

CIWP Team & Schedules

Resources 

Indicators of Quality CIWP: CIWP Team

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




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

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

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



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

[CIWP Team Guidance](#)

Name 	Role 	Email 
Daniel Kuzma	Principal	dskuzma@cps.edu
Shantel Askew	AP	sifreeman@cps.edu
Jennifer White	AP	jpwhite@cps.edu
Chelsea Williams	AP	ccwilliams17@cps.edu
Megan Delaney	Connectedness & Wellbeing Lead	mtdelaney@cps.edu
Timothy Gronholm	Teacher Leader	tjgronholm@cps.edu
La Tanya Lambert	Curriculum & Instruction Lead	lnburke@cps.edu
Ian Randolph	Teacher Leader	icrandolph@cps.edu
Carisa Parker	Parent	carisaparker@gmail.com
Peggy Goddard	LSC Member	pgoddard43@aol.com
Sherenda Hill	Curriculum & Instruction Lead	srhill7@cps.edu
Dorian Allen	Teacher Leader	ddallen19@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	8/3/2023	8/15/2023
Reflection: Curriculum & Instruction (Instructional Core)	8/15/23	8/18/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/15/23	8/18/23
Reflection: Connectedness & Wellbeing	8/15/23	8/18/23
Reflection: Postsecondary Success	8/15/23	8/18/23
Reflection: Partnerships & Engagement	8/15/23	8/18/23
Priorities	8/28/23	9/1/23
Root Cause	9/5/23	9/8/23
Theory of Action	9/5/23	9/8/23
Implementation Plans	9/5/23	9/8/23
Goals	9/5/23	9/8/23
Fund Compliance	9/5/23	9/8/23
Parent & Family Plan	9/5/23	9/8/23
Approval	9/13/23	9/13/23

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	9/22/2023
Quarter 2	10/27/2023
Quarter 3	12/22/2023
Quarter 4	2/9/2024

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](#)

[Return to Top](#)

Curriculum & Instruction

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

-Most students are not reaching the SAT Readiness Benchmarks for their respective grade level.

-Most students are not achieving 2s/3s on AP Exams, nor are they earning the IB Diploma. -Most students need an understanding of how they are assessed and how the IB Rubric is used. -There should be consistency and alignment within the lesson objective, learning target, and standard(s) that expose students to Tier 1 instruction while spiraling subskills.

What is the feedback from your stakeholders?

-All stakeholders should be familiar and understand our instructional framework including IB rubric for assessing.

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?

- Clearly communicating and participate in the development of IB with Students and families is an effort in progress.
 Allowing students to review and understand the IB rubric with universal language will bridge the gap of setting schoolwide expectations with grading and student and families understanding of how they are being graded. -Providing students with a skill day to work on PSAT/ SAT type questions along with foundational skills will increase student assessment scores.

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

What student-centered problems have surfaced during this reflection?

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

There is a problem of consistency here with some of the information above. Creating consistency across 78 Teachers is something that came out of this reflection. Better consistency among Teachers can support more consistency regarding the student learning experience. Having continuous professional development, providing instructional feedback, and being intentional about review of data with a continuous improvement cycle will create consistency across 78 teachers.

[Return to Top](#)

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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

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

Select Rating	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Select Rating	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Select Rating	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Select Rating	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Select Rating	There are language objectives (that demonstrate HOW students will use language) across the content.	

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

What is the feedback from your stakeholders?

