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).

Name ✍	Role ✍	Email ✍
Emily Feltes	Principal	eafeltes@cps.edu
Nicole Luke	AP	ndluke@cps.edu
Cassie Kornblau	AP	crkornblau@cps.edu
Leanne Born	Curriculum & Instruction Lead	leborn@cps.edu
Lenette Pedraza	Connectedness & Wellbeing Lead	lpedraza@cps.edu
Charvis Peoples	Counselor	cpeoples6@cps.edu
Alexis McCullum	Post-Secondary Lead	asmccullum@cps.edu
Tyrese Cousett	Student	tjcousett1@cps.edu
Ximena Hernandez Roman	Student	xhernandezroman@cps.edu
Allison Zajac	Inclusive & Supportive Learning Lead	anzajac@cps.edu
Ivy Abid	Partnerships & Engagement Lead	ieabid@cps.edu
Ms. Langford	Parent	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	6/1/23	6/9/23
Reflection: Curriculum & Instruction (Instructional Core)	6/1/23	6/8/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/1/23	6/8/23
Reflection: Connectedness & Wellbeing	6/1/23	6/8/23
Reflection: Postsecondary Success	6/1/23	6/8/23
Reflection: Partnerships & Engagement	6/1/23	6/8/23
Priorities	6/1/23	6/8/23
Root Cause	6/1/23	7/7/23, 7/17/23, 7/18/23
Theory of Acton	6/1/23	7/7/23, 7/17/23, 7/18/23
Implementation Plans	6/1/23	7/7/23, 7/17/23, 7/18/23
Goals	6/1/23	7/7/23, 7/17/23, 7/18/23
Fund Compliance	6/1/23	9/1/23
Parent & Family Plan	6/1/23	9/1/23
Approval	6/1/23	9/1/23

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	October
Quarter 2	December
Quarter 3	February
Quarter 4	April

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

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	[takeaways reflecting most students; takeaways reflecting specific student groups] ✏️ Every student can choose to opt in to higher level courses, honors, AP - can get more challenge if they want it. Identity/community/relationships centered in seminar but not as much opportunity for SEL work in other spaces	IAR (Math) IAR (English) Rigor Walk Data (School Level Data)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	Distributed leadership is an area of strength - we have systems and structures in place to support shifts in instructional practices Assessment plans are currently inconsistent - this may be a needed growth area, especially in connection with grading changes	PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math)
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	**What is the feedback from your stakeholders?** [feedback trends across stakeholders; feedback trends across specific stakeholder groups] ✏️ Not all stakeholders are aware of the work of the ILT - need more communication and representation of different groups Ensuring that as more teachers get on board with Grading for Equity, we continue to refine assessments to create a more balanced assessment system Need for backward design model across the board	iReady (Reading) iReady (Math) Cultivate
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Grades ACCESS
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		TS Gold Interim Assessment Data
Partially	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?** [impact on most students; impact on specific student groups] ✏️ ILT is working on the implementation of Historically Responsive Literacy Framework and Cogenerative Dialogues to support more relevance and rigor in classrooms. Teachers have expressed a need for more guidance in this area Grading for Equity/Jumprope pilot will be expanding next year and implemented school-wide the following year.	

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

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

Grading and shifts in grading are challenging for students to make sense of - more clarity needed around how Jumprope grades are connected to student report cards especially

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	After reviewing the statements, our general conclusion is we are "dabbling" in the world of interventions school wide. While we have some academic and SEL interventions in place--tier II interventions through math tutor corps, kid talks, student counsleing groups, and the formation of a behavior health teacher--North-Grand needs to develop clear systems and structures to ensure tier I, tier II, and tier III interventions are appropriate for each student, carried out with fidelity, and adequately tracked/progress menitored in Branching Minds. In addition, we need to commit to more robust EL supports for students in terms of langauge development in all classrooms. ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		MTSS Integrity Memo		

