CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

CIWP Team Guidance

Name ✍	Role ✍	Email ✍
Kristin Novy	Principal	kmnovy2@cps.edu
John Roseboom	AP	jdroseboom@cps.edu
Amber Gangaloo	AP	amvillarreal@cps.edu
Heather Moorehouse	Curriculum & Instruction Lead	hcmoorehouse@cps.edu
Joseph Henderer	Teacher Leader	jdhenderer@cps.edu
Christina Aulisio	Partnerships & Engagement Lead	cmaulisio@cps.edu
Ila Faulkner	Postsecondary Lead	ijfaulkner@cps.edu
Marlisa Quetell	Partnerships & Engagement Lead	mquetell@cps.edu
Susan Wineburner	Curriculum & Instruction Lead	swwineburner@cps.edu
L. Chew	Parent	
M. Latacunga	Parent	
BOG Member(s)	LSC Member	Please note not every member can be listed to the left on this

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	5/17/23	6/8/23
Reflection: Curriculum & Instruction (Instructional Core)	6/8/23	8/8/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/8/23	8/8/23
Reflection: Connectedness & Wellbeing	6/8/23	8/8/23
Reflection: Postsecondary Success	6/8/23	8/8/23
Reflection: Partnerships & Engagement	6/8/23	8/8/23
Priorities	8/8/23	8/8/23
Root Cause	8/18/23	9/1/23
Theory of Acton	8/18/23	9/1/23
Implementation Plans	8/18/23	9/1/23
Goals	8/18/23	9/1/23
Fund Compliance	9/5/23	9/5/23
Parent & Family Plan	9/6/23	9/6/23
Approval	9/6/23	9/15/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/20/2023
Quarter 2	12/21/2023
Quarter 3	3/22/2024
Quarter 4	6/6/2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

Reflection on Foundations Protocol

Curriculum & Instruction

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	- PSAT/SAT -- Large opportunity to grow students towards meeting and exceeding expectations of core SAT standards (especially ELA); Math trends reflect larger number of students off-track and needing more than "normal" support to get back on. Find the middle group and push - large group of students are close to on track for ELA --> How do we target them? - STAR360 -- Questions on validity; being on-track is only 40th percentile - Walkthrough Data -- Consistency across classrooms regarding objectives; Transparency of alignment of standards implementation; DoK recognition and use in classroom	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	- PSAT/SAT: gran oportunidad para que los estudiantes crezcan y cumplan y superen las expectativas de los estándares básicos del SAT (especialmente ELA); Las tendencias en matemáticas reflejan un mayor número de estudiantes que se han desviado y que necesitan más apoyo que el "normal" para retomarlo. Encuentre el grupo intermedio y presione: un grupo grande de estudiantes está cerca de encaminarse para ELA -> ¿Cómo nos dirigimos a ellos? - STAR360 -- Preguntas sobre validez; estar en el buen camino es sólo el percentil 40 - Datos del recorrido: coherencia entre las aulas con respecto a los objetivos; Transparencia en la alineación de la implementación de estándares; Reconocimiento y uso de DoK en el aula	STAR (Reading) STAR (Math) iReady (Reading) iReady (Math)
No	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** Students feel a disconnect to the curriculum and instruciton and want teachers to focus on pacing of lessons for ALL students. More consistent grading practices across teachers. Los estudiantes sienten una desconexión con el plan de estudios y la instrucción y quieren que los maestros se concentren en el ritmo de las lecciones para TODOS los estudiantes. Prácticas de calificación más consistentes entre los profesores.	Cultivate Grades TS Gold Interim Assessment Data
No	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		
No	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** - English - Pre-AP for vertical alignment - Math - Has new curriculum - Sci - Piloting new curriculum (bio?) - SocSci - New IL Standards - WL - Updated; new novels - Course Teams have started - Dept and School Walk Throughs - Dept Vertical Alignments on paper - Course Teams plan assessments - Assessments w/Common Standards - Individual teachers use data to inform decisions - Inglés - Pre-AP para alineación vertical - Matemáticas - Tiene nuevo plan de estudios - Ciencia - Pilotaje de un nuevo plan de estudios (¿biografía?) - SocSci - Nuevos estándares de IL - WL - Actualizado; nuevas novelas - Los equipos del curso han comenzado. - Recorridos por el departamento y la escuela - Dpto. Alineaciones Verticales en papel - Evaluaciones del plan de equipos del curso. - Evaluaciones con estándares comunes - Los docentes individuales utilizan datos para fundamentar sus decisiones.	

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 have responsibilities outside of school that makes school not a priority therefore attendance becomes a concern.
Students have not yet overcome the pandemic learning environment (constant electronic device) to be present and engaged in current learning environment.
Students have limited knowledge about future opportunities and pathways.

Los estudiantes tienen responsabilidades fuera de la escuela que hacen que la escuela no sea una prioridad, por lo tanto, la asistencia se convierte en una preocupación.
Los estudiantes aún no han superado el entorno de aprendizaje pandémico (dispositivos electrónicos constantes) para estar presentes y participar en el entorno de aprendizaje actual.
Los estudiantes tienen conocimientos limitados sobre oportunidades y caminos futuros.

Inclusive & Supportive Learning Environment

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
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	The "no" categories have procedures in place for SY23-24, so the "no" is not entirely representative of our standing since we are taking active steps to improve these categories. Once the MTSS team and interventionist are in place, we will see immediate improvement. Regarding "partial categories" -- our class sizes are small and we have hired a SECA, so we should see improvements there; however, our school has increased dramatically in the number of ELL students and we need to have more supports in place in the coming years. Finally, our IEP scheduling and teacher input is very organized and students needs are met very well.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo
Partially	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
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

Las categorías "no" cuentan con procedimientos para el año escolar 23-24, por lo que el "no" no es del todo representativo de nuestra posición, ya que estamos tomando medidas activas para mejorar estas categorías. Una vez que el equipo MTSS y el intervencionista estén en su lugar, veremos una mejora inmediata. En cuanto a las "categorías parciales", nuestras clases son pequeñas y hemos contratado una SECA, por lo que deberíamos ver mejoras allí; sin embargo, nuestra escuela ha aumentado dramáticamente en el número de estudiantes ELL y necesitamos contar con más apoyo en los próximos años. Finalmente, nuestra programación del IEP y las aportaciones de los maestros están muy organizadas y las necesidades de los estudiantes se satisfacen muy bien.

What is the feedback from your stakeholders?

Students would like to see more individual check-ins and more individual attention from teachers. They mention creating more "safe" classroom environments in which sharing opinion with peers is safe. More tutors availabel for individual support.

A los estudiantes les gustaría ver más registros individuales y más atención individual por parte de los maestros. Mencionan la creación de entornos de aula más "seguros" en los que compartir opiniones con los compañeros sea seguro. Más tutores disponibles para apoyo individual.

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 "no" categories have procedures in place for SY23-24, so the "no" is not entirely representative of our standing since we are taking active steps to improve these categories. Once the MTSS team and interventionist are in place, we will see immediate improvement. Regarding "partial categories" -- our class sizes are small and we have hired a SECA, so we should see improvements there; however, our school has increased dramatically in the number of ELL students and we need to have more supports in place in the coming years. Finally, our IEP scheduleing and teacher input is very organized and students needs are met very well.

