

CIWP Team & Schedules

[Resources](#)

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Adrienne Morales	Partnerships & Engagement Lead	akgreen2@cps.edu
Andrew Heiserman	Select Role	alheiserman@cps.edu
Charles Clark	Partnerships & Engagement Lead	cbclark3@cps.edu
Lauren Levites	Inclusive & Supportive Learning Lead	lelevites@cps.edu
Jorge Alaves	Inclusive & Supportive Learning Lead	jfalaves@cps.edu
MaryAnne Confer	Curriculum & Instruction Lead	mopysson@cps.edu
Fadi Abughoush	Connectedness & Wellbeing Lead	fabughoush@cps.edu
Peter Van	Curriculum & Instruction Lead	pavan@cps.edu
Catalina Aparicio	LSC Member	catalina3aparicio@gmail.com
Elisabeth Hirsch	Inclusive & Supportive Learning Lead	emhirsch@cps.edu
Kenneth Clark	Connectedness & Wellbeing Lead	kjclark@cps.edu
	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	8/18/23	8/18/23
Reflection: Curriculum & Instruction (Instructional Core)	8/18/23	8/29/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/18/23	8/29/23
Reflection: Connectedness & Wellbeing	8/29/23	9/8/23
Reflection: Postsecondary Success		
Reflection: Partnerships & Engagement	8/18/23	8/29/23
Priorities	9/6/23	9/7/23
Root Cause		
Theory of Action		
Implementation Plans		
Goals		
Fund Compliance		
Parent & Family Plan		
Approval		

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates

Quarter 1	
Quarter 2	
Quarter 3	
Quarter 4	

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.
 Stakeholders are consulted for the Reflection of Foundations.
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

School-wide lack of consistency in how to assess standards and what the standards are meant to demonstrate (regarding student growth). The school needs to come to an agreement on how best to implement standards-based grading consistently. All staff should be able to give the same answer on what it means to achieve and excel on a skill or content being assessed in a course. School needs to improve inter-departmental communication and planning, so that expectations and practices are understood by all stakeholders. Decisions need to be made about what curriculum and instruction practices should be universal or differentiated by grade level or differentiated by course.

Increasing culturally responsive practices in the classroom is an additional area of need. Both staff and students identify this as an area for growth. This is another aspect that needs a universal understanding of what the phrase "culturally responsive" represents.

What is the feedback from your stakeholders?

Both students and staff expressed a desire for a clearer understanding of how sta

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?

The whole school switch to a standards / proficiency based grading and assessment system was made after a team of parents, staff, and administrators identified a disparity between the GPA of Lindblom students and their standardized test scores. At the time, GPAs were lower than the standardized test scores predicted where they would be. The switch to standards based practices was made to allow grading to focus on student mastery and less on student compliance. As a result, GPAs have increased and students have earned more scholarships and attended an even more diverse set of highly selective colleges and universities. In recent years this initial problem has been flipped. Students retain high GPAs, but standardized test scores have been on the decline. The counseling department has flagged this as a concern and has brought it up at several ILT meetings in recent years, but no concrete improvement steps have been taken.

In the years since the switch, the implementation of standards based grading has been handed between several teams and individuals. There is currently no core group of staff who lead the implementation and set best practices for the school. We also utilize a specialized grading software that allows for better tracking of mastery in standards, but the understanding of how that platform works has diminished.

- [iAR \(Math\)](#)
- [iAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Students are experiencing inconsistent implementation of standards-based assessment and grading. This leads to confusion on how to track their learning between classes and across grade levels.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
		MTSS Integrity Memo


Interventions are being utilized through grade-level teams; however, there has been no documentation in Branching Minds.

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

What student-centered problems have surfaced during this reflection?


If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Concerns of students with IEPs being matched appropriately with post-secondary opportunities. 

What is the feedback from your stakeholders?



All goals are being met when it comes to following IEPs and 504s. 

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?

The improvement efforts that have been established is having network and district support to our case manager. 