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 Academic Tier Movement
				Annual Evaluation of Compliance (ODLSS)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?**	Quality Indicators of Specially Designed Curriculum
			[feedback trends across stakeholders; feedback trends across specific stakeholder groups]	EL Program Review Tool
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	*Need to better support DLs with post-sec access*	
			Good to be starting with the idea of Tier 1 as the focus area of MTSS	
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES / EL Placement Recommendation Tool HS	**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?**	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		North-Grand will have a full time MTSS coordinator beginning in the 2023-2024 school year who will be responsible for ensuring tier I, tier II, and tier III academic, SEL, and behavioral interventions are carried out throughout the school. Under the MTSS coordinator, systems and strucutres will be created to ensure teachers are adequately prepared to enact internventions in the classroom. At the same time, in this MTSS role, the coordinator will work with all specific school entities such as grade-level, discipline, counseling, and service providers to ensure intervnetions are tracked and progress monitored in Branching Minds. Further, the MTSS coordinator with the help of an assistant principal will lead a MTSS team, through professional development as a way to strengthen the knowledge of MTSS throughout the NG staff. With the commitment to the MTSS coordinator position and the MTSS team, the goal is North-Grand will be better able to provide more support to students who NEED more. We hope through this implementation of more robust supports, we will be better able to intervene sooner and ensure fewer students complete semesters with failing grades and SEL needs that go unadressed.	

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.

During this reflection, it became apparent that the majority of students at North-Grand are not receiving tier I academic and SEL interventions in the classroom. As a result, failure rates remain high in specific classes, SAT scores are stagnant, and students struggle to regulate their behavior and emotions often leading to more severe behavior infractions--especially with our Black male students. In addition, for students who are already identified as needing tier I or tier II interventions, teacher teams are not consistently using data to progress monitor how these interventions are working and what changes need to be made. At the same time, teachers are unsure of how to reach EL students often mistaking them for needing academic interventions instead of language supports.

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Partially — Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure	BHT hosted through the counseling department is an active system that is in place to engage students that are may need more tier II and III supports. The current question is how can we grow in climate and culture so students can be see and feel part of the school community where they trust their peers and adults? Currently, Tier I supports are happening in some classrooms but not in others. It would be impactful to expand Tier I supports--specifically SEL--because it would provide an opportunity for greater trust to be established between teachers and students and students. In addition, having a devoted SEL time imbedded into the classroom would give students an opportunity to problem solve issues or conflicts that may arise.	% of Students receiving Tier 2/3 interventions meeting targets
			Reduction in OSS per 100
Partially — Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Reduction in repeated disruptive behaviors (4-6 SCC)
			Access to OST
			Increase Average Daily Attendance
			Increased Attendance for Chronically Absent Students
Yes — All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?**	Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
		There is a portion of students that feel sports and clubs are availible to them and that take advantage of those opportunities. However, there is also a significant portion of the student community that either by choice or because of personal conflicts do not participate in any extracurrical actvities and thus are less connected to the North-Grand community as a whole. At the same time, North Grand does provide a lot of field trips that target student interests, post secondary opportunities as well as aiming to expose students to community assests.	Cultivate (Belonging & Identity)
			Staff trained on alternatives to exclusionary discipline (School Level Data)
		Stakeholders also epressed that while there are conversations being held about student voice more indepth conversations are needed in multiple spaces such as academics, extracuirrcular activities, culture and climate, and counseling spaces focused on SEL. By targeting student voice, the goal would be to better identify root causes and motivation as to why students make the particular choices they do specifically on why students are often frequently late during arrival or to class.	Enrichment Program Participation: Enrollment & Attendance

| Yes | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. | | Students involved in this process identitifed that they would lke to see more pep rallies, explicit teaching around breathing exercises and SEL strategies, a greater focus on mental health in class, more plays and concerts for the student body to come together, dances, and more events and evidence in classroom of content related to the various cultures represented in the student body.

While teachers hear restorative practices are taking place through the discipline team, teachers want a greater awareness and understanding of what the restorative practices are and how they are being carried out. In essence, they would like to be involved in helping the discipline team carry out restorative practices on all school levels. | Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY |

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

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

Based on our data analysis and reflection, it is apparent there some students--specifically Black students and DL students--that do not yet feel connected wtih one another nor do they have the skills and strategies to adequately communicate or express their emotions in an appropriate manner.   At the same time, teachers are spread thin and also do not yet have the resources or skills to support the behaviors and needs of students.   Besides our students, overall family engagement is low and makes the team questions how connected families feel to North-Grand and whether or not we are addressing barriers that prohibit/limit their participation. ✍️

There has been some focus around creating more opportunities for students to connect with each other and promote joyful experiences such as the sophomore pep really and the creation of more clubs based on student interests. However, there has not been intentionality around creating groups that focus on students who are often underrepresented in extra curricular spaces such as Black and diverse learner students.