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

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

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	BHT Key Component Assessment SEL Teaming Structure	<p>Morgan Park HS has universal teaming structures in place, but needs to be more diligent in their consistent implementation. Students have access to extracurriculars; we need to push students that are not involved to get involved through every mechanism possible.</p> <p>Morgan Park needs better strategy and structure regarding chronically absent students. The work of the Attendance Team needs to be codified and transparent as relates to Counseling, Climate / Culture, and Grade Level Teams. This will promote stronger re-entry, etc.</p>	<ul style="list-style-type: none"> % of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance
Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		
Yes	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	<p>What is the feedback from your stakeholders?</p> <p>One of the trends expressed by stakeholders is the notion that there is not ideal exposure for all extra-curricular offerings, especially non-athletics offerings.</p> <p>Another theme that was consistent amongst stakeholders was that there needs to be more options for extracurriculars.</p> <p>A final theme is that communication can be more salient. Who / what / when / where to engage with high-quality extra-curricular and co-curricular activities.</p>	

Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>We need to analyze better whether every student feels like they belong. For the students who do not feel like they belong, we need to strategize around what engagement with this subset of students can and should look like.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Developing access points such that 50%+ of students are involved in an extracurricular / organized after school activities by the end of Semester 1, and 75%+ by the end of Semester 2.</p>	
		<p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>	

[Return to Top](#) **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)	<p>Morgan Park HS has determined that PostSecondary Success is not one of the three priorities that will be focused on for the 2024-2026 CIWP cycle.</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCE</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		
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	<p>What is the feedback from your stakeholders?</p> <p>Morgan Park HS has determined that PostSecondary Success is not one of the three priorities that will be focused on for the 2024-2026 CIWP cycle.</p>	<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
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	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Morgan Park HS has determined that PostSecondary Success is not one of the three priorities that will be focused on for the 2024-2026 CIWP cycle.</p>	
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric		
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager		

What 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.

Morgan Park HS has determined that PostSecondary Success is not one of the three priorities that will be focused on for the 2024-2026 CIWP cycle.

[Return to Top](#)

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>Morgan Park HS has determined that Partnership & Engagement is not one of the three priorities that will be focused on for the 2024-2026 CIWP cycle.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>Morgan Park HS has determined that Partnership & Engagement is not one of the three priorities that will be focused on for the 2024-2026 CIWP cycle.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>Morgan Park HS has determined that Partnership & Engagement is not one of the three priorities that will be focused on for the 2024-2026 CIWP cycle.</p>		<p>Morgan Park HS has determined that Partnership & Engagement is not one of the three priorities that will be focused on for the 2024-2026 CIWP cycle.</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Morgan Park HS has universal teaming structures in place, but needs to be more diligent in their consistent implementation. Students have access to extracurriculars; we need to push students that are not involved to get involved through every mechanism possible.

Morgan Park needs better strategy and structure regarding chronically absent students. The work of the Attendance Team needs to be codified and transparent as relates to Counseling, Climate / Culture, and Grade Level Teams. This will promote stronger re-entry, etc.

What is the feedback from your stakeholders?

One of the trends expressed by stakeholders is the notion that there is not ideal exposure for all extra-curricular offerings, especially non-athletics offerings.

Another theme that was consistent amongst stakeholders was that there needs to be more options for extracurriculars.

A final theme is that communication can be more salient. Who / what / when / where to engage with high-quality extra-curricular and co-curricular activities.

What student-centered problems have surfaced during this reflection?

We need to analyze better whether every student feels like they belong. For the students who do not feel like they belong, we need to strategize around what engagement with this subset of students can and should look like.

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

Developing access points such that 50%+ of students are involved in an extracurricular / organized after school activities by the end of Semester 1, and 75%+ by the end of Semester 2.

Return to Top Determine Priorities

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

Students... are not all feeling truly connected to Morgan Park High School. This limits buy-in, agency, and ownership. This also plays out in the number of students who are connected to high quality extra-curricular and co-curricular activities sponsored through Morgan Park High School.

Resources: [Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we... do not have full exposure for all of the ways that students can feel like they are connected and belong at Morgan Park High School.

For instance, there is a lack of exposure for all extracurricular opportunities. This seems to be especially felt in the non-athletics-related extracurricular opportunities. (Activities Fair).

Students and families do not always know the who, what, when, where, and what is needed. As adults in the building, we do not clearly communicate the logistics for extracurricular activities to all stakeholders effectively.

Resources: [5 Whys Root Cause Protocol](#)

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

Return to Top Theory of Action

What is your Theory of Action?

If we... If we ... clearly communicate the logistics + importance for extracurricular activities to all stakeholders effectively,

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

then we see....
then we see more adult communication about extracurricular opportunities, more student engagement and sign-ups, and more family confidence in signing their students up.

Theory of Action is an impactful strategy that counters the associated root cause.
Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...
Developing access points such that 50%+ of students are involved in an extracurricular by the end of Semester 1, and 75%+ by the end of Semester 2.

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

Resources:

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

Team/Individual Responsible for Implementation Plan

Dates for Progress Monitoring Check Ins

Q1	9/22/2023	Q3	12/22/2023
Q2	10/27/2023	Q4	2/9/2024

SY24 Implementation Milestones & Action Steps **Who** **By When** **Progress Monitoring**

Implementation Milestone 1	Provide full spread of access points for students to opt-in, buy-in to extracurriculars at Morgan Park High School	SLT, Athletics Department, CSI, Culture / Climate Team	End of Semester 1, End of Semester 2	In Progress
Action Step 1	Begin discussing importance of extracurriculars at Freshman Connection & Orientation, and how this impacts belonging.	Orientation Team, Freshman Connection Team	August Orientation	Completed
Action Step 2	Publish list of Athletics-related extracurriculars by August	Athletics Department	August Orientation	Completed
Action Step 3	Publish evolving list of non-athletic extracurricular opportunities	CSI Coordinator	September 1	Completed
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Progress Monitor number of students involved in Extracurriculars through December 1; plan for engagement during Semester 2	Admin, Data Coordinator, Athletic Department, CSI Coordinator	December 1	Not Started
Action Step 1	Get clean lists of Fall extracurricular rosters	Athletic Director, CSI Coordinator	December 1	Not Started
Action Step 2	Determine what % of students are involved, and in what	Data Coordinator	December 1	Not Started
Action Step 3	Conduct student survey / outreach to see what students are interested in that we are currently not offering.	Culture / Climate Team	December 15	Not Started
Action Step 4				Not Started
Action Step 5				Select Status
Implementation Milestone 3	Review data to plan for Semester 2 Extracurricular list, Family Communication, and specific student outreach	Admin, Culture / Climate Team, CSI, Athletics	January 15	Not Started
Action Step 1	Finalize semester 2 offerings	Athletic Director, CSI Coordinator, Admin	January 15	Not Started
Action Step 2	Publicize early and often through all schoolwide mechanisms	All	January	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Progress Monitor number of students involved in Extracurriculars through May 1; plan for engagement during Summer 2024 and SY 2024-2025	Admin, Culture / Climate Team, CSI, Athletics	May 1	Select Status
Action Step 1	Get clean lists of Spring extracurricular rosters	Athletic Director, CSI Coordinator	May 1	Select Status
Action Step 2	Determine what % of students are involved, and in what	Data Coordinator	May 1	Select Status
Action Step 3	Conduct student survey / outreach to see what students are interested in that we are currently not offering.	Culture / Climate Team	May 15	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]
See above. Rinse, wash, repeat with more focus, better communication, and a wider spread of options. Leverage community partners (inter-high-school Co-Ops, Beverly Arts Center, BAPA, 19th Ward, etc.) to determine if additional stakeholders can be brought to the table.

SY26 Anticipated Milestones *[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]*

See above. Rinse, wash, repeat with more focus, better communication, and a wider spread of options. Leverage community partners (inter-high-school Co-Ops, Beverly Arts Center, BAPA, 19th Ward, etc.) to determine if additional stakeholders can be brought to the table.

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
50% of students linked to high-quality extra-curricular during Semester 1	Yes	Other	Overall	N/A	50	55	60
			African American Male	N/A	50	55	60
75% of students linked to high-quality extra-curricular during Semester 2	Yes	Other	Overall	N/A	75	80	85
			African American Male	N/A	75	80	85

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Please see above, this has been covered	Please see above, this has been covered	Please see above, this has been covered.
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.	Please see above, this has been covered	Please see above, this has been covered	Please see above, this had been covered.
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
50% of students linked to high-quality extra-curricular during Semester 1	Other	Overall	N/A	50	Select Status	Select Status	Select Status	Select Status
		African American Male	N/A	50	Select Status	Select Status	Select Status	Select Status
75% of students linked to high-quality	Other	Overall	N/A	75	Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Reflection	Root Cause	Implementation Plan	Other	<i>Select the Priority Foundation to pull over your Reflections here =></i>	Connectedness & Wellbeing				
extra-curricular during Semester 2								African American Male	N/A	75	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Please see above, this has been covered	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
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.	Please see above, this has been covered	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
<i>Select a Practice</i>		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

-Most students are not reaching the SAT Readiness Benchmarks for their respective grade level.
 -Most students are not achieving 2s/3s on AP Exams, nor are they earning the IB Diploma.
 -Most students need an understanding of how they are assessed and how the IB Rubric is used. -There should be consistency and alignment within the lesson objective, learning target, and standard(s) that expose students to Tier 1 instruction while spiraling subskills.

What is the feedback from your stakeholders?

-All stakeholders should be familiar and understand our instructional framework including IB rubric for assessing.

What student-centered problems have surfaced during this reflection?

There is a problem of consistency here with some of the information above. Creating consistency across 78 Teachers is something that came out of this reflection. Better consistency among Teachers can support more consistency regarding the student learning experience. Having continuous professional development, providing instructional feedback, and being intentional about review of data with a continuous improvement cycle will create consistency across 78 teachers.

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?

- Clearly communicating and participate in the development of IB with Students and families is an effort in progress. Allowing students to review and understand the IB rubric with universal language will bridge the gap of setting schoolwide expectations with grading and student and families understanding of how they are being graded. -Providing students with a skill day to work on PSAT/ SAT type questions along with foundational skills will increase student assessment scores.

Return to Top Determine Priorities

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

Students...
 do not really understand IB. what it means to be an IB student, how it correlates with the IB framework, and how they are graded using hte IB rubric.

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...
 are not using IB language with fidelity. Adults are not fully professionally developed and there is no schoolwide way of using the rubric.

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
 Provide schoolwide guidance on implementing IB

Resources:

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

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

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

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

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

then we see....
Student work assessed with IB criteria

which leads to...
students and families internalizing IB assessment and grading criteria which creates conditions that all learners at MP feel as though they are valued IB Learners, regardless of entrypoint.

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

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Dates for Progress Monitoring Check Ins

Q1 9/22/2023 Q3 12/22/2023
Q2 10/27/2023 Q4 2/9/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Clearly communicate and participate in the development of IB with Students and families	admin, teachers, and staff		In Progress
Action Step 1	Communicate with families via phone calls, Teacher/family conferences	Teachers, and staff		In Progress
Action Step 2	Incorporate IB night where parents can learn about IB, student schedules/ give assignments	Lambert, Kaufmann, Gronholm, teachers		Not Started
Action Step 3	Provide IB professional Development once a month in GLT meetings with follow-up	Lamber, Kaufmann		In Progress
Action Step 4	Quartly Surveys for students/ with success days	Gronholm, Teachers		Not Started
Action Step 5	Give students self assessment of how rubric is being used and how they feel they are being graded.	Teachers		Not Started
Implementation Milestone 2				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
Implementation Milestone 3				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
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 *[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]*

SY26 Anticipated Milestones *[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]*

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
Select a Practice			
Select a Practice			
Select a Practice			

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

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below



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

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

If Checked:
No action needed



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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal Other: 50% of students linked to high-quality extra-curricular during Se...

Required Reading Goal Other: 75% of students linked to high-quality extra-curricular during Se...

Optional Goal Select a Goal

Student Groups	Baseline	SY24	SY25	SY26
Overall	N/A	50	55	60
African American Male	N/A	50	55	60
Overall	N/A	75	80	85
African American Male	N/A	75	80	85

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

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.

-Supporting building academic identity at home.



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