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ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

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

Students at our school who feel their classrooms are high in "learning goals" are likely to self-report high in certain strategies and mindsets compared to those who who feel that there classrooms are low in learning goals.
Students... need to be accountable for their engagement in the classroom and for their performances on assessments (assessments = PSAT, star 360, classroom assessments...any assessment used for data).
Students... need to understand SCC and recieve regular interventions to support appropriate behavior in the classroom for productive learning environments

Los estudiantes de nuestra escuela que sienten que sus aulas tienen altos "objetivos de aprendizaje" probablemente reporten altos en ciertas estrategias y mentalidades en comparación con aquellos que sienten que sus aulas tienen bajos objetivos de aprendizaje.
Los estudiantes... deben ser responsables de su participación en el aula y de su desempeño en las evaluaciones (evaluaciones = PSAT, star 360, evaluaciones en el aula... cualquier evaluación utilizada para obtener datos).
Los estudiantes... necesitan comprender el SCC y recibir intervenciones periódicas para apoyar el comportamiento apropiado en el aula para lograr entornos de aprendizaje productivos.

Connectedness & Wellbeing

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure	After observing the attendance data, it is evident we need an attendance coordinator and attendance support for chronic absenteeism. We are moving towards more academic and student-centered after school activities and SEL support during advisory. Después de observar los datos de asistencia, es evidente que necesitamos un coordinador de asistencia y apoyo de asistencia para el ausentismo crónico. Estamos avanzando hacia actividades extracurriculares más académicas y centradas en los estudiantes y apoyo SEL durante la asesoría.	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			

		What is the feedback from your stakeholders?	

Partially — 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.

Students would like to see teachers be more open to student-led opinions in all grade levelclassrooms and upcoming events. They ask that teachers have more check-ins after lessons to check for understanding in the moment.
Teachers should have way to check-in with students that is not in front of the class as it could cause embarassemnt. Teachers shoudl understand that what is being taught can be a lot for one student to take in. More frequent check-ins on previous homework and assignemnts.

A los estudiantes les gustaría ver que los maestros estén más abiertos a las opiniones de los estudiantes en todos los salones de grado y en los próximos eventos. Piden que los profesores realicen más controles después de las lecciones para comprobar la comprensión en el momento.
Los maestros deben tener una forma de registrarse con los estudiantes que no sea frente a la clase, ya que podría causar vergüenza. Los maestros deben comprender que lo que se enseña puede ser mucho para que un estudiante lo asuma. Controles más frecuentes de tareas y asignaciones anteriores.

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.

Students and parents are not held accountable regarding truency and chronic absenteeism
Students...have access to social media. Small comments snowball into larger issues
Students...have competing priority afterschool such as sports, family care, work that could prevent them from taking advatnage of extra-curricular activities offered
Students need to learn conflict resolution skills and coping mechinisms

Los estudiantes y los padres no son responsables de la veracidad y el ausentismo crónico.
Los estudiantes... tienen acceso a las redes sociales. Los pequeños comentarios se convierten en problemas más grandes
Los estudiantes... tienen prioridades competitivas después de la escuela, como deportes, cuidado de la familia y trabajo, que podrían impedirles aprovechar las actividades extracurriculares ofrecidas.
Los estudiantes necesitan aprender habilidades de resolución de conflictos y mecanismos de afrontamiento.

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?

We are in the process of starting a Climate/Culture team. We have a BHT team that meets weekly/biweekly. Counseling team using data from surveys to create support groups (with imput from teachers). Safety spot is used by students who are in need of SEL and supports. We are unsure of restorative practice usage at this time. We are hopeful moving forward to use SEL during Advisory time starting next year.
We have a variety of sports programs and RO prorgams that meet regularly after school. We have some clubs with varied interests, but could poll students to see where interests lie and have those clubs. (activity fair coming, first week of school)

Estamos en el proceso de iniciar un equipo de Clima/Cultura. Contamos con un equipo de BHT que se reúne semanalmente o quincenalmente. Equipo de consejería que utiliza datos de encuestas para crear grupos de apoyo (con aportes de los maestros).
El lugar de seguridad lo utilizan los estudiantes que necesitan SEL y apoyos. No estamos seguros del uso de prácticas restaurativas en este momento. Tenemos la esperanza de seguir adelante para utilizar SEL durante el período de asesoramiento a partir del próximo año.
Contamos con una variedad de programas deportivos y programas RO que se reúnen regularmente después de la escuela. Tenemos algunos clubes con intereses variados, pero podríamos encuestar a los estudiantes para ver cuáles son sus intereses y tener esos clubes.

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially — An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	- More intentional work aroung identifying access points for completing ILP's by grade level. How can this work be embedded with grade level teams? (adopt an ILP) - PLT should review ILP tasks to review and identify the why of the ILP tasks and develop a plan for completion by grade level. ILP's a standing PLT agenda item. - Idenify common meeting time for PLT members to meet and plan consistently. - SY22-23 there was a learning curve and inconsistencies with the post-secondary coach position that added to some of the deficits with meeting ILP goals - Trabajo más intencional para identificar puntos de acceso para completar ILP por nivel de grado. ¿Cómo se puede integrar este trabajo en los equipos de nivel de grado? (adopte un ILP) - PLT debe revisar las tareas del ILP para revisar e identificar el por qué de las tareas del ILP y desarrollar un plan para completarlas por nivel de grado. El ILP es un tema permanente del orden del día del PLT. - Identificar tiempos de reunión comunes para que los miembros del PLT se reúnan y planifiquen de manera consistente. - En el año escolar 22-23 hubo una curva de aprendizaje e inconsistencias con la posición del entrenador postsecundario que se sumó a algunas de las deficiencias en el cumplimiento de las metas del ILP.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
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		
No — Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** Students would like to see more links to poortunities and sugegstions about post secondary education before/during summer break. Individual couselor check-ins regarding post secondary plan to help find their vision for post secondary life. More information and hep around the Common App in Juior year to prepare rising seniors. Have teachers speak more about their experinces and what to expect . A los estudiantes les gustaría ver más enlaces a comunidades pobres y sugerencias sobre la educación postsecundaria antes o durante las vacaciones de verano. Controles individuales de los consejeros sobre el plan postsecundario para ayudarlos a encontrar su visión para la vida postsecundaria. Más información y ayuda sobre la aplicación común en el último año para preparar a las personas mayores en ascenso. Haga que los maestros hablen más sobre sus experiencias y qué esperar.	
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).			
No — Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		

| Yes | There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). | |
| No | Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni). | Alumni Support Initiative One Pager |

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 will have a barrier to understanding the importance of choosing a concrete Post-Secodnary plan. However, if solved, would help the larger vision of students as this can help inform a more successful career
Students will have a barrier in understanding the importance of affordabilty (risk vs return). However if solved, students will be able to make an informed, finnacial literate decision.
Students who parents that need support with filing taxes, struggle with financial aid completion and are flagged for verification which impacts college enrollment. If we educate parents early in the financial aid process, when students reach senior year, more parents will be prepared to complete their portion of the application.
Students should hear school wide common terms, options and goals around post-secondary pathways. Staff should have a shared understanding of affordability, fit and financial literacy so studentscommunicating with various staff members receive a common message.

Los estudiantes tendrán una barrera para comprender la importancia de elegir un plan postsecundario concreto. Sin embargo, si se resuelve, ayudaría a tener una visión más amplia de los estudiantes, ya que esto puede ayudar a informar una carrera más exitosa.
Los estudiantes tendrán una barrera para comprender la importancia de la asequibilidad (riesgo versus retorno). Sin embargo, si se resuelve, los estudiantes podrán tomar una decisión informada y con conocimientos financieros.
Los estudiantes cuyos padres necesitan apoyo para la presentación de impuestos, tienen dificultades para completar la ayuda financiera y son marcados para verificación, lo que afecta la inscripción universitaria. Si educamos a los padres temprano en el proceso de ayuda financiera, cuando los estudiantes lleguen al último año, más padres estarán preparados para completar su parte de la solicitud.
Los estudiantes deben escuchar términos, opciones y objetivos comunes en toda la escuela en torno a las vías postsecundarias. El personal debe tener una comprensión compartida de la asequibilidad, la idoneidad y los conocimientos financieros para que los estudiantes que se comunican con varios miembros del personal reciban un mensaje común.