It is evident that teachers care deeply about students and are placing more emphasis on students' feelings. However, there still appears to be a disconnect between these actions and what some students feel in terms of their relationships with teachers noting in some cases, "teachers do not see me or understand what I am going through." ✍️

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
No — 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)	C4 curriculum is missing from the seminar continum. ILP tasks for sophomore students is also missing. Certification attainment is strong for CTE courses, but students who are not in CTE courses need opportunites to have access to industry specific certifications. PLT only met once a month. More opportunities for Post-secondary work to happen across the entire school, through the PLT. Specific priority groups who need targeted support for post-secondary planning are our EL students. Occupational prep/DL students also missing from post-secondary planning conversations and interventions. ✍️	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)
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		
Yes — Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** *[feedback trends across stakeholders; feedback trends across specific stakeholder groups]* ✍️ *More post-sec work needs to happen across entire school, not just with counseling and STEAM teams* *Need more targeted supports for EL, occ prep, and DL students* *Amazing college exposure and work based learning exposure (across all grade levels, and better intentionality with schools that were selected for college visits)*	
Yes — Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
Partially — Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
Partially — There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**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?**	
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	We are a Chi-Rise school through Crown Family Philatrophies. This organization provides us with funding in the form of scholarships and financial aid for students as well as school based funds for post-secondary initiaves. 1. The Chi-Rise scholarship awards upwards $6,000 to students who qualify depedning on school selection each year. 2. Chi- Rise school based funds have been used to implement student college exposure opportunites with match, fit and afforability instutitions, that impact student post seconday planning opportunities. Our STEAM program manger has built multiple partnerships with orgaizations and companies in order to increase student work-based learning experiences with long term aims of post-secondary attainment. Greater focus has ✍️	

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.

Three priority groups that do not have equitable outcomes of post secondary attainemnt are our new arrival EL students, occupational prep DL students, and our black male students. Each of these groups have fewer opportunities for match and fit outcomes due to lack of resources, planning touch points, and completion of KPI's.

term aims of post-secondary attainment. Greater focus has been put on enrolling more students in match 4 year institutions vs. chicago city colleges. We've utilized external partnerships specifically iMentor to provided more indivudalized support for students to complete FASFA, Apllications, comparing award letter. iMentor also cordinated an impact day with our post-secondary team that provided support for our undocumented students. Seminar alignment work has happened in 9th, 11th, and 12th grades with capstone projects being completed by students at each grade level. Seminar teachers have release days throughout the year to better align their curriculum and plan for studnet capstone creation.

Partnership & Engagement

Return to Top

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	We feel that we do a good job with fostering communication with parents and the community. Evidence includes: bilingual newsletter; email updates; social media weekly updates; providing opportunities for parents and the community to come into the school; robocalls and phone calls home; and parent group meetings. We demonstrated partial evidence of fostering relationships with families - some families have very strong connections to the school, but others are much less engaged. How do we promote engagement? We would consider focusing on further engaging parents of students who are NOT performing well academically. Student voice - we feel that we have demonstrated partial evidence of developing strong systems for elevating student voice. Evidence includes: student representatives on various teams (CIWP, equitable grading, ILT); active student groups (SVC, BSU, Dreamers Club, GSA); and students participating at every grade level in co-generative dialogues with teachers. We are also starting a Restorative Practices Club with students involved with teachers and our discipline team. We wonder how to better lift the voices of students who appear to be disengaged (i.e., those with poor attendance, struggling wtih grades, behavior infractions, etc). Students could be more aware of our specific learning cycles and school-wide goals.	Cultivate
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		5 Essentials Parent Participation Rate
				5E: Involved Families
				5E: Supportive Environment
				Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)
				Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	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?

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

Partnerships need to be evident in CIWP

Addition of School Spirit Club?

Area we can grown in - add more ways for families to provide feedabck and opportunities to come in

Teacher communication to parents is uneven; some teachers need support with how to communicate with parents

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

Need to involve students who are not already connected with the school in some way.