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

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	BHT Key Component Assessment SEL Teaming Structure	<p>MTSS interventions not documented in Aspen last school year. </p> <p>Number of In School Suspensions decreased from 17 in 2021-2022 to 4 in 2022-2023. Number of Out of School Suspensions decreased from 37 to 19. Lindblom offered 11 OST programs in 22-23. Attendance has dropped from 93.4% in 2014 to 88.3% in 2022. Attendance was 91.7 in 2018, 91.2 in 2019, 87.4 in 2021, and 88.3 in 2022.</p>	<ul style="list-style-type: none"> % of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance
Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		
Yes	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	<p>What is the feedback from your stakeholders?</p> <p>According to the Behavioral Health Team Key Components Assessment & Monitoring Tool, which was completed at the end of the 2022-2023 school year by the Lindblom BHT, Lindblom only partly has an administrator to oversee our MultiTiered System of Supports (MTSS). In previous years, the Assistant Principal oversaw monthly House Leads meetings which alternated as MTSS Team meetings as well. Last year, the House Leads and MTSS Team met very sparingly first semester and not at all second semester. This year, no House Leads or MTSS Team has been put in place. The BHT rated Lindblom as having partly implemented Tier 1 schoolwide and classroom structures and supports. No current School Climate team was in place at the conclusion of last school year. Lindblom does have dedicated time for behavioral health staff and school staff to engage in student-level discussions about students' social, emotional, behavioral and academic progress in the form of House meetings. The House meeting structure is in progress this school year. Student discussions were rated as being partly data driven and structured around the problem solving process, with a clear plan of action as</p> 	

Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>	<p>the intended outcome for each meeting. Our school does not have dedicated time to provide teachers and school staff with ongoing professional development on strategies that address students' social, emotional and behavioral needs. Our school is only partly implementing Tier II restorative practices (e.g. peace circles, peer conference) that provide students with strategies to resolve conflicts. Our school offers Tier III interventions for students requiring intensive, individualized supports. Our school does not have a process for monitoring and tracking student progress in interventions nor a process for evaluating Tier II/III interventions assigned to students using social, emotional, behavioral, and academic data. Our school does not partner with agencies in the community to provide behavioral health and/or social supports on-site or through community linkages. Our school does not have an administrator that supports the implementation of community partner onsite service delivery.</p>	<p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>This year, no House Leads or MTSS Team has been put in place. The BHT rated Lindblom as having partly implemented Tier 1 schoolwide and classroom structures and supports. Student discussions were rated as being partly data driven and structured around the problem solving process, with a clear plan of action as the intended outcome for each meeting. Our school does not have dedicated time to provide teachers and school staff with ongoing professional development on strategies that address students' social, emotional and behavioral needs. Our school is only partly implementing Tier II restorative practices (e.g. peace circles, peer conference) that provide students with strategies to resolve conflicts. Our school offers Tier III interventions for students requiring intensive, individualized supports. Our school does not have a process for monitoring and tracking student progress in interventions nor a process for evaluating Tier II/III interventions assigned to students using social, emotional, behavioral, and academic data. Our school does not partner with agencies in the community to provide behavioral health and/or social supports on-site or through community linkages. Our school does not have an administrator that supports the implementation of community partner onsite service delivery.</p>		<p>Re-establishing a full MTSS team, with a lead for each grade level and an MTSS lead. Providing support for students with the most needs, by having a grade level lead to coordinate interventions.</p>	

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

	Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
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)	Seminar courses were/are used to complete Senior ILPs. Counselors meet weekly to update planning around seminars. Counselors are concerned that there could be collaboration with advisories to get the ILPs started in 9th grade.	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p>
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit		<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
Yes	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
No	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
Partially	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric		
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	Alumni Support Initiative One Pager	<p>What is the feedback from your stakeholders?</p> <p>The Academic Center provides students with opportunities to advance their career path. AC students will take advanced coursework as early as 9th grade. There should be a focus to provide these same opportunities to incoming freshman.</p>	
			<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>The counselor/college & career coach are planning townhalls to walk students through ILP tasks. This work will be done during advisory. This is an opportunity for students to engage with the SchoolLinks platform and to have familiarity with ILPs prior to their senior year. Work with seniors via the Senior Seminar colloquium classes has provided positive results in</p>	

winter/spring (12th-Alumni).

Senior Seminar classes has provided positive results in ILP completion, graduation rate, FAFSA completion, college/career application completion, college acceptance rates, and scholarship dollars earned. We would like to replicate some of the procedures and supports with other grade levels as well.