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?

- Counseling lessons understanding scores
- Senior Seminar support with Senior tasks
- Naviance district 12th grade Task completions
- Scope and Sequence Lessons completed in Counseling Lessons (7th - 12th)
- School counselors push into classrooms to have in depth conversations with students surrounding career awareness
- Career and College Day and Fairs
- Skills Trade Fair Field Trip
- AP and Dual Credit Fair
- 59 seniors earned college credit via CCC
- incresed enrollment of students in Jumpstart program, builds and Early College courses

- Lecciones de asesoramiento para comprender las puntuaciones.
- Soporte del Seminario Senior con tareas Senior
- Finalización de tareas de grado 12 del distrito de Naviance
- Lecciones de alcance y secuencia completadas en lecciones de consejería (7.º - 12.º)
- Los consejeros escolares ingresan a las aulas para tener conversaciones en profundidad con los estudiantes sobre la conciencia profesional.
- Días y ferias profesionales y universitarias
- Excursión a la feria de habilidades
- Feria de AP y Crédito Dual
- 59 estudiantes del último año obtuvieron créditos universitarios a través de CCC
- mayor inscripción de estudiantes en el programa Jumpstart, construcciones y cursos de Early College

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Our goal will be to improve our partnerships and engagement with students, community members, teachers and parents/guardians. We will work on increasing our attendance efforts, establish a way to put added focus on college, career and other post secondary outcomes. It appears students would like to have their voices heard and would like to see their thoughts and opinion be able to come into fruition. If students, parents, community, teachers feel more connected and feel more engagement opportunities within the schools then there is always a good chance for attendance to increase, grades to increase, negative behaviors decrease, increased participation in sports/clubs.	Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families

5E: Supportive Environment |
| Partially | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | Nuestro objetivo será mejorar nuestras asociaciones y compromiso con los estudiantes, miembros de la comunidad, maestros y padres/tutores. Trabajaremos para aumentar nuestros esfuerzos de asistencia y estableceremos una manera de poner mayor énfasis en la universidad, la carrera y otros resultados postsecundarios. Parece que a los estudiantes les gustaría que se escuchen sus voces y les gustaría que sus pensamientos y opiniones se hagan realidad. Si los estudiantes, los padres, la comunidad y los maestros se sienten más conectados y sienten más oportunidades de participación dentro de las escuelas, entonces siempre hay una buena posibilidad de que aumente la asistencia, las calificaciones aumenten, los comportamientos negativos disminuyan y la participación en deportes/clubes aumente. | 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) |
| 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 | | Formal and informal family and community feedback received locally. (School Level Data) |

What is the feedback from your stakeholders?

Student focus group data shows that students would like more community imvolvement to include more events to share the happenings at the school with the community. Students want to help more in decorating the school for events and making students feel more welcomed. More community activites such as painting and crafting can be held to allow the community to seee the school and the work of the students. More impactful Community Days

Los datos de los grupos focales de estudiantes muestran que a los estudiantes les gustaría una mayor participación comunitaria para incluir más eventos para compartir los acontecimientos en la escuela con la comunidad. Los estudiantes quieren ayudar más en la decoración de la escuela para eventos y hacer que los estudiantes se sientan más bienvenidos. Se pueden realizar más actividades comunitarias, como pintura y manualidades, para permitir que la comunidad vea la escuela y el trabajo de los estudiantes. Días comunitarios más impactantes

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...will have better representation through student Ambassador group through parents and community in schoolwide decsion making.
Students... will have direct representation through communication and meeting with the partnership and engagement team. (Student ambassitors will be invited to meetings) (Possible invitation to some ILT meetings?)
Students... and family systems will become more heard through our engagement efforts from student and parent communication.

Los estudiantes... tendrán una mejor representación a través del grupo de estudiantes embajadores, a través de los padres y la comunidad en la toma de decisiones en toda la escuela.
Los estudiantes... tendrán representación directa a través de la comunicación y la reunión con el equipo de asociación y participación. (Se invitará a los embajadores estudiantiles a las reuniones) (¿Posible invitación a algunas reuniones del ELI?)
Los estudiantes... y los sistemas familiares serán más escuchados a través de nuestros esfuerzos de participación de la comunicación entre estudiantes y padres.

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?

- incresed enrollment of students in Jumpstart program, builds and Early College courses
Keep fostering Pac-BAC-Bog comittees. We will be introducing all non teaching staff. We will be creating and sharing a one pager contact information. We will continue admin weekly parent communication. We will be continuing to communicate through
Remind & Aspen.   We will be hosting back to School Night during PD day. The attendance coordinator will be communicating on a weekly basis via phone, conference, home visits. College & Career will be hosting quarterly workshops, individual post secondary support meetings. Oct 1st Fafsa Day open house. Accross grade level parent and student post secondary workshops.

- mayor inscripción de estudiantes en el programa Jumpstart, construcciones y cursos de Early College
Seguir fomentando los comités Pac-BAC-Bog. Presentaremos a todo el personal no docente. Estaremos creando y compartiendo un
información de contacto de un buscapersonas.
Continuaremos con la comunicación semanal con los padres del administrador. Seguiremos comunicándonos a través de Recordar y Aspen. Organizaremos la Noche de regreso a clases durante el día de desarrollo profesional. El coordinador de asistencia se comunicará semanalmente por teléfono, conferencias y visitas domiciliarias. College & Career organizará talleres trimestrales y reuniones individuales de apoyo postsecundario. 1 de octubre jornada de puertas abiertas del Día de Fafsa. Talleres postsecundarios para padres y estudiantes de todos los niveles de grado.

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.
No	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
No	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.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

- PSAT/SAT -- Large opportunity to grow students towards meeting and exceeding expectations of core SAT standards (especially ELA); Math trends reflect larger number of students off-track and needing more than "normal" support to get back on. Find the middle group and push - large group of students are close to on track for ELA --> How do we target them?
- STAR360 -- Questions on validity; being on-track is only 40th percentile
- Walkthrough Data -- Consistency across classrooms regarding objectives; Transparency of alignment of standards implementation; DoK recognition and use in classroom

- PSAT/SAT: gran oportunidad para que los estudiantes crezcan y cumplan y superen las expectativas de los estándares básicos del SAT (especialmente ELA); Las tendencias en matemáticas reflejan un mayor número de estudiantes que se han desviado y que necesitan más apoyo que el "normal" para retomarlo. Encuentre el grupo intermedio y presione: un grupo grande de estudiantes está cerca de encaminarse para ELA -> ¿Cómo nos dirigimos a ellos?
- STAR360 -- Preguntas sobre validez; estar en el buen camino es sólo el percentil 40
- Datos del recorrido: coherencia entre las aulas con respecto a los objetivos; Transparencia en la alineación de la implementación de estándares; Reconocimiento y uso de DoK en el aula

What is the feedback from your stakeholders?

Students feel a disconnect to the curriculum and instruciton and want teachers to focus on pacing of lessons for ALL students. More consistent grading practices across teachers.

Los estudiantes sienten una desconexión con el plan de estudios y la instrucción y quieren que los maestros se concentren en el ritmo de las lecciones para TODOS los estudiantes. Prácticas de calificación más consistentes entre los profesores.