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 continue to make efforts to increase parent involvement in various spaces in the school
We are working on a plan to develop more positive student-facing, celebratory events at every grade level and school-wide to showcase and celebrate student success

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially — All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.

Partially — Students experience grade-level, standards-aligned instruction.

Partially — Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.

Yes — The ILT leads instructional improvement through distributed leadership.

No — School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.

Partially — Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

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

Every student can choose to opt in to higher level courses, honors, AP - can get more challenge if they want it.

Identity/community/relationships centered in seminar but not as much opportunity for SEL work in other spaces

Distributed leadership is an area of strength - we have systems and structures in place to support shifts in instructional practices

Assessment plans are currently inconsistent - this may be a needed growth area, especially in connection with grading changes

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]
Not all stakeholders are aware of the work of the ILT - need more communication and representation of different groups

Ensuring that as more teachers get on board with Grading for Equity, we continue to refine assessments to create a more balanced assessment system

Need for backward design model across the board

What student-centered problems have surfaced during this reflection?

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

Grading and shifts in grading are challenging for students to make sense of - more clarity needed around how Jumprope grades are connected to student report cards especially

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?

[impact on most students; impact on specific student groups]
ILT is working on the implementation of Historically Responsive Literacy Framework and Cogenerative Dialogues to support more relevance and rigor in classrooms. Teachers have expressed a need for more guidance in this area

Grading for Equity/Jumprope pilot will be expanding next year and implemented school-wide the following year.

Determine Priorities

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

Students...

Most NGHS students are not yet demonstrating mastery of skills and content at grade level. We recognize that our students have the capacity to achieve grade level work, and specifically note that we are currently underserving the academic needs of our Black Male students and our students with Diverse Learning needs

Resources: 🚀
[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

don't yet have the skills and structures in place to honestly analyze and critique the rigor and relevance of the tasks we're providing to our students.

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

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

Develop and implement a multi-year scope of professional learning centered in the Historically Responsive Literacy Framework (HRLF), including a shift to an equitable grading model paired with time and support for teachers to develop instructional practices that uplift grade level standards and honor students' identities and assets

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

Curriculum & Instruction

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

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

then we see....

Classrooms where students all students (particularly black male students and students with Diverse Learning needs) are learning through inquiry, assigned tasks are meaningful and rigorous, feedback is iterative and leads to improved learning, and both teachers and students engage in asking and exploring powerful questions,

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...

higher average GPAs and improved performance on nationally normed exams such as the PSAT, both overall and specifically for our priority groups.

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 ✍️

Feltes

Dates for Progress Monitoring Check Ins

Q1	October	Q3	February
Q2	December	Q4	April

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Full school implementation of Jumprope	Luke	August 2024	In Progress
Action Step 1	Develop professional learning scope and sequence re: Equitable Grading	Luke	October 2023	In Progress
Action Step 2	Expand Jumprope Grading pilot to 30 teachers	Luke	August 2023	Completed
Action Step 3	Implement ongoing professional learning in Departments re: Equitable Grading	ILT/Born	June 2024	In Progress
Action Step 4	Monitor student experiences of grading/assessment through cogenerative dialogues and empathy interviews	ILT/Born	June 2024	In Progress
Action Step 5	Conduct staff needs assessment to determine further action items	Luke/Grading PLC	December 2023	Not Started
Implementation Milestone 2	Develop and implement a multi-year professional learning scope centered in the Historically Responsive Literacy Framework (HRLF)	Born	August 2024	In Progress
Action Step 1	Identify and communicate a high-leverage Targeted Instructional Area (TIA) and Powerful Instructional Practices (PIPs) which will be the focus strategies for stronger HRLF implementation	Born/Kornblau/Luke/Feltes	August 2023	Completed
Action Step 2	Design a professional learning scope for SY23-24	Born/Kornblau/Luke/Feltes/ILT	September 2023	In Progress
Action Step 3	Conduct staff needs assessment to determine further action items	ILT/Born	December 2023	Not Started
Action Step 4	Monitor student experiences with curriculum and instruction through	ILT/Born	August 2024	In Progress
Action Step 5	Implement ongoing professional learning cycles in Departments re: TIA and PIPs	ILT/Born	August 2024	In Progress
Implementation Milestone 3	Increase opportunities for teachers to observe peers and offer peer feedback	Feltes/Born	August 2024	In Progress
Action Step 1	Conduct two internal instructional walks with the ILT in SY23-24	ILT/Born	March 2024	In Progress
Action Step 2	Involve teachers in Network instructional walks	Feltes	June 2024	Not Started
Action Step 3	Conduct structured peer observations with interested teachers in Q3/4	Born	May 2024	Not Started
Action Step 4	Create opportunities for informal peer observation for new teachers beginning in Q2	Born/Kornblau	November 2023	Not Started
Action Step 5				Select Status
Implementation Milestone 4	Develop and implement distributed coaching model to better support teachers' instructional practices	Born		In Progress
Action Step 1	Identify teachers who will participate in coaching for SY23-24 and match coaches to available coaches	ILT/Born	August 2023	Completed
Action Step 2	Train Department Chairs in Elena Aguilar's coaching model	Born	June 2024	In Progress
Action Step 3	Support new coaches through quarterly check-ins, common learning in ILT, and collective study of Elena Aguilar's *The Art of Coaching*	Born	June 2024	In Progress
Action Step 4	Monitor experiences of coachees and coaches through a survey each semester	Feltes	June 2024	Not Started
Action Step 5	Engage new teachers in monthly PLC tailored to their stated needs	Born/Kornblau	May 2024	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Full school implementation of standards-based grading; Deepen staff learning around student discourse and meaningful work; Identify and implement additional opportunities for peer observation to support teachers' development in powerful instructional practices.	✍️

| SY26 Anticipated Milestones | Evaluate and refine vertical alignment of assessments within departments; utilize the text, "The Art of Coaching Teams" by Elena Aguilar, to connect individual coaching to team coaching in departments; Deepen staff learning around powerful questioning and feedback for growth | ✏️ |

Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
We will particularly monitor the average GPA's of our priority groups as a measure of how students are demonstrating mastery of coursework at North-Grand. The goal is to show a significant authentic increase in student GPA's (SY22-23 EOY average is 2.55 overall), particularly the GPA's of our students with diverse learning needs, and our African American male students.	Yes	Grades	Students with an IEP	2.43 (SY 22-23 EOY average)	2.55	2.65	2.75
			African American Male	2.19 SY (22-23 EOY average)	2.35	2.5	2.75
We will particularly monitor student groups' achievement of math proficiency benchmarks as we implement tutoring and intervention structures in math along with a new evidence-based curriculum and schoolwide inquiry centered approach. The goal is to significantly increase the number of students obtaining proficiency benchmarks on the Math PSAT	No	PSAT (Math)	Students with an IEP	0% Meets or Exceeds (10th grade PSAT)	10% Meets or Exceeds (10th grade PSAT)	20% Meets or Exceeds (10th grade PSAT)	30% Meets or Exceeds (10th grade PSAT)
			African American Male	0% Meets or Exceeds (10th grade PSAT)	10% Meets or Exceeds (10th grade PSAT)	20% Meets or Exceeds (10th grade PSAT)	30% Meets or Exceeds (10th grade PSAT)

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	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.	All teachers will engage in learning about the development of curriculum and instruction grounded in Dr. Gholdy Muhammad's Historically Responsive Literacy Framework. The Math department will utilize Open Up Resources, a high quality research-based curriculum centered in student inquiry. Spanish 1 and French 1 courses will implement the Skyline curriculum.	Teachers will analyze and refine existing curriculum to better align with content standards and the Historically Responsive Literacy Framework.	Teachers will analyze and refine existing curriculum to better align with content standards and the Historically Responsive Literacy Framework.
C&I:4 The ILT leads instructional improvement through distributed leadership.	The instructional leadership team will gain skills for instructional coaching and will engage departments in learning cycles connected to our new Targeted Instructional Area (Inquiry Centered Learning) and Powerful Instructional Practices (Meaningful Work, Feedback for Growth, and Asking Powerful Questions)	The ILT will review student outcome data to decide on which Powerful Instructional Practice will be the professional learning focus for the '24-'25 school year, and will coach teachers in implementation of this identified practice	The ILT will review student outcome data to decide on which Powerful Instructional Practice will be the professional learning focus for the '25-'26 school year, and will coach teachers in implementation of this identified practice
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	30 teachers will pilot Jumprope grading platform and equitable grading practices; All teachers will build knowledge of equitable grading and standards-based assessment practices	All teachers will use the Jumprope grading platform and equitable standards-aligned grading practices	Teachers will review student data to modify existing curriculum and pedagogical practices to better support students' growth toward grade-level standards

SY24 Progress Monitoring

Resources: 🚀

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

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

Curriculum & Instruction

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
We will particularly monitor the average GPA's of our priority groups as a measure of how students are demonstrating mastery of coursework at North-Grand. The goal is to show a significant authentic increase in student GPA's (SY22-23 EOY average is 2.55 overall), particularly the GPA's of our students with diverse learning needs, and our African American male students.	Grades	Students with an IEP	2.43 (SY 22-23 EOY average)	2.55	Select Status	Select Status	Select Status	Select Status
		African American Male	2.19 SY (22-23 EOY average)	2.35	Select Status	Select Status	Select Status	Select Status
We will particularly monitor student groups' achievement of math proficiency benchmarks as we implement tutoring and intervention structures in math along with a new evidence-based curriculum and schoolwide inquiry centered approach. The goal is to significantly increase the number of students obtaining proficiency benchmarks on the Math PSAT	PSAT (Math)	Students with an IEP	0% Meets or Exceeds (10th grade	10% Meets or Exceeds (10th grade	Select Status	Select Status	Select Status	Select Status
		African American Male	0% Meets or Exceeds (10th grade PSAT)	10% Meets or Exceeds (10th grade PSAT)	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.	All teachers will engage in learning about the development of curriculum and instruction grounded in Dr. Gholdy Muhammad's Historically Responsive Literacy Framework. The Math department will utilize Open Up Resources, a high quality research-based curriculum centered in student inquiry. Spanish 1 and French 1 courses will implement the Skyline curriculum.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	The instructional leadership team will gain skills for instructional coaching and will engage departments in learning cycles connected to our new Targeted Instructional Area (Inquiry Centered Learning) and Powerful Instructional Practices (Meaningful Work, Feedback for Growth, and Asking Powerful Questions)	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	30 teachers will pilot Jumprope grading platform and equitable grading practices; All teachers will build knowledge of equitable grading and standards-based assessment practices	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Yes	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?

BHT hosted through the counseling department is an active system that is in place to engage students that are may need more tier II and III supports. The current question is how can we grow in climate and culture so students can be see and feel part of the school community where they trust their peers and adults? Currently, Tier I supports are happening in some classrooms but not in others. It would be impactful to expand Tier I supports--specifically SEL--because it would provide an opportunity for greater trust to be established between teachers and students and students and students. In addition, having a devoted SEL time imbedded into the classroom would give students an opportunity to problem solve issues or conflicts that may arise.

What is the feedback from your stakeholders?

There is a portion of students that feel sports and clubs are availible to them and that take advantage of those opportunities. However, there is also a significant portion of the student community that either by choice or because of personal conflicts do not participate in any extracurricular actvities and thus are less connected to the North-Grand community as a whole. At the same time, North Grand does provide a lot of field trips that target student interests, post secondary opportunities as well as aiming to expose students to community assests.

Stakeholders also epressed that while there are conversations being held about student voice more indepth conversations are needed in multiple spaces such as academics, extracuirrcular activities, culture and climate, and counseling spaces focused on SEL. By targeting student voice, the goal would be to better identify root causes and motivation as to why students make the particular choices they do specifically on why students are often frequently late during arrival or to class.

What student-centered problems have surfaced during this reflection?

Based on our data analysis and reflection, it is apparent there some students--specifically Black students and DL students--that do not yet feel connected wtih one another nor do they have the skills and strategies to adequately communicate or express their emotions in an appropriate manner. At the same time, teachers are spread thin and also do not yet have the resources or skills to support the behaviors and needs of students. Besides our students, overall family engagement is low and makes the team questions how connected families feel to North-Grand and whether or not we are addressing barriers that prohibit/limit their participation.

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?

There has been some focus around creating more opportunties for students to connect with each other and promote joyful experiences such as the sophomore pep really and the creation of more clubs based on student interests. However, there has not been intentionality around creating groups that focus on students who are often underrepresented in extra curricular spaces such as Black and diverse learner students.

It is evident that teachers care deeply about students and are placing more emphasis on students' feelings. However, there still appears to be a disconnect between these actions and what some students feel in terms of their relationships with teachers noting in some cases, "teachers do not see me or understand what I am going through."

Determine Priorities

Return to Top

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

Students...

Students at NG do not yet feel a sense of belonging and connectedness to the school community.

Some students–specifically Black students and DL students– do not yet feel connected to NG or the community at large nor do they know how to access resources when they need support.

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...

Currently, NGHS teachers and staff do not have the skills nor the structures in place to provide Tier I SEL instruction to all students across all content areas.

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....

Develop a scope of professional adult learning centered in Tier I SEL instruction and structures for early intervention that provide teachers with data to assist them in decision making, as well as more intentional restorative practices

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Connectedness & Wellbeing

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

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

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

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

then we see....

classrooms where students, particularly Black students and Diverse Learning students, are actively engaged in their content and are given appropriate tiered supports to assist them, as well as increased student participation in extra-curricular activities aligned to their post-secondary aspirations and interests.

which leads to...

higher on track rates, increase in positive responses on the Cultivate survey and greater participation in extra-curricular activities across the student population as well as a deeper connection to the NG community, specifically Black students and Diverse Learning students.

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 ✍️

Kornblau

Dates for Progress Monitoring Check Ins

| Q1 | October | Q3 | February |
| Q2 | December | Q4 | April |

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Learning and implementation of Tier I SEL instruction in the classroom.	Kornblau, Student Support Branch of the Instructional Leadership Team	May 2024	In Progress
Action Step 1	Provide professional development in Tier I SEL instruction to the student support branch of the ILT focused on circle practice and empathy interviews	Kornblau, Student Support Branch of the ILT	December 2023	In Progress
Action Step 2	Grade-level leads will model Tier I SEL strategies of circle practice and empathy interviews with their respective grade-levels	Grade-level leads, counselors	March 2024	Not Started
Action Step 3	Teachers will select community building strategies--specifcally circle practices or empathy interviews--to try within their respective classrooms	All NG teachers	May 2024	Not Started
Action Step 4	Grade-level leads will assist teachers in tracking and reflecting on how their SEL practices have influenced the culture of their classrooms	All NG teachers	May 2024	Not Started
Action Step 5	The student support branch of the ILT will engage in reflection on the implementation of these two Tier I SEL strategies during this school year and reflect on the tier I supports that should be implemented in the 2024-2025 school year	Student Support Branch of ILT	May 2024	Not Started
Implementation Milestone 2	Early intervention for academic and SEL support is taking place by teachers and staff participating in data protocols using an internal data platform specific to North-Grand.	ALL NG Teachers	May 2024	In Progress
Action Step 1	Student support branch leader provided professional development to ILT members around how to use a data platform to provide early intervention--academic and SEL-to students.	Student support branch of ILT	August 2023	Completed
Action Step 2	Student support branch members engaged in data protocols to learn how to facilitate data pulse meetings of early intervention focused on tier I academic and SEL support.	Student support branch of ILT	August 2023	In Progress
Action Step 3	Grade-level leads model how to use data protocals with the data platforms for early intervention purposes as a way to problem solve students who need extra support at the tier I level.	Grade-level leads	August/September 2023	In Progress
Action Step 4	Grade-level leads walk teachers through data pulses multiples times per month for early tier I interventions around academics or SEL.	Grade-level leads, counselors	September 2023-May 2024	Not Started
Action Step 5	Students identified in data pulses who need addtional support at a	MTSS leads, counselors	September 2023-May	Not Started
Implementation Milestone 3	Restorative Practices and targeted discipline interventions are occuring for all students but specifically focusing on Black and diverse learning students.	Restorative Justice Committee and discipline team	June 2024	In Progress
Action Step 1	Convene a group of student fellows for a summer intensive focused on learning, researching, and community building around existing disciplinary policies and procedures and best practices for restorative justice.	Restorative Justice Commitee	June 2023	Completed
Action Step 2	Host a fellow-led summit with North Grand (NGHS) administrators and disciplinary team during which students present their learning and propose next steps	Restorative Justice Commitee, Discipline Team, Administrators	August 2023	Completed
Action Step 3	Research, design, and create the framework for a student-led restorative justice program	Restorative Justice Commitee, Discipline Team, Administrators	September 2023-May 2024	Not Started
Action Step 4	Recruit NG stakeholders--administrators, discipline team members, families, neighbors, and community partners--to support the creation of and provide feedback on the restorative justice program.	Restorative Justice Commitee, Discipline Team, Administrators	September 2023-May 2024	Not Started
Action Step 5	Based on the work of the restorative justice commitee and discipline team, plan for the pilot of the student led restorative just program for school year 2024-2025.	Restorative Justice Commitee, Discipline Team, Administrators	April-May 2024	Not Started

Connectedness & Wellbeing

Implementation Milestone 4	North-Grand is focused on increasing participation of Black and DL st		June 2023	Not Started
Action Step 1	The Social commitee was formed to increase student engagement across extra-curricular activities for the coming school year including student participants.	Social Commitee	August 2023	Completed
Action Step 2	Social commitee with the help of students will plan school wide events aimed at student interests and post secondary aspirations, with the hope of targeting our priority groups of Black and DL students.	Social Commitee	September 2023-May 2024	In Progress
Action Step 3	Adminstrators, steam specialists, counselors, and social commitee are targeting increased family participation in school wide events such as grade-level family nights, post secondary nights, academic award nights,college trips, STEAM fest, identity night, music and theatrical performances and sporting events	Adminstrators, steam specialists, counselors, social commitee	September 2023-May 2024	Not Started
Action Step 4	Administrators, steam specialists, counselors, social commitee, and students will reflect on overall participation in school-wide events and set goasl for the 2024-2025 school year.	Adminstrators, steam specialists, counselors, social commitee	May 2024	Not Started
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	NG staff will feel equipped to process SEL and academic data to support students--specifically our priority groups of Black and DL students--to implement tier I SEL and academic interventions in the classroom. NG will pilot the restorative justice program with the help of adminsitrators and the discipline team to implement restorative justice on a school wide level.
SY26 Anticipated Milestones	NG staff will feel equipped to process SEL and academic data to supports students--specfically our priority groups of Black and DL students--to implement a larger bank of tier I SEL and academic interventions in the classroom. NG will pilot a restorative justice class with curriculum co-designed by students and iterate and grow the student led restorative just program. Students will lead their own social commitee that will engage in work to recruit and utilize their voices to build activities throughout the school year that align with their interests.

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
Because of greater focus on tier I SEL interventions and community building we will see a reduction in disruptive behaviors by 3 percent each year specifically for our Black and DL students.	Yes	Reduction in OSS per 100	Students with an IEP	34%	31%	28%	25%
			African American	20%	17%	14%	11%
Because of early intervention and strategic use of data protocals targeting grades, attendance and behavior we will see an increase of percentage of students on track in both 9th and 10th grade by 3 percent annually.	Yes	9th and 10th Grade On Track	Students with an IEP	88%-Freshmen 74%-Sophomores	91%-Freshmen 77%- Sophomores	94%-Freshmen 80%- Sophomores	94%-Freshmen 83% Sophomores
			African American	82%- Freshmen 78%-Sophomores	85%-Freshmen 81%-Sophomores	88%-Freshmen 84%-Sophomores	91% Sophomores 87% Sophomores

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	The Student Support Branch has outline professional learning for the grade-level teams and MTSS team that includes an intentional focus of tier I SEL and academic interventions. The SEL tier I practices will focus on circles and empathy interviews which will then be incorporated into the classrooms in all content areas. In addtion, student support branch will model how to use an internal data platform for early interverntion purposes to assist students need more support.	The Student Support Branch will continue to assist in the implementation process of tier I SEL interventions in the classroom and progress monitor how these actions are contributing to students feeling more connected to NG. The Behavior Health Team will continue to provide tier II and tier III SEL supports to students and progress monitor their plans using Branching Minds.	The Student Support Branch will continue to assