership Team (SLT)	Ongoing, throughout SY24	Not Started
Action Step 4	IB Coordinators observe classrooms using the observation tool and share data with appropriate stakeholders	Instructional Core subgroup, Instructional Leadership Team (ILT), and Senior Leadership Team (SLT)	Ongoing, throughout SY24	Not Started
Action Step 5	ILT & CIWP sub-group with IB Coordinators review data to adjust professional learning and implementation needs for SY25.	Instructional Core subgroup, Instructional Leadership Team (ILT), and Senior Leadership Team (SLT)	Ongoing, throughout SY24	In Progress
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

• 100% of teachers engage in professional learning around the essential components of an IB unit plan
• 100% of teachers engage in professional learning around culturally responsive teaching
• 100% of teachers engage in department-embedded learning around standardization, with a focus on senior-year outcomes (differentiated by program/course - IB DP, AP, Honors - from a vertical planning perspective)

SY26 Anticipated Milestones

• 100% of teachers engage in professional learning around the essential components of an IB unit plan
• 100% of teachers engage in professional learning around culturally responsive teaching
• 100% of teachers engage in department-embedded learning around standardization, with a focus on senior-year outcomes (differentiated by program/course - IB DP, AP, Honors - from a vertical planning perspective)

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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	Numerical Targets [Optional] SY24	SY25	SY26
100% of students experience and engage in courses that are aligned to the IB Standards & Practices for learning & curriculum, which are coherent, vertically aligned, culturally responsive, and reviewed and shared with the school community.	Yes	Other	Overall				
			Select Group or Overall				
100% of teachers engage in professional learning and planning that is aligned to the IB Standards & Practices for learning & curriculum, which is coherent, vertically aligned, culturally responsive, and reviewed and shared with the school community.	Yes	Other	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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	30% of teachers net report (agree/strongly agree) that professional learning around essential components of an IB unit plan improved their practice and strengthened their reflective	60% of teachers net report (agree/strongly agree) that professional learning around essential components of an IB unit plan improved their practice and strengthened their reflective	85% of teachers net report (agree/strongly agree) that professional learning around essential components of an IB unit plan improved their practice and strengthened their reflective
C&I:2 Students experience grade-level, standards-aligned instruction.	60% of students net report (agree/strongly agree) that curriculum feels relevant and engaging	70% of students net report (agree/strongly agree) that curriculum feels relevant and engaging	80% of students net report (agree/strongly agree) that curriculum feels relevant and engaging

C&I:5 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.	50% of curriculum teams engage in assessment standardization practices at least once each semester	70% of curriculum teams engage in assessment standardization practices at least once each semester	100% of curriculum teams engage in assessment standardization practices at least once each semester

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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
100% of students experience and engage in courses that are aligned to the IB Standards & Practices for learning & curriculum, which are coherent, vertically aligned, culturally responsive, and reviewed and shared with the school community	Other	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
professional learning and planning that is aligned to the IB Standards & Practices for learning & curriculum, which is coherent, vertically aligned, culturally responsive, and reviewed and shared with the school	Other	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring 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.	30% of teachers net report (agree/strongly agree) that professional learning around essential components of an IB unit plan improved their practice and strengthened their reflective	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	60% of students net report (agree/strongly agree) that curriculum feels relevant and engaging	Select Status	Select Status	Select Status	Select Status
C&I:5 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.	50% of curriculum teams engage in assessment standardization practices at least once each semester	Select Status	Select Status	Select Status	Select Status

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

Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).
No	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).
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).
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
Partially	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).
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?

1. How do we support students not going to college? ECCC
2. How do we inform students about trades, etc and alt to college programs?
3. How do we engage teachers in this discussion?
4. What guidance are students given in their ILP/LPS?
5. How do we align WBL with IBCP structure?
6. How many students have enough money or financial aid options to go to post-secondary option?

What is the feedback from your stakeholders?

-AP could be more structured within Advanced College Prep and college credit options for non IBDP/CP/AP students.
- 92% of students are going to colleges, How do we ensure college and career credit access before graduation

Reflection Deck: HERE
Post-Secondary Calendar: HERE

What worked
-Summer support with College and Career Coach and additional support (Summer Meld
-Organized in-class support for learn-plan-succeed, and other college related deadlines.
-In-class visits from counselors, well publicized events and college visits.
-High College enrollment and persistence
-ECCC Early College and Career Credits
-Learn Plan and succeed data; Financial Aid
-Off-campus visits to colleges.
-Events attended on campus and off campus. For example, college fair, STEM Fair, college visits, Special guests speaking about their profession.
-ISAC member who assisted with Financial aid and and FAFSA
-District support for KPI goals
-College and Career Coach partnering with Counselors
-Counselor engagement with classes.

What student-centered problems have surfaced during this reflection?

-Focusing on only the students who excel or have high needs
-PLT - active participation and intervention with individual students.
-Only beginning college fairs after school hours, limiting the number of students who can attend.
-One on one student support
-Follow up with alumni.
-Provide enough counseling support for all students
-Have 100% of students take a college or career credential course
-Ensure 100% of students apply to a match fit school
-Assuming that not all students should go to college

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?

-Developing partnerships with organizations that provide logistics and funding for college (and tech school) visits.
-Ongoing support with FAFSA and other sources of financial aid. Raise awareness of options.
-More teacher involvement and understanding of Post-Secondary
-Incorporate the college or post-secondary search into certain classrooms.
-One on one student support
-Increase communication around post-secondary planning and support
-Increase parent engagement
-Better communication between admin and post sec staff
-Ongoing support with FAFSA and other sources of financial aid. Raise awareness of options.
-More college visits
-More experiential visits on and off campus related to careers for trades and apprenticeships
-Student Celebrations: Acceptance, College Selection day, Scholarships
-More classroom engagement.
-Engage all teachers in post-secondary work
-Provide enough counseling support for all students
-Shared responsibilities between admin, counselors, parents and college and career coach for pos sec success.
-Learn more about summer bridge programs and facilitate student applications.
-Reach out to local colleges and tech programs to develop active partnerships.
-Post Sec PLT that includes parents and students
-College Parent 101 sessions
-Pos-Sec opportunities not left to just one individual.
-Leaving teachers out of the post-secondary discovery and planning process.
-Leaving out parents and guardians in their student's plan.

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Determine Priorities

Resources:

Determine Priorities Protocol

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

Students...

Not having active participation of all stakeholders to provide support and interventions for A

Engagement (Timeline, Goals, Expectation - School year - Six year plan)

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:

5 Why's Root Cause Protocol

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

As adults in the building, we...

Communication and Engagement
- need Leadership to develop infrastructure and timelines for communication and engagement of all stakeholders to support ALL individual students

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?

Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

If we....

communicate an established and shared post-secondary vision, infrastructure, and timeline for engaging parents, teachers, counselors, community, and partners

then we see....

regular and consistent messaging/ communication around advising, students support, interventions, and a post-secondary professional learning community/team that adjusts to individual student learning needs within a timeline of support

which leads to...

Student Outcomes
- 100% of students participating in ILP (9th, 10th, 11th, 12th)
- 100% Post-Secondary Plan
  - Improve Quality of Plan (Match Fit, Affordability, Multiple Application)
  - Improve Enrollment in Plan
  - Improve Persist in Plan
- 100% Financial Aid/FAFSA or Alternative App (Graduation Requirement)

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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

Counselors, College/Career Coach, PLT Team, Admin Staff,

Dates for Progress Monitoring Check Ins

Q1	October 20	Q3	March 22
Q2	December 21	Q4	June 6

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Establish PLT with broad representation from across school stakeholders.	coach, counselors, admin	October 1	In Progress
Action Step 1	Identify and recruit stakeholders to serve on PLT	Mr. Young, Mr. Merle	September 22	In Progress
Action Step 2	Educate members about purpose of PLT	Mr. Young	September 29	In Progress
Action Step 3	Educate members about postsecondary pathways	Mr. Young, Mr. Merle	first week of October	Select Status
Action Step 4	PLT develops timelines for outreach, interventions, push-ins, etc throughout school year to attain postsec goals	Mr. Young, Mr. Merle, Dr. Steinmiller, and PLT Team	first week of October	Select Status
Action Step 5	PLT sets up regular meeting schedule and events throughout the year	Mr. Young	second week of October	Select Status
Implementation Milestone 2	Educate stakeholders about postsecondary vision	Mr. Young, Dr. Steinmiller	Third week of October	In Progress
Action Step 1	Meet with grades levels about post secondary standards for all pathw	Mr. Young/Counselors	During months of October and November	In Progress
Action Step 2	Set up regular communications via emails, websites, newsletters (college corner), etc to provide status updates	Mr. Young/Mr. Merle	Throughout the year	Select Status
Action Step 3	Establish regular check-ins with college/career coach and counselors to connect with students about postsecondary options	PLT Team	Throughout the year	Select Status
Action Step 4	Communication with families, parents regarding post-sec opportunities (Calendar of events)	Mr. Young, Counselor staff, Admin	Throughout the year	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Exposure to tools, resources, events and activities associated with post-secondary success	Mr. Young/PLT Team/Counselor Team	Throughout the year	Select Status
Action Step 1	College and career visits in the fall/spring outside of LPHS	Mr. Young/PLT Team	Throughout the year	Select Status
Action Step 2	College recruiter visits/Career sessions held in the college and career center.	Mr. Young	Fall for College Visits, whole year for careers	Select Status
Action Step 3	Skill building workshops for resumes, essays, FAFSA and others related to post career success	Mr. Young	Throughout the year	Select Status
Action Step 4	Communications to students about opportunities post sec opportunities.	Mr. Young/Counselor Staff/ LPHS admin	Throughout the year	Select Status
Action Step 5	Events geared to include parents in post-secondary process	Mr. Young/Counselor Staff/ LPHS admin	Throughout the year	Select Status

Implementation Milestone 4	LPS Pathway, FAFSA, post-sec decisions completion and assistance	Mr. Young/PLT Team/Counselor Team	March - June	Select Status
Action Step 1	100 % LPS pathway completion	Mr. Young/Counselor Team	March - June	Select Status
Action Step 2	Meeting with students to assist with determining college and career choices	Mr. Young/Counselor Team	Throughout the year	Select Status
Action Step 3	100% FAFSA completion	Mr. Young/Counselor Team/ISAC Rep/Teachers	December - May	Select Status
Action Step 4	Providing assistance and information life after high school	Mr. Young, counselors	March - June	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

-ILP participation and completion increases with new internal system (Schoolinks) and better options for all students for postsecondary success.
-Established internal communications with each grade level about post sec success.

SY26 Anticipated Milestones

Plan development and focused support on black, latinX, ELL students by introducing them community based organizations like bottomline or Genesys Works. They assist with career and skill development. To expand transitional programs that assist diverse leaders leaders.

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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	Numerical Targets [Optional] SY24	SY25	SY26
100% LPS Completion/ 100% FAFSA Completion or alternative application.	Yes	Learn, Plan, Succeed	Overall	LPS data	%5 - %10		
			Other [Specify]	LPS data	%5 - %10		
Alumni support for persistence in post secondary success for all grade levels/subgroups after graduation	Yes	Enrichment Program Participation: Enrollment & Attendance	Overall	Enrollment data and persistence after	%5 - %10		
			Other [Specify]	Enrollment data and persistence after	%5 - %10		

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
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).	Organize a PLT (postsecondary leadership team)	Refine and add needed membership to PLT team. This will be developed over the first month and a half of school. We will be looking to sustaining 6 to 10 members. Refine interventions and supports to increase student outcomes and targeted areas of need. Build student participation in subcommittees of the PLC	Extend goals of SY24 and SY25 to included improved ILP development that is student driven and supported by teachers across grade levels.
PS:4 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).	%5 to %10 increase in students taking early college courses while in high school. By hosting 2 to 3 sessions regarding how you can sign up for colleges courses through the city colleges of Chicago.	Monitor four-year cohorts of priority subgroups, including African-American, Latinx, Diverse Learners, taking early college courses while in high school. Do pull out sessions with the students to discuss programming options and how to scaffold into classes, if not enrolled in 9th and 10th grades. Identify additional options within ILP for 11th and 12th grades (Dual Credit, Dual Enrollment, AP, IB Stand Alone, Work Credential options)	Extend goals of SY24 and SY25 to included improved ILP development that is student driven and supported by teachers across grade levels.

P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Create a system and structure to organize and disseminate information about college visit events, postsecondary resources, and counseling support	Embed year-long calendar in webpage, newsletter, student google classrooms. Increase presence on social media and other platforms to increase engagement 10%-20% and focus on missing subgroups. Engage PLT and student groups to lead communication efforts.	Extend goals of SY24 and SY25 to included improved ILP development that is student driven and supported by teachers across grade levels.

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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
100% LPS Completion/ 100% FAFSA Completion or alternative application.	Learn, Plan, Succeed	Overall	LPS data	%5 - %10	Select Status	Select Status	Select Status	Select Status
		Other [Specify]	LPS data	%5 - %10	Select Status	Select Status	Select Status	Select Status
Alumni support for persistence in post secondary success for all grade levels/subgroups after graduation	Enrichment Program Participation: Enrollment & Attendance	Overall	Enrollment data and persistenc	%5 - %10	Select Status	Select Status	Select Status	Select Status
		Other [Specify]	Enrollment data and persistenc	%5 - %10	Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring: Quarter 1	Quarter 2	Quarter 3	Quarter 4
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).	Organize a PLT (postsecondary leadership team)	Select Status	Select Status	Select Status	Select Status
PS:4 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).	%5 to %10 increase in students taking early college courses while i	Select Status	Select Status	Select Status	Select Status
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Create a system and structure to organize and disseminate informa	Select Status	Select Status	Select Status	Select Status

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

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

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

There is still a disproportionate number of discipline instances among African American students and students with IEPs leading to OSS (typically group group 5 & 6 behaviors)
The top 5 misconducts that we have had entered this year are group 1 & group 2 which are behaviors that can largely be managed in tier 1 setting.

Large reduction in more problematic behaviors, OSS, increase in ISS (realignment space)-there's a correlation between the intervention methods and the reduction, number of police notifications reduced by half.

23 or 29 OSS were male (28 were African American)
9th graders have the highest # of suspensions
# of hospitalizations and crisis responses (BHT referrals, SEL check-ins are a bit concerning.

Considerations included:
1. What can we do to create a sense of shared community and values amongst our staff? What can we continue doing? What should we stop doing? What should we start doing?

2. How can we empower our staff to collaboratively create a welcoming and inclusive environment throughout the school and within classrooms?

3. How can we garner and leverage parent support to further create an environment that meets the needs of all stakeholders?

4. How can we garner the involvement and leverage the talents of a truly diverse student coalition (including some of our most marginalized students) to create and solidify a more welcoming and inclusive school community.

What is the feedback from your stakeholders?

Staff / Students / Family Feedback -

SY23 5-Essentials Survey

Lion PRIDE Values Survey:

Student Feedback -

Safe, Supported, Included Survey:

Student Voice Survey:

Student Empathy Interviews- Interviews with off-track students (selected AA Males). Students report that they feel:
- Disconnected at LPHS
- Lack sense of belonging - don't feel seen, included, supported.
- A lack of cultural competence from staff members - instruction doesn't feel relevant.

They report wanting to be successful in HS are seeking positive relationships, but struggle with classroom connection & engagement.

YG (BAM / WOW) Student Feedback:
Coordinate with Partner Leads

Youth Risky Behavior Survey (CDC) -
Pull Data

DePaul Family & Community Services:
Student qualitative feedback from Bernardo

Staff / Stakeholder Feedback -

Staff Climate & Culture Team (CCT) / Restorative Practice (RP) Interest Survey: (To revisit and update with the results)

TRS-D (Trauma Responsive Schools Diagnostic / Action Plan:

Staff / Teacher Connections Feedback:
Staff qualitative feedback from New Light / Amanda T

What student-centered problems have surfaced during this reflection?

African American students, especially 9th grade males, have a very high percentage of violations of the student code of conduct that lead to suspension. African American females have the second highest number.

High numbers of Tier 2/3 SEL supports being utilized (schoolwide) indicate a need for increased Tier 1 (schoolwide supports / expectations) to bring a stronger foundation within MTSS. Data around risk-assessments, crisis interventions, hospitalizations show a need for increased trauma informed & healing centered practices.

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?

At LPHS (and CPS as a whole) there has been a shift away from punitive discipline towards restorative practices & an increase of student supports that are available.

During SY2122, there was one Student Special Services Advocate (Discipline Lead) and in SY22-23, we staffed two additional Youth Intervention Specialists to primarily support out tier 2/3 initiatives. The additional resources have allowed the team to approach discipline issues in a much more restorative way by affording more opportunities to foster relationships with families, engage in restorative practices: conversations, circles, etc ; managing afterschool & lunchtime detentions to protect instructional time ; facilitating interventions in the LPHS "Realignment Room" (restorative ISS space) ; and referring students for additional services as needed. Discipline data trends show that in a broad sense, this approach has yielded a large reduction in traditional / exclusionary discipline practices.

Over the last few school years, LPHS has also expanded it's Behavioral Health Team (BHT) from having one full time social worker in SY19-20 to one school psychologist & three full time social workers in SY22-23. The team will be adding a fourth "in-house" social worker for SY23-24. This increase in supportive services has allowed the team to build out tiered interventions & progress monitor more effectively. The BHT is working to refine team structures / processes for the next school year. Finally, we have been able to incorporate community partnerships to further support our student and staff needs in a more effective, targeted, and sustainable way.

Linked is a document showing our school's current menu of Tiered Behavioral and Social Emotional Interventions, a breakdown of current community partnerships, and the LPHS Culture and Climate Action Planning Tool / Self Assessment:

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Determine Priorities

Resources:

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

Determine Priorities Protocol

Students...

High numbers of Tier 2/3 SEL supports being utilized (schoolwide) indicate a need for increased Tier 1 (schoolwide supports / expectations) to bring a stronger foundation within MTSS. Data around risk assessments, crisis interventions, hospitalizations show a need for increased trauma informed &

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?

5 Why's Root Cause Protocol

As adults in the building, we...

are not currently clearly aligned on our schoolwide mission, vision, and expectations. It is crucial that norms, values, and expectations are communicated schoolwide, practiced and refined by staff as well as taught to and expected of members of the LPHS community (students, parents, staff, etc).

There is a gap in truly understanding what we mean by Social Emotional Learning. All staff members must:

- •Understand the definition and benefits of SEL
- •Utilize, model and reinforce the SEL competencies
- • Reflect with students on how they contribute to SEL skill development throughout the year.

We must take a true MTSS approach to supporting the needs of our student population. ALL stakeholders must prioritize Tier 1, healing centered practices, healthy relationships, and community building as the foundation for our collaborative work. Consistent practices, collaborative leadership, and clear communication are key toward supporting the needs of our students and staff.

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?

Resources:

If we....

implement and refine teaming structures that are representative of all stakeholders to support student connectedness and wellbeing, strategically align our mission, vision and expectations and bolster a multi-tiered system of supports and practices that promote a positive school climate.

then we see....

A more balanced and intentional approach to systems of support that prioritizes relationships, connection and inclusivity within our community; with ALL students experiencing Tier 1 Healing Centered support leading to a decline in repeated instances of the need for Tier 2 & 3 interventions thus fewer disruptions to student engagement with classroom instruction.

which leads to...

** Improvement in prosocial behaviors (such as kindness, sharing, and empathy)*
**Reduction of problematic / disruptive behaviors*
** Improvement in student attitudes toward school*
** Reduction of emotional distress - depression, anxiety and stress among students*
** Improvement in academic achievement / success*

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

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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

Director of Climate and Culture/Student Support Team/ BHT

Dates for Progress Monitoring Check Ins

Q1	October 20	Q3	March 22
Q2	December 21	Q4	June 6

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Establish a Climate and Culture Team (CCT) that is representative of the various school stakeholders.	Climate & Culture Director	Quarter 2 (SY24)	In Progress
Action Step 1	Identify and Recruit possible CCT Participants	Climate & Culture Director	Quarter 2 (SY24)	In Progress
Action Step 2	Establish CCT meeting cycle and structures	CCT, Director and liaising admin	Quarter 2 (SY24)	Not Started
Action Step 3	Establish shared understanding of purpose and function of CCT	CCT, Director and liaising admin	Quarter 2 (SY24)	Not Started
Action Step 4	CCT conducts a cycle of analysis (COA) of data & identifies research-based SEL/Tier 1 strategies to be implemented school-wide	CCT, Director and liaising admin	Quarter 2 (SY24)	In Progress
Action Step 5	CCT creates implementation plan/timeline & monitoring cycle.	CCT, Director and liaising	November 16, 2023	Not Started
Implementation Milestone 2	Culture and Climate Team will establish and maintain a cycle of support schoolwide Tier 1 implementation efforts within a MTSS framework	Climate and Culture Director	May 30, 2024	In Progress

Action Step 1	Members of CCT will participate in professional development in identified Tier 1 strategies.	CCT	January 2024	Not Started
Action Step 2	Conduct school-wide learning and development sessions for staff.	CCT, Director of Climate & Culture	February-April 2024	Not Started
Action Step 3	Provide resources to staff to implement strategies	CCT, Director and liaising admin	February-April 2024	Not Started
Action Step 4	Model implementation of strategies for staff and afford opportunities to practice Tier 1 strategies.	Director of Climate & Culture, CCT	February-April 2024	Not Started
Action Step 5	Engage in regular check-in with staff to determine progress and need	Liaising Admin and Director of Climate & Culture	March 2024	Not Started
Action Step 6	Monitor school-wide progress	CCT	March-May 2024	Not Started
Action Step 7				*Select Status*

Implementation Milestone 3	Refine, Develop and Progress monitor tier 2 & tier 3 supports available to LPHS students	BHT, Director of Climate and Culture, Liaising Admin	Semester 2 (SY24)	Not Started
Action Step 1	Identify and. refine process of referral for tier 2/tier 3 services from identification of potential need to follow-up and close out.	BHT, Director of Climate & Culture	Quarter 2 (SY24)	Not Started
Action Step 2	Conduct internal audit of past and current tier 2 resources & partners.	BHT, Director of Climate & Culture	Quarter 2 (SY24)	Not Started
Action Step 3	Review past student referrals and outcome data analyze strength and areas of growth of/for our current Tier 2 & 3 referral and implementation processes.	BHT, Director of Climate & Culture, liaising admin	January 19, 2024	Not Started
Action Step 4	Identify/confirm alignment between identified student needs and current existing partners and resources provided.	BHT, Director of Climate & Culture, liaising admin	November 17, 2023	Not Started
Action Step 5	Evaluate and address LPHS Related Service Provider's (RSP) capacity to deliver Tier 2 interventions that align with exhibited student needs. (i.e: certification in "groups" for student mental health support.); identify & implement training.	BHT, Director of Climate & Culture, liaising admin	October 2024	Not Started
Action Step 6	Engage with community partners to identify, explore and align and supplement Tier 2 supports offered to students.	BHT, Director of Climate & Culture, liaising admin	March, 2024	Not Started
Action Step 7	Progress Monitor referral process, referrals made and outcomes.	BHT, Director of Climate & Culture, liaising admin		Not Started

Implementation Milestone 4	BHT will utilize targeted Tier 3 support for students after Tier 1 & 2 interventions have been exhausted - collaborating with community partners as needed			*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

-The establishment of a well-informed Climate and Culture Team that focuses on SEL systems and practices that promote a positive school climate.
-The implementation of clear and refined Tier 2 Behavioral Health referral systems of intervention.
-100% of teachers will engage in professional learning around Tier 1 SEL classroom practices.

SY26 Anticipated Milestones

-80% of teachers utilizing tier 1 SEL practices with their students in classrooms with fidelity.
-80% of students experiencing success with Tier 1 implementation strategies.
-Consistent progress monitoring of the Tier 2 Behavioral Health referral system of intervention and outcomes.

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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	Numerical Targets [Optional] SY24	SY25	SY26
Reduction in the repeated instances of need for Tier 2 & Tier 3 supports by 70% by SY26. 80% of students will experience success with school-wide implementation of Tier 1 SEL supports leading to an increased sense connectedness and wellbeing throughout the school.	Yes	Cultivate (Belonging & Identity)	Overall	Local Data			
			Overall	Local Data/ District Data			

Reduction of repeated instances of Levels 1-3 SCC violations by 70% by SY26	Yes	Other	Overall	Local Data			
			Overall	District Data			

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal. SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Organize a Climate and Culture Team. This will be developed over the first 2 months of school with an anticipated 10 members from various stakeholder groups. Monitored through rostering team members and monitoring attendance at CCT meetings.	CCT team will continue to collaboratively build out effective and sustainable BHT & Discipline/Student Support Team systems and structures, restorative/realignment procedures & tier 1 supports schoolwide. Progress will be regularly monitored by noting adjustments made to already existing structures and reviewing outcomes i.e. number of referrals, type of referrals, etc.	Continued progress monitoring of refined systems and structures with emphasis on continuity and sustainability through shared leadership between all facets student life, connectedness and wellbeing. Progress monitoring will occur through local artifacts: development of teaming structures, meeting agendas, internal assessments (surveys), etc.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Identify and refine SEL and restorative practices and build capacity of the CCT members to support teachers with implementation by quarter 2. Goal will be monitored by establishing training schedule and noting CCT member attendance at trainings.	Establish and enact a support structures for teachers where members of the CCT model, provide opportunities for practice and support teachers in their classroom implementation efforts. This will be regularly monitored by noting instances of teacher practice, CCT member modeling and local data, i.e. staff and student surveys, behavioral incident data, etc.	Continued cycle of practice, reflection and improvement with classroom implementation of Tier 1 SEL/ Healing-Centered supports and restorative practices for teachers. This will be monitored through a variety of qualitative and quantitative data including but not limited to self-reflection, learning walks, surveys, etc.
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Train 100% of teachers to increase capacity to utilize SEL Tier 1 and restorative practices within their classrooms by the end of SY24. This will be monitored by noting teacher attendance and participation with various training and workshop opportunities.	50%-60% of teachers engaging with and utilizing SEL Tier 1 and restorative practices consistently within their classrooms. Progress monitoring will be conducted locally via learning walks, self reporting, peer observations, surveys and district acquired data.	80%-90% of teachers consistently engaging with and utilizing SEL Tier 1 and restorative practices consistently within their classrooms. This will be monitored through a variety of qualitative and quantitative data including but not limited to self-reflection, learning walks, surveys, etc.

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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
Tier 3 supports by 70% by SY26. 80% of students will experience success with school-wide implementation of Tier 1 SEL supports leading to an increased sense connectedness and wellbeing	Cultivate (Belonging & Identity)	Overall	Local Data		Select Status	Select Status	Select Status	Select Status
		Overall	Local Data/ District		Select Status	Select Status	Select Status	Select Status
Reduction of repeated instances of Levels 1-3 SCC violations by 70% by SY26	Other	Overall	Local Data		Select Status	Select Status	Select Status	Select Status
		Overall	District Data		Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Organize a Climate and Culture Team. This will be developed over t	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Identify and refine SEL and restorative practices and build capacity	Select Status	Select Status	Select Status	Select Status
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Train 100% of teachers to increase capacity to utilize SEL Tier 1 and	Select Status	Select Status	Select Status	Select Status

If Checked:

Complete IL-Empower Section below

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

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

If Checked:

No action needed

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

Select a Goal

Select a Goal

Select a Goal

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)**