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

We have the capacity to offer Senior Seminar classes provided primarily by the Counseling Department. Providing similar instruction and support for all grade levels will require potentially partnering with Advisory instructors. Advisory instructors would need adequate training to ensure an understanding of the material in order to provide appropriate instruction and support.

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p> <p>Spectrum of Inclusive Partnerships</p>	<p>Parents feel informed and invited to participate in school activities and events; however, parents indicate that they prefer to have direct communication about their child as soon as something happens or as soon as something changes. Parents reported that they receive so emails from the school that it's a challenge to keep up with what to focus on, so they prefer phone calls.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p>Reimagining With Community Toolkit</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Yes	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p>Student Voice Infrastructure Rubric</p>	<p>What is the feedback from your stakeholders?</p> <p>Students are provided with many surveys to lend their voice; however, surveys are often incomplete because of the abundance of them. Student advisory boards (by grade-level) are missing adult representation.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Expand the capacity of student voice

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?

Setting up structures to ensure the completion of surveys in a timely fashion. Periodic monitor student progress on survey completion and having more purposeful and intentional planning of student townhalls. Creating a student government that's more inclusive of student voice and having them take part in communication and execution of school-wide events and messaging.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

School-wide lack of consistency in how to assess standards and what the standards are meant to demonstrate (regarding student growth). The school needs to come to an agreement on how best to implement standards-based grading consistently. All staff should be able to give the same answer on what it means to achieve and excel on a skill or content being assessed in a course. School needs to improve inter-departmental communication and planning, so that expectations and practices are understood by all stakeholders. Decisions need to be made about what curriculum and instruction practices should be universal or differentiated by grade level or differentiated by course.

Increasing culturally responsive practices in the classroom is an additional area of need. Both staff and students identify this as an area for growth. This is another aspect that needs a universal understanding of what the phrase "culturally responsive" represents.

What is the feedback from your stakeholders?

Both students and staff expressed a desire for a clearer understanding of how standards-based instruction and grading is implemented throughout the school. Staff would like to study how rigor is impacted by a standards-based grading system and students want more information about how to use their grades to guide their learning. Parents would like better information and training on how the grading system works and how they can support their students.

What student-centered problems have surfaced during this reflection?

Students are experiencing inconsistent implementation of standards-based assessment and grading. This leads to confusion on how to track their learning between classes and across grade levels.

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

The whole school switch to a standards / proficiency based grading and assessment system was made after a team of parents, staff, and administrators identified a disparity between the GPA of Lindblom students and their standardized test scores. At the time, GPAs were lower than the standardized test scores predicted where they would be. The switch to standards based practices was made to allow grading to focus on student mastery and less on student compliance. As a result, GPAs have increased and students have earned more scholarships and attended an even more diverse set of highly selective colleges and universities. In recent years this initial problem has been flipped. Students retain high GPAs, but standardized test scores have been on the decline. The counseling department has flagged this as a concern and has brought it up at several ILT meetings in recent years, but no concrete improvement steps have been taken.

In the years since the switch, the implementation of standards based grading has been handed between several teams and individuals. There is currently no core group of staff who lead the implementation and set best practices for the school. We also utilize a specialized grading software that allows for better tracking of mastery in standards, but the understanding of how that platform works has diminished.

Return to Top Determine Priorities

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

Students...
Students are experiencing inconsistent implementation of standards-based assessment and grading. This leads to confusion on how to track their learning between classes and across grade levels.

Resources:

[Determine Priorities Protocol](#)

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

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

As adults in the building, we...
see alignment between departments and course teams, but the collaboration on best practices in standards-based grading and assessment do not get shared across the whole school and within grade level teams. There is a desire for whole building and/or grade level collaboration, but there has not been space or time. There is a lack of a depth of knowledge on how to properly implement standards-based learning and assessment.

Resources:

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

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

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What is your Theory of Action?

If we...
create consistent implementation [ranges of consistency] and common understanding of standards based grading and assessment practices

Resources:

[Indicators of a Quality CIWP: Theory of Action](#)

then we see...
high quality grade level standard aligned instruction in all content areas

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.

which leads to...
increased mastery of course materials and skills by students.

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Resources:

Indicators of a Quality CIWP: Implementation Planning
Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.
Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.
Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.
Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.
Action steps are inclusive of stakeholder groups and priority student groups.
Action steps have relevant owners identified and achievable timelines.


Team/Individual Responsible for Implementation Plan
ILT, PPLC, and Administration

Dates for Progress Monitoring Check Ins
Q1 Q3
Q2 Q4

SY24 Implementation Milestones & Action Steps		Who	By When	Progress Monitoring
Implementation Milestone 1	Summarize current best practices for the implementation and rationale for a standards based learning system	ILT	End of Q1	<input type="text" value="Select Status"/>
Action Step 1	Reflect on the transition to standards based grading practices and the current implementation at Lindblom	ILT	End of Q1	<input type="text" value="Select Status"/>
Action Step 2	Research and share best practices on standards based grading	ILT	End of Q1	<input type="text" value="Select Status"/>
Action Step 3	Develop procedures for round table discussions with staff, students and parents	ILT	End of Q1	<input type="text" value="Select Status"/>
Action Step 4				<input type="text" value="Select Status"/>
Action Step 5				<input type="text" value="Select Status"/>
Implementation Milestone 2	Engaging staff in guided conversation around standards-based grading practices at Lindblom	Administration	End of Q2	<input type="text" value="Select Status"/>
Action Step 1	Conduct round table discussions with staff, students and parents	Administration	End of Q2	<input type="text" value="Select Status"/>
Action Step 2	Analyze feedback from round table discussions in order to identify common concerns	Administration	End of Q2	<input type="text" value="Select Status"/>
Action Step 3	Identify next steps with ILT and PPLC to determine where the work for improving standards-based grading will live	Administration, ILT, PPLC	End of Q2	<input type="text" value="Select Status"/>
Action Step 4				<input type="text" value="Select Status"/>
Action Step 5				<input type="text" value="Select Status"/>
Implementation Milestone 3	Investigate and complete a root cause analysis for why the inconsistencies exist in grading practices and research solutions.	ILT, PPLC	End of Q3	<input type="text" value="Select Status"/>
Action Step 1	Conduct root cause analysis based on research and information collected in milestones 1 and 2	ILT, PPLC	End of Q3	<input type="text" value="Select Status"/>
Action Step 2	Share out conclusions with staff and ALSC	Administration	End of Q3	<input type="text" value="Select Status"/>
Action Step 3				<input type="text" value="Select Status"/>
Action Step 4				<input type="text" value="Select Status"/>
Action Step 5				<input type="text" value="Select Status"/>
Implementation Milestone 4	Create common best practices for how to implement and understand standards-based practices across the school.	Administration, ILT, PPLC	End of Q4	<input type="text" value="Select Status"/>
Action Step 1	Create best practices to use in SY24	ILT, PPLC	End of Q4	<input type="text" value="Select Status"/>
Action Step 2	Educate staff on new best practices and their implementation	ILT, PPLC, Dept Chairs	End of Q4	<input type="text" value="Select Status"/>
Action Step 3				<input type="text" value="Select Status"/>
Action Step 4				<input type="text" value="Select Status"/>
Action Step 5				<input type="text" value="Select Status"/>

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
Consistent implementation of best practices at the course team and department level for the entirety of SY25. Reflect and revise best practices based on experiences with them in SY25.

SY26 Anticipated Milestones Consistent implementation of best practices at a schoolwide level for the entirety of SY26. Reflect and revise best practices based on experiences with them in SY26. 

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Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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
Course teams utilize common assessments and standards and grade.	Yes	Grades	Overall	n/a	100%		
			Select Group or Overall				
Develop tracking tool to measure parent understanding of and comfort with standards-based grading.	Yes	Other	Other [Specify]	n/a	75% of parents response to the tracking tool		
			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.	ILT and PPLC will identify needed supports for course teams and departments in order for them to provide standards aligned curricular material for students.	ILT and PPLC will support efforts to implement schoolwide best practices for standards based grading and assessments.	Departments will share their best practices for standards based grading and assessment. The ILT and PPLC then reassess the success of standards alignment focus.
C&I:2 Students experience grade-level, standards-aligned instruction.	Grade level standards will be consistently used across course teams.	Course teams will work to align grading on common assessments.	Course teams will share grading assessment plans with other teams at their same grade level to see the standards that students are held to.
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.	Identify priority criteria for how to assess and what type of assessments allow for effective student growth, and create programs to train new and early career teachers.	Implementation of standardized training for new and early career teachers for how to create and assess standards aligned assessments.	Implementation of professional learning communities for teachers with all levels of proficiency in standards based grading to set and follow through on schoolwide implementation of truly standardized grading.

[Return to Top](#) **SY24 Progress Monitoring**

Resources: 

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Course teams utilize common assessments and standards and grade.	Grades	Overall	n/a	100%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Develop tracking tool to measure parent understanding of and comfort with standards-based grading.	Other	Other [Specify]	n/a	75% of parents response to the tracking tool	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	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.	ILT and PPLC will identify needed supports for course teams and departments in order for them to provide standards aligned curricular material for students.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Grade level standards will be consistently used across course teams.	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.	Identify priority criteria for how to assess and what type of assessments allow for effective student growth, and create programs to train new and early career teachers.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
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.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

MTSS interventions not documented in Aspen last school year. Number of In School Suspensions decreased from 17 in 2021-2022 to 4 in 2022-2023. Number of Out of School Suspensions decreased from 37 to 19. Lindblom offered 11 OST programs in 22-23. Attendance has dropped from 93.4% in 2014 to 88.3% in 2022. Attendance was 91.7 in 2018, 91.2 in 2019, 87.4 in 2021, and 88.3 in 2022.

What is the feedback from your stakeholders?

According to the Behavioral Health Team Key Components Assessment & Monitoring Tool, which was completed at the end of the 2022-2023 school year by the Lindblom BHT, Lindblom only partly has an administrator to oversee our MultiTiered System of Supports (MTSS). In previous years, the Assistant Principal oversaw monthly House Leads meetings which alternated as MTSS Team meetings as well. Last year, the House Leads and MTSS Team met very sparingly first semester and not at all second semester. This year, no House Leads or MTSS Team has been put in place. The BHT rated Lindblom as having partly implemented Tier 1 schoolwide and classroom structures and supports. No current School Climate team was in place at the conclusion of last school year. Lindblom does have dedicated time for behavioral health staff and school staff to engage in student-level discussions about students' social, emotional, behavioral and academic progress in the form of House meetings. The House meeting structure is in progress this school year. Student discussions were rated as being partly data driven and structured around the problem solving process, with a clear plan of action as the intended outcome for each meeting. Our school does not have dedicated time to provide teachers and school staff with ongoing professional development on strategies that address students' social, emotional and behavioral needs. Our school is only partly implementing Tier II restorative practices (e.g. peace circles, peer conference) that provide students with strategies to resolve conflicts. Our school offers Tier III interventions for students requiring intensive, individualized supports. Our school does not have a process for monitoring and tracking student progress in interventions nor a process for evaluating Tier II/III interventions assigned to students using social, emotional, behavioral, and academic data. Our school does not partner with agencies in the community to provide behavioral health and/or social supports on-site or through community linkages. Our school does not have an administrator that supports the implementation of community partner onsite service delivery.

What student-centered problems have surfaced during this reflection?

This year, no House Leads or MTSS Team has been put in place. The BHT rated Lindblom as having partly implemented Tier 1 schoolwide and classroom structures and supports. Student discussions were rated as being partly data driven and structured around the problem solving process, with a clear plan of action as the intended outcome for each meeting. Our school does not have dedicated time to provide teachers and school staff with ongoing professional development on strategies that address students' social, emotional and behavioral needs. Our school is only partly implementing Tier II restorative practices (e.g. peace circles, peer conference) that provide students with strategies to resolve conflicts. Our school offers Tier III interventions for students requiring intensive, individualized supports. Our school does not have a process for monitoring and tracking student progress in interventions nor a process for evaluating Tier II/III interventions assigned to students using social, emotional, behavioral, and academic data. Our school does not partner with agencies in the community to provide behavioral health and/or social supports on-site or through community linkages. Our school does not have an administrator that supports the implementation of community partner onsite service delivery.

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?

Re-establishing a full MTSS team, with a lead for each grade level and an MTSS lead. Providing support for students with the most needs, by having a grade level lead to coordinate interventions.

Return to Top Determine Priorities

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

Students... require resources and consistent interventions to support their academic, behavioral and social-emotional success.

Resources: [Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we... are not consistently tracking student interventions across classes, have an incomplete MTSS team, and are lacking an MTSS lead to coordinate this work.

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

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

[Return to Top](#) **Theory of Action**

What is your Theory of Action?

If we....
 train and encourage staff to track student's interventions with fidelity,



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.

then we see....
 consistency in progress monitoring and subsequent interventions,



which leads to...
 students obtaining the resources they need to be successful.



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

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.


Resources:


Team/Individual Responsible for Implementation Plan
 MTSS Team

Dates for Progress Monitoring Check Ins

Q1 Q3
 Q2 Q4

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Creation of an MTSS team	AP Kearney	10/1/23	Select Status
Action Step 1	Identify grade level leads for 10-12th grades	AP Kearney	9/13/23	Select Status
Action Step 2	Set regular meetings for grade level leads	AP Kearney	9/13/23	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Professional Development on Branching Minds for MTSS team and staff	MTSS team, Network 16	3/1/24	Select Status
Action Step 1	Identify relevant training, resources and materials	Administration, MTSS team	11/1/23	Select Status
Action Step 2	Provide MTSS team, BHT, Counseling Dept with comprehensive training	Administration, MTSS team	2/1/24	Select Status
Action Step 3	Provide schoolwide Branching Minds training for staff	Administration, MTSS team	6/1/24	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Grade level meetings focused on tracking interventions	Grade Level Leads	6/1/24	Select Status
Action Step 1	one meeting per month focused on tracking interventions	Grade Level Leads	6/1/24	Select Status
Action Step 2	Development of subsequent interventions for individual students	Grade Level Team, BHT	6/1/24	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Reflection and Evaluation of MTSS plans	MTSS team	6/7/24	Select Status
Action Step 1	Reflection of MTSS implementation	MTSS team, BHT	6/7/24	Select Status
Action Step 2	Development of revisions for MTSS implementation	MTSS team	6/7/24	Select Status
Action Step 3	Develop grade level criteria for setting interventions for students	MTSS team, Grade level teams	6/7/24	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25 Anticipated Milestones
 Consistent tracking and follow up for student interventions for the entirety of SY25. Implement revisions to MTSS plans made during SY24. 

SY26 Anticipated Milestones
 Consistent tracking and follow up for student interventions for the entirety of SY26. Implement revisions to MTSS plans made during SY25. 

[Return to Top](#) **Goal Setting**




Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.



Resources: 

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

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
Develop an intervention for students with at least 2 D's or F's at the end of a quarter.	Yes	Grades	Latino Male	n/a	70% have an intervention created		
			Students with an IEP	n/a	70% have an intervention created		
Utilize grade level tiering criteria to develop interventions for students	Yes	Grades	Overall	3/6 grade levels have tiering criteria	6/6 grade levels have tiering criteria		
			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
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Develop a full MTSS team. Measure progress - have a grade level lead in place for each grade level with regularly scheduled meetings.	Implement for the entire year an MTSS framework that uses the problem solving process as a basis for student tracking. Measure progress - notes from house meetings, PSP template	Implement for the entire year an MTSS framework that uses the problem solving process as a basis for student tracking. Measure progress - notes from house meetings, PSP template
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Have the MTSS team and subsequently teachers trained on the Branching Minds platform. Utilize district trainings and Network 16 supports.	Create, implement and progress monitor academic intervention plans in the Branching Minds platform. Train any new teachers on the platform, monitor and provide time for tracking in grade level and MTSS team meetings.	Create, implement and progress monitor academic intervention plans in the Branching Minds platform. Train any new teachers on the platform, monitor and provide time for tracking in grade level and MTSS team meetings.
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

Resources: 

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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Develop an intervention for students with at least 2 D's or F's at the end of a quarter.	Grades	Latino Male	n/a	70% have an intervention created	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	n/a	70% have an intervention created	Select Status	Select Status	Select Status	Select Status
Utilize grade level tiering criteria to develop interventions for students	Grades	Overall	3/6 grade levels have tiering criteria	6/6 grade levels have tiering criteria	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Develop a full MTSS team. Measure progress - have a grade level lead in place for each grade level with regularly scheduled meetings.	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Have the MTSS team and subsequently teachers trained on the Branching Minds platform. Utilize district trainings and Network 16 supports.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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)