What student-centered problems have surfaced during this reflection?

Students have responsibilities outside of school that makes school not a priority therefore attendance becomes a concern.
Students have not yet overcome the pandemic learning environment (constant electronic device) to be present and engaged in current learning environment.
Students have limited knowledge about future opportunities and pathways.

Los estudiantes tienen responsabilidades fuera de la escuela que hacen que la escuela no sea una prioridad, por lo tanto, la asistencia se convierte en una preocupación.
Los estudiantes aún no han superado el entorno de aprendizaje pandémico (dispositivos electrónicos constantes) para estar presentes y participar en el entorno de aprendizaje actual.
Los estudiantes tienen conocimientos limitados sobre oportunidades y caminos futuros.

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?

- English - Pre-AP for vertical alignment
- Math - Has new curriculum
- Sci - Piloting new curriculum (bio?)
- SocSci - New IL Standards
- WL - Updated; new novels
- Course Teams have started
- Dept and School Walk Throughs
- Dept Vertical Alignments on paper
- Course Teams plan assessments
- Assessments w/Common Standards
- Individual teachers use data to inform decisions

- Inglés - Pre-AP para alineación vertical
- Matemáticas - Tiene nuevo plan de estudios
- Ciencia - Pilotaje de un nuevo plan de estudios (¿biografía?)

Determine Priorities

Resources: 🚀

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

Students...

do not feel C&I is relevant and engaging. They feel disconnected. Students have responsibilities outside of school that makes school not a priority therefore attendance becomes a concern. Students have not yet overcome the pandemic learning environment (constant electronic device) to be present and engaged in current learning environment. Students have limited knowledge about future opportunities and pathways.

No creo que los C&I sean relevantes y atractivos. Se sienten desconectados. Los estudiantes tienen responsabilidades fuera de la escuela que hacen que la escuela no sea una prioridad, por lo tanto, la asistencia se convierte en una preocupación. Los estudiantes aún no han superado el entorno de aprendizaje pandémico (dispositivos electrónicos constantes) para estar presentes y participar en el entorno de aprendizaje actual. Los estudiantes tienen conocimientos limitados sobre oportunidades y caminos futuros.

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Resources: 🚀

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

As adults in the building, we...

have checked the boxes for standards-based curriculum and therefore have focused less on a balance with student-centered needs and experiences

Han marcado las casillas para un plan de estudios basado en estándares y, por lo tanto, se han centrado menos en un equilibrio con las necesidades y experiencias centradas en los estudiantes.

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

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

Resources: 🚀

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

Curriculum & Instruction

improve engagement with a more student-centered focus (student centered includes: cultural relevance, community ties, social-emotional opportunities/connections through discussions, group work, and reflections)

mejorar la participación con un enfoque más centrado en el estudiante (centrado en el estudiante incluye: relevancia cultural, vínculos comunitarios, oportunidades/conexiones socioemocionales a través de debates, trabajo en grupo y reflexiones)

then we see....

emotional and academic growth motivated students that are engaged with the curriculum

El crecimiento emocional y académico motivó a los estudiantes que están comprometidos con el plan de estudios.

which leads to...

increased attendance, improved GPAs, and improved standardized test scores, and intentional post-secondary pathways

mayor asistencia, mejores GPA y mejores puntajes en exámenes estandarizados, y vías postsecundarias intencionales

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.

Return to Top | **Implementation Plan**

Resources: 🚀

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

Team/Individual Responsible for Implementation Plan ✍️

Moorehouse, Wineburner, Henderer, Higgins

Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	3/22/2024
Q2	12/21/2023	Q4	6/6/2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 Connections to self, community, and world / Conexiones consigo mismo, la comunidad y el mundo.			In Progress
Action Step 1 create a library of strategies and supports through grade levels and departments which will build knowledge of students' experiences and passions / Crear una biblioteca de estrategias y apoyos a través de niveles de grado y departamentos que desarrollarán el conocimiento de las experiencias y pasiones de los estudiantes.	Department; Grade Level; School-wide	SY23-24 S1	In Progress
Action Step 2 PD teaching and sharing strategies to staff / PD enseñando y compartiendo estrategias con el personal		SY23-24 S2	Select Status
Action Step 3 Use advisory to practice/demonstrate what these may look like; what w... / Utilice consejos para practicar/demostrar cómo se verían; ¿Qué obte...	Advisory teachers	SY23-24 S2	In Progress
Action Step 4 Staff implementation of strategies and supports within curriculum / Implementación por parte del personal de estrategias y apoyos dentro del plan de estudios.	Staff	SY23-24 S2	Select Status
Action Step 5	Grade Level; advisory	SY24-25	Select Status
Implementation Milestone 2 Authentic culturally relevant materials / Materiales auténticos y culturalmente relevantes.			In Progress
Action Step 1 Teacher-centered exploration of school community's culture / Exploración de la cultura de la comunidad escolar centrada en el profesor	Week 0 PD	SY 24-25	In Progress
Action Step 2 Discipline-based PD about cultural relevance within curriculum / Desarrollo profesional basado en disciplinas sobre la relevancia cultural dentro del plan de estudios	Network ISLs	SY24-25 S1	Select Status
Action Step 3 Create library of resources for both staff and student to increase access within curriculum / Crear una biblioteca de recursos para el personal y los estudiantes para aumentar el acceso dentro del plan de estudios.	All Stakeholders	Ongoing Sy 23-26	In Progress
Action Step 4 Cross-curricular (grade level) planning for themes (discussions w/staff, planning, implementation) / Planificación interdisciplinaria (nivel de grado) para temas (discusiones con el personal, planificación, implementación)	Grade level	SY 24-25 S2 --> SY25-26	Select Status
Action Step 5			Select Status
Implementation Milestone 3 Connections to the social-emotional experience and take it outside the building / Conexiones con la experiencia socioemocional y llevarla fuera del edificio.			Select Status
Action Step 1 Teacher centered research to gain knowledge around opportunities / Investigación centrada en el profesor para adquirir conocimientos sobre las oportunidades.	CPS Resources	Sy24-25 S2	Select Status
Action Step 2 Student learning about community (beyond 5 blocks) -- mini inquiries / Aprendizaje de los estudiantes sobre la comunidad (más allá de 5 bloques): mini consultas	Students; Community Resources	SY25-26 S1	Select Status
Action Step 3 Internship Opps/Grade Level Service Learning Project (may include field trips) / Opps de pasantías/Proyecto de aprendizaje de servicio a nivel de grado (puede incluir excursiones)	All Stakeholders	SY25-26 S2	Select Status

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

SY25-SY26 Implementation Milestones

| SY25 Anticipated Milestones | Students identify and help plan serivce-learning experiences that connect the curriculum and expand that learning to the community and outside opportunities with culminating showcase

Los estudiantes identifican y ayudan a planificar experiencias de aprendizaje-servicio que conectan el plan de estudios y amplían ese aprendizaje a la comunidad y a oportunidades externas con una exhibición culminante. | ✏️ |
| SY26 Anticipated Milestones | Increased connections between curriculum and the social-emotional experience that result in taking learning outside of the building through service learning projects, internships/shadow days.

Mayores conexiones entre el plan de estudios y la experiencia socioemocional que resultan en llevar el aprendizaje fuera del edificio a través de proyectos de aprendizaje de servicio, pasantías/días de sombra. | ✏️ |

Goal Setting

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

Resources: 🚀

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
attainment band on 7-11 specific standardized exam (IAR/PSAT) in Math will increase by 5% (yearly/per band) El crecimiento estudiantil que conduce al siguiente nivel de logros en el examen estandarizado específico (IAR/PSAT) en Matemáticas de 7.º a 11.º grado aumentará en un 5	No	Other	Latina Female	407	420	441	463
			Latino Male	407	420	441	463
standardized exam (IAR/PSAT) in Reading/EBRW will increase by 5% (yearly/per band) El crecimiento estudiantil que conduce al siguiente nivel de rendimiento en el examen estandarizado específico (IAR/PSAT) de 7.º a 11.º grado en Lectura/EBRW	No	Other	Latina Female	412	432	453	475
			Latino Male	412	432	453	475

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.	Learn and implement new curriculum following scope and sequence and evaluate foundational skills and culturally responsiveness. Measured by unit plans; course team agenda/notes; department meetings	Evaluate student mastery data on curriculum assessments. Measuring progress = based on student performance on assessments; student surveys on engagement Evaluar los datos de dominio de los	Reflect and utilize student feedback and data to modify curriculum as needed. Measured by unit plans; course team agenda/notes; department meetings Reflexionar y utilizar los comentarios y datos de los estudiantes para modificar
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Stakeholders will learn, discuss and identify opportunities for cross-curricular/grade-level themes. Measured by surveys to students, parent, and community groups, grade level agenda/notes, inventory on current materials. Las partes interesadas aprenderán, discutirán e identificarán oportunidades para temas interdisciplinarios/de nivel de grado. Medido mediante encuestas a estudiantes, padres y grupos comunitarios, agenda/notas de nivel de grado, inventario de materiales actuales.	Implement cross-curricular themes within building. Measured by unit plans, "showcase event," grade level, department meeting notes Implementar temas transversales dentro del edificio. Medido por planos de unidad, "evento de exhibición", nivel de grado, notas de reuniones de departamento	Implement cross-curricular themes and taking learning outside of the building beyond the 5 blocks around the school. Measured by unit plans, showcase event, community survey/responses. Implementar temas transversales y llevar el aprendizaje fuera del edificio más allá de las 5 cuadras alrededor de la escuela. Medido por planes de unidad, evento de exhibición, encuesta/respuestas de la comunidad.

Curriculum & Instruction

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
standardized exam (IAR/PSAT) in Math will increase by 5% (yearly/per band) El crecimiento estudiantil que conduce al siguiente nivel de logros en el examen estandarizado reading/EBRW will increase by 5% (yearly/per band)	Other	Latina Female	407	420	Select Status	Select Status	Select Status	Select Status
		Latino Male	407	420	Select Status	Select Status	Select Status	Select Status
El crecimiento estudiantil que conduce al siguiente nivel de rendimiento en el examen estandarizado específico (IAR/PSAT)	Other	Latina Female	412	432	Select Status	Select Status	Select Status	Select Status
		Latino Male	412	432	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Learn and implement new curriculum following scope and sequence and evaluate foundational skills and culturally responsiveness. Measured by unit plans; course team agenda/notes; department meetings	Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Stakeholders will learn, discuss and identify opportunities for cross-curricular/grade-level themes. Measured by surveys to students, parent, and community groups, grade level agenda/notes, inventory on current materials.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Postsecondary Success

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
No	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).
No	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).
No	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).

What are the takeaways after the review of metrics?

 - More intentional work around identifying access points for completing ILP's by grade level. How can this work be embedded with grade level teams? (adopt an ILP)
- PLT should review ILP tasks to review and identify the why of the ILP tasks and develop a plan for completion by grade level. ILP's a standing PLT agenda item.
- Identify common meeting time for PLT members to meet and plan consistently.
- SY22-23 there was a learning curve and inconsistencies with the post-secondary coach position that added to some of the deficits with meeting ILP goals

- Trabajo más intencional para identificar puntos de acceso para completar ILP por nivel de grado. ¿Cómo se puede integrar este trabajo en los equipos de nivel de grado? (adopte un ILP)
- PLT debe revisar las tareas del ILP para revisar e identificar el por qué de las tareas del ILP y desarrollar un plan para completarlas por nivel de grado. El ILP es un tema permanente del orden del día del PLT.
- Identificar tiempos de reunión comunes para que los miembros del PLT se reúnan y planifiquen de manera consistente.
- En el año escolar 22-23 hubo una curva de aprendizaje e inconsistencias con la posición del entrenador postsecundario que se sumó a algunas de las deficiencias en el cumplimiento de las metas del ILP.

What is the feedback from your stakeholders?

Students would like to see more links to poortunities and sugegstions about post secondary education before/during summer break. Individual couselor check-ins regarding post secondary plan to help find their vision for post secondary life. More information and hep around the Common App in Juior year to prepare rising seniors. Have teachers speak more about their experinces and what to expect .

A los estudiantes les gustaría ver más enlaces a comunidades pobres y sugerencias sobre la educación postsecundaria antes o durante las vacaciones de verano. Controles individuales de los consejeros sobre el plan postsecundario para ayudarlos a encontrar su visión para la vida postsecundaria. Más información y ayuda sobre la aplicación común en el último año para preparar a las personas mayores en ascenso. Haga que los maestros hablen más sobre sus experiencias y qué esperar.

What student-centered problems have surfaced during this reflection?

Students will have a barrier to understanding the importance of choosing a concrete Post-Secodnary plan. However, if solved, would help the larger vision of students as this can help inform a more successful career
Students will have a barrier in understanding the importance of affordabilty (risk vs return). However if solved, students will be able to make an informed, finnacial literate decision.
Students who parents that need support with filing taxes, struggle with financial aid completion and are flagged for verification which impacts college enrollment. If we educate parents early in the financial aid process, when students reach senior year, more parents will be prepared to complete their portion of the application.
Students should hear school wide common terms, options and goals around post-secondary pathways. Staff should have a shared understanding of affordability, fit and financial literacy so studentscommunicating with various staff members receive a common message.

Los estudiantes tendrán una barrera para comprender la importancia de elegir un plan postsecundario concreto. Sin embargo, si se resuelve, ayudaría a tener una visión más amplia de los estudiantes, ya que esto puede ayudar a informar una carrera más exitosa.
Los estudiantes tendrán una barrera para comprender la importancia de la asequibilidad (riesgo versus retorno). Sin embargo, si se resuelve, los estudiantes podrán tomar una decisión informada y con conocimientos financieros.
Los estudiantes cuyos padres necesitan apoyo para la presentación de impuestos, tienen dificultades para completar la ayuda financiera y son marcados para verificación, lo que afecta la inscripción universitaria. Si educamos a los padres temprano en el proceso de ayuda financiera, cuando los estudiantes lleguen al último año, más padres estarán preparados para completar su parte de la solicitud.
Los estudiantes deben escuchar términos, opciones y objetivos comunes en toda la escuela en torno a las vías postsecundarias. El personal debe tener una comprensión compartida de la asequibilidad, la idoneidad y los conocimientos financieros para que los estudiantes que se comunican con varios miembros del personal reciban un mensaje común.

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?

- Counseling lessons understanding scores
- Senior Seminar support with Senior tasks
- Naviance district 12th grade Task completions
- Scope and Sequence Lessons completed in Counseling Lessons (7th - 12th)
- School counselors push into classrooms to have in depth conversations with students surrounding career awareness
- Career and College Day and Fairs
- Skills Trade Fair Field Trip
- AP and Dual Credit Fair
- 59 seniors earned college credit via CCC
- incresed enrollment of students in Jumpstart program, builds and Early College courses

- Lecciones de asesoramiento para comprender las puntuaciones.
- Soporte del Seminario Senior con tareas Senior
- Finalización de tareas de grado 12 del distrito de Naviance
- Lecciones de alcance y secuencia completadas en lecciones de consejería (7.º - 12.º)
- Los consejeros escolares ingresan a las aulas para tener conversaciones en profundidad con los estudiantes sobre la conciencia profesional.
- Días y ferias profesionales y universitarias
- Excursión a la feria de habilidades
- Feria de AP y Crédito Dual
- 59 estudiantes del último año obtuvieron créditos universitarios a través de CCC
- mayor inscripción de estudiantes en el programa Jumpstart, construcciones y cursos de Early College

Determine Priorities

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

Students...

Students are enrolling in college but are not persisting or completing at the same rate. Ex: 66% enroll / 51% persist / 31% complete
Students are reporting that they struggle with college level reading and time management
Students need more support and resources to have a concrete Post-Secondary plan that is sustainable
Students need family support to devloping and persisting in post-secondary plan
Students need support in identifying college and career pathways that includes application, access to resources and knowledge of requirements
Students need exposure to various career pathways and colleges

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

Relevent conversations around post secondary plans beginnning in middle school in order to connect students to a concrete and sustainable post-secondary plan
can develop a strong foundation in middle school of time managment, executive functioning developing math and reading skills

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.

developing math and reading skills
Expose students to various college and career options based on interests and abilities beginning in middle school
Hire a college and career coordinator to work with all students to help expose, plan and work with students to pursue their college/career pathway
We can develop alumni panels and college/career conversations that can help students build their knowledge of options and opportunities
need to rebuild rapport with students due to strained issues that have impacted the school culture and climate the last few years

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....

Hire a college and career coordinator to work with all students, improve school-wide protocol around executive functioning skills, increase our college campus visits, implement grade level seminar and/or bring AVID programming into the school

Contratar a un coordinador universitario y profesional para trabajar con todos los estudiantes, mejorar el protocolo en toda la escuela en torno a las habilidades de funcionamiento ejecutivo, aumentar nuestras visitas al campus universitario, implementar seminarios de nivel de grado y/o llevar la programación AVID a la escuela.

then we see....

Supports for students to obtain college and career goals and Individual supports for students to explore and plan for a sustainable post-secondary pathway

Students more prepared to utilize their executive functiong skills to

Apoyos para que los estudiantes obtengan metas universitarias y profesionales y apoyos individuales para que los estudiantes exploren y planifiquen un camino postsecundario sostenible

Estudiantes más preparados para utilizar sus habilidades de funciones ejecutivas para

which leads to...

a concrete and sustainable postsecondary plan
increased college persistence and completion
increase students obtaining a career with growth opportunites that pays a living wage
lead to success in college and career

un plan postsecundario concreto y sostenible
mayor persistencia y finalización de la universidad
aumentar la obtención de estudiantes de una carrera con oportunidades de crecimiento que pague un salario digno
conducir al éxito en la universidad y la carrera

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.

Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

All Staff (led by PLT and Counseling)

Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	3/22/2024
Q2	12/21/2023	Q4	6/6/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Students develop an initial and documented postsecondary plan Los estudiantes desarrollan un plan postsecundario inicial y documentado.	Advisory Teachers (All staff)	End of Semester 1	In Progress
Action Step 1	MS Students ... create a dedicated google drive space for postsecond	Advisory Teachers (All staff)	End of Semester 1	In Progress
Action Step 2	Grade 9-11 Students... adjust or add work/internship opportunities to their postsecondary work space Estudiantes de MS... crean un espacio dedicado en Google Drive para el trabajo postsecundario y establecen un documento de trabajo para un plan postsecundario	Advisory Teachers (All staff)	End of Semester 1	In Progress
Action Step 3	Grade 12 Students.... be nearly committed to a postsecondary path Estudiantes de 12° grado.... estarán casi comprometidos con un camino postsecundario	Advisory Teachers (All staff)	End of Semester 1	In Progress
Action Step 4	Utilize OSCPA KPI's to drive informed practice Utilice los KPI de OSCPA para impulsar una práctica informada	Dedicated Staff Member	End of Semester 1	In Progress
Action Step 5				Select Status
Implementation Milestone 2	Students refine their postsecondary plan with an identified opportunity that connects to their current progress Los estudiantes perfeccionan su plan postsecundario con una oportunidad identificada que se conecta con su progreso actual.	All Staff	End of Semester 2	In Progress

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

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

Postsecondary Success

Action Step 1	MS Students... add to relevant opportunities (internships/jobs) connected to their postsecondary plan though counselor lessons and advisory check-ins/Los estudiantes de MS... añaden oportunidades relevantes (pasantías/trabajos) conectadas a su plan postsecundario a través de lecciones de consejeros y controles de asesoramiento.	All Staff	End of Semester 2	In Progress
Action Step 2	Grade 9-11 Students... add to relevant opportunities (internships/jobs) connected to their postsecondary plan though counselor lessons and advisory check-ins/Los estudiantes de grados 9 a 11... añaden oportunidades relevantes (pasantías/trabajos) conectadas a su plan postsecundario a través de lecciones de consejeros y controles de asesoramiento.	All Staff	End of Semester 2	In Progress
Action Step 3	Grade 12 Students... add to relevant opportunities (internships/jobs) connected to their postsecondary plan though counselor lessons and advisory check-ins/Los estudiantes de grado 12... añaden oportunidades relevantes (pasantías/trabajos) conectadas a su plan postsecundario a través de lecciones de consejeros y controles de asesoramiento.	All Staff	End of Semester 2	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Identify and dedicate a trained and experienced staff member to lead postsecondary intiatives and to create a post-secondary enviortment for grades 7-12/Identificar y dedicar un miembro del personal capacitado y experimentado para liderar iniciativas postsecundarias y crear un ambiente postsecundario para los grados 7-12.	Dedicated Staff member	End of SY24	In Progress
Action Step 1	Establish a productive and functional Postsecondary leadership team/Establecer un equipo de liderazgo postsecundario productivo y funcional.	Team Counseling	End of SY24	Select Status
Action Step 2	Post secondary Leadership Team explores, reviews and deciminates data of alumni retention, persistance and enrollment to administration/El equipo de liderazgo postsecundario explora, revisa y difunde datos sobre la retención, persistencia e inscripción de exalumnos en la administración.	Administration Team	End of SY24	Select Status
Action Step 3	Team admin reviews data and Identify roles and responsibilties of a trained and experienced staff member to meet milestone	Administration Team	End of SY24	Select Status
Action Step 4	Team admin begins staffing process/El administrador del equipo comienza el proceso de dotación de personal	Dedicated Staff member	End of SY24	Select Status
Action Step 5	Appropriate staff member begins prior to SY25 to review data, plan for SY25, and collaborate wtih steakholders/El miembro apropiado del personal comienza antes del año escolar 25 para revisar los datos, planificar para el año escolar 25 y colaborar con los filetes.	Dedicated Staff member	End of SY24	Select Status
Implementation Milestone 4	Expose all students to a variety of college and career opportunites to inform students of various options to obtain their college/career goal./Exponer a todos los estudiantes a una variedad de oportunidades universitarias y profesionales para informarles sobre varias opciones para obtener su meta universitaria/profesional.	Dedicated Staff member	EOY SY24	In Progress
Action Step 1	Students attend college campus field trips, college and career fairs/Los estudiantes asisten a excursiones al campus universitario y a ferias universitarias y profesionales.	Dedicated Staff member	EOY SY24	Select Status
Action Step 2	Identified staff member coordinates annual college and career day/Un miembro del personal identificado coordina el día anual de universidad y carrera	Dedicated Staff member	EOY SY24	Select Status
Action Step 3	Identified staff member coordinates at minimum a Fall and Spring School College Fair	Dedicated Staff member	EOY SY24	Select Status
Action Step 4	Identified Staff member facilitates parent and student financial aid informational sessions/Un miembro del personal identificado facilita sesiones informativas sobre ayuda financiera para padres y estudiantes	Dedicated Staff member	EOY SY24	Select Status
Action Step 5	Identified staff member works with priority populations to implent various support and resources to help students transition to a viable post-secondary pathway/Un miembro del personal identificado trabaja con poblaciones prioritarias para implementar diversos apoyos y recursos para ayudar a los estudiantes a realizar la transición a una vía postsecundaria viable.	Dedicated Staff member	EOY SY24	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Staff member who has experience with the multiple post secondary pathways will review overall data of students college persitance and enrollment to identify goals/Un miembro del personal que tenga experiencia con las múltiples vías postsecundarias revisará los datos generales de la persistencia y la inscripción universitaria de los estudiantes para identificar metas.	✍
SY26 Anticipated Milestones	Develop a network of postsecondary exposure options to include tradesmend, trade schools, colleges, military recruiters, medical associates, etc./Desarrollar una red de opciones de exposición postsecundaria para incluir profesionales, escuelas de oficios, universidades, reclutadores militares, asociados médicos, etc.	✍

Return to Top	Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

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

Postsecondary Success

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

Performance Goals

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
Studets will have an actioable path to complete a concrete & sustainable post-secondary plan/Los estudiantes tendrán un camino viable para completar un plan postsecundario concreto y sostenible.	Yes	Learn, Plan, Succeed	Other [Specify]	ident that I have a concrete and sustainable, postsecond			
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️

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

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	SY24	SY25	SY26
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Students create a space to build a concrete and sustainable postseocndary plan. All staff contribute to an active and effective postsecondary culture of communication/Los estudiantes crean un espacio para construir un plan postsecundario concreto y sostenible. Todo	Students will build upon the infrastructure created and establish an experienced staff member to help in connecting students to their sustainable postsecondary plans/Los estudiantes aprovecharán la infraestructura creada y establecerán	Students are exposed to a robust postsecondary, schoolwide curriculum with a support of an experienced staff member. The combination of access to a variety of resources and guidance from staff will connect students to a concerte and sustainable
PS:1 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).			
Select a Practice			

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
Studets will have an actioable path to complete a concrete & sustainable post-secondary plan/Los estudiantes tendrán un camino viable para completar un plan postsecundario concreto y sostenible.	Learn, Plan, Succeed	Other [Specify]	Fall 2023 Student Survey		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Students create a space to build a concrete and sustainable postse	Select Status	Select Status	Select Status	Select Status
PS:1 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).		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

Partnership & Engagement

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
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).

What are the takeaways after the review of metrics?

Our goal will be to improve our partnerships and engagement with students, community members, teachers and parents/guardians. We will work on increasing our attendance efforts, establish a way to put added focus on college, career and other post secondary outcomes. It appears students would like to have their voices heard and would like to see their thoughts and opinion be able to come into fruition. If students, parents, community, teachers feel more connected and feel more engagement opportunities within the schools then there is always a good chance for attendance to increase, grades to increase, negative behaviors decrease, increased participation in sports/clubs.

Nuestro objetivo será mejorar nuestras asociaciones y compromiso con los estudiantes, miembros de la comunidad, maestros y padres/tutores. Trabajaremos para aumentar nuestros esfuerzos de asistencia y estableceremos una manera de poner mayor énfasis en la universidad, la carrera y otros resultados postsecundarios. Parece que a los estudiantes les gustaría que se escuchen sus voces y les gustaría que sus pensamientos y opiniones se hagan realidad. Si los estudiantes, los padres, la comunidad y los maestros se sienten más conectados y sienten más oportunidades de participación dentro de las escuelas, entonces siempre hay una buena posibilidad de que aumente la asistencia, las calificaciones aumenten, los comportamientos negativos disminuyan y la participación en deportes/clubes

What is the feedback from your stakeholders?

Student focus group data shows that students would like more community involvement to include more events to share the happenings at the school with the community. Students want to help more in decorating the school for events and making students feel more welcomed. More community activites such as painting and crafting can be held to allow the community to seee the school and the work of the students. More impactful Community Days

Los datos de los grupos focales de estudiantes muestran que a los estudiantes les gustaría una mayor participación comunitaria para incluir más eventos para compartir los acontecimientos en la escuela con la comunidad. Los estudiantes quieren ayudar más en la decoración de la escuela para eventos y hacer que los estudiantes se sientan más bienvenidos. Se pueden realizar más actividades comunitarias, como pintura y manualidades, para permitir que la comunidad vea la escuela y el trabajo de los estudiantes. Días comunitarios más impactantes

What student-centered problems have surfaced during this reflection?

Students...will have better representation through student Ambassador group through parents and community in schoolwide decsion making.
Students... will have direct representation through communication and meeting with the partnership and engagement team. (Student ambassitors will be invited to meetings) (Possible invitation to some ILT meetings?)
Students... and family systems will become more heard through our engagement efforts from student and parent communication.

Los estudiantes... tendrán una mejor representación a través del grupo de estudiantes embajadores, a través de los padres y la comunidad en la toma de decisiones en toda la escuela.
Los estudiantes... tendrán representación directa a través de la comunicación y la reunión con el equipo de asociación y participación. (Se invitará a los embajadores estudiantiles a las reuniones) (¿Posible invitación a algunas reuniones del ELI?)
Los estudiantes... y los sistemas familiares serán más escuchados a través de

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?

- incresed enrollment of students in Jumpstart program, builds and Early College courses Keep fostering Pac-BAC-Bog comittees. We will be introducing all non teaching staff. We will be creating and sharing a
one pager contact information. We will continue admin weekly parent communication. We will be continuing to communicate through
Remind & Aspen. We will be hosting back to School Night during PD day. The attendance coordinator will be communicating on a weekly basis via phone, conference, home visits. College & Career will be hosting quarterly workshops, individual post secondary support meetings. Oct 1st Fafsa Day open house. Accross grade level parent and student post secondary workshops.

- mayor inscripción de estudiantes en el programa Jumpstart, construcciones y cursos de Early College
Seguir fomentando los comités Pac-BAC-Bog. Presentaremos a todo el personal no docente. Estaremos creando y compartiendo un

Determine Priorities

Return to Top

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

Students...

Would benefit from the resources aavilable in the community and want to show the community the good work being done within the school and how it betters the community.

Se beneficiaría de los recursos disponibles en la comunidad y desearía mostrarle el buen trabajo que se realiza dentro de la escuela y cómo mejora la comunidad.

Resources:

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Return to Top

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

As adults in the building, we...

need to recover the relationship between home and school.

Es necesario recuperar la relación entre el hogar y la escuela.

Resources:

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

Return to Top

What is your Theory of Action?

If we....

have more consistent communication with parents in multiple ways (in multiple languages), parents will get the necessary information to be informed on what is happening at the school thus creating a stronger connection between the two.

Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

Partnership & Engagement

Al tener una comunicación más consistente con los padres de múltiples maneras (en varios idiomas), los padres obtendrán la información necesaria para estar informados sobre lo que sucede en la escuela, creando así una conexión más fuerte entre los dos.

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

then we see....

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.

parents who are better connected to what is happening at the school and may become more involved

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)"

padres que están mejor conectados con lo que sucede en la escuela y pueden involucrarse más

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

which leads to...

students having a better connection with home and school

Los estudiantes tienen una mejor conexión con el hogar y la escuela.

Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Aulisio, Avalos, McCarl, Quetell, Pantoja, M. Latacunga, L. Chew

Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	3/22/2024
Q2	12/21/2023	Q4	6/6/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Consistent Communication between parents and the school Comunicación constante entre los padres y la escuela.	All Staff	Throughout the year	In Progress
Action Step 1	bi-weekly communication via email, remind and written (paper copy) comunicación quincenal vía correo electrónico, recordatorio y escrito (copia en papel)	All Staff	Throughout the year	In Progress
Action Step 2	link CPS calendar to all communications vincular el calendario de CPS a todas las comunicaciones	All Staff	Throughout the year	In Progress
Action Step 3	list of important dates, school specific, well in advance (a month in advance where possible)	Admin, Ops	September	In Progress
Action Step 4	robo call regarding ALL IMPORTANT Dates/information (sent a week in advance) llamada automática sobre TODAS las fechas/información IMPORTANTES (enviada con una semana de anticipación)	non-teacing staff	Throughout the year	In Progress
Action Step 5	All and any communication shared with parent share with all	All Staff	Throughout the year	In Progress
Implementation Milestone 2	Back to School/Family Picnic (Meet the teachers day) Regreso a clases/Picnic familiar (Día de conocer a los maestros)	Admin	8/17	Completed
Action Step 1	Ensure all teachers are present Asegurar que todos los maestros estén presentes	All staff	Plan in place at end of Sy24 for Sy25 event	In Progress
Action Step 2	Provide tables for families to eat at Proporcionar mesas para que las familias coman.	Admin/Custodial Staff	Plan in place at end of Sy2	In Progress
Action Step 3	lawn games juegos de cesped	All staff	Plan in place at end of Sy2	In Progress
Action Step 4	tented (if possible) tienda de campaña (si es posible)	All staff	Plan in place at end of Sy2	In Progress
Action Step 5				Select Status
Implementation Milestone 3	Establish a student voice committee Establecer un comité de voz estudiantil	Staff and students	End of SY23-24	Not Started
Action Step 1	Identfy 2 students per grade to participate in a student voice committee Identificar 2 estudiantes por grado para participar en un comité de voz estudiantil	Staff and students	End of Q1	Select Status
Action Step 2	Develop an agenda/protocol for student voice committe Desarrollar una agenda/protocolo para el comité de voz de los estudiantes.	Staff and students	End of Q2	Select Status
Action Step 3	Monthly meetings established for the student voice committee Reuniones mensuales establecidas para el comité de voz estudiantil	Staff and students	End Q3	Select Status
Action Step 4	Invite students to attend traditionally staff based committees to share their thoughts and ideas on topics presented Invite a los estudiantes a asistir a comités tradicionalmente basados en el personal para compartir sus pensamientos e ideas sobre los temas presentados.	Staff and students	End of Q3	Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status

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

Partnership & Engagement

| Action Step 5 | | | | *Select Status* |

SY25-SY26 Implementation Milestones

| SY25 Anticipated Milestones | Increased community partnerships. A family and community resource fair (inconjunction with report-card pick up). |
| | Aumento de las asociaciones comunitarias. Una feria de recursos para la familia y la comunidad (junto con la recogida de calificaciones). |

| SY26 Anticipated Milestones | Functional, informational, relevant and up to date website. Meaningful and engaging bi-anual report-card pick ups, back to school event (at the start of the year) and an end of the school year celebration. |
| | Sitio web funcional, informativo, relevante y actualizado. Recogida de boletas de calificaciones semestrales significativa y atractiva, evento de regreso a clases (al comienzo del año) y celebración de fin de año escolar. |

Return to Top

Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

| Specify the Goal ✏️ | Can this metric be frequently monitored? | Metric | Student Groups (Select 1-2) | Baseline ✏️ | Numerical Targets [Optional] ✏️ | | |
					SY24	SY25	SY26
Annual increse of parent engagement by 5% at bi-annual report card pick up and other community events Aumento anual de la participación de los padres en un 5 % en la recogida de boletas de calificaciones semestrales y otros eventos comunitarios.	No	Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)	Latina Female				
			Latino Male				
	Select Answer	*Select Metric*	*Select Group or Overall*				
			Select Group or Overall				

Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals. ✏️ | Specify your practice goal and identify how you will measure progress towards this goal. ✏️ | | |
	SY24	SY25	SY26
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Increased student participation in a student voice committee and in appropriate decisions that effect the culture and climate of the school. Mayor participación de los estudiantes en un comité de voz estudiantil y en decisiones apropiadas que afectan la cultura y el clima de la escuela.	Increased community partnerships. A family and community resource fair (inconjunction with report-card pick up). Aumento de las asociaciones comunitarias. Una feria de recursos para la familia y la comunidad (junto con la recogida de calificaciones).	Functional, informational, relevant and up to date website. Meaningful and engaging bi-anual report-card pick ups, back to school event (at the start of the year) and an end of the school year celebration. Sitio web funcional, informativo, relevante y actualizado. Recogida de boletas de calificaciones semestrales
Select a Practice			
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

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

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

Partnership & Engagement

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
by 5% at bi-annual report card pick up and other community events Aumento anual de la participación de los padres en un 5 % en la recogida de boletas de calificaciones semestrales y otros eventos	Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)	Latina Female			*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Latino Male			*Select Status*	*Select Status*	*Select Status*	*Select Status*
	Select Metric	*Select Group or Overall*			*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Increased student participation in a student voice committee and in Mayor participación de los estudiantes en un comité de voz estudiar	*Select Status*	*Select Status*	*Select Status*	*Select Status*
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*

If Checked: Complete IL-Empower Section below	☑	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**
		This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.
If Checked: No action needed	☐	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower). (Continue to Parent & Family Plan)**

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

☑ The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).

☑ The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.

☑ Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

☑ Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

☑ Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to-four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.

☑ School Improvement Reports (SIR) are due on a triannual basis.

☑ Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.

☑ As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

☑ As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	Other: Student growth leading to next attainment band on 7-11 specific s...					
Required Reading Goal	Other: Student growth leading to next attainment band on 7-11 specific s...					
Optional Goal	Select a Goal					

<div align="center" style="background:#2a9da5;color:white;">Parent and Family Plan</div>

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		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:	☐	**Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)**
No action needed		

SCHOOL & FAMILY ENGAGEMENT POLICY

ESSA, Title I, Part A law requires schools to develop a parent and family policy that reflects their commitment to develop best engagement practices and maximizes meaningful consultation. Checking the boxes below indicates that your school understands and complies with each requirement listed.

- ☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- ☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- ☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- ☑ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- ☑ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- ☑ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- ☑ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- ☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- ☑ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

Your school shall jointly develop, with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Checking off the statements below indicates your school will develop a compact that complies with each requirement. Compact statements will be housed at the school and shared with all parents.

- ☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- ☑ The school will hold parent-teacher conferences.
- ☑ The school will provide parents with frequent reports on their children's progress.
- ☑ The school will provide parents reasonable access to staff.
- ☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- ☑ The parents will support their children's learning.
- ☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

The overarching goal for Title I Parent & Family Engagement funds is to increase student academic achievement through parental and family engagement and supporting skills development. In the box below, identify the academic priority areas around which your parent engagement & skills development will be aligned. As a reminder, use of your funds must occur in consultation with parents.

In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...

- ☑ Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)
- ☑ Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures
- ☑ Assure that funds impact the majority of parents or focus on parents with students most at academic risk
- ☑ Provide up to date monthly fund reports to PAC officers
- ☑ Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration
- ☑ Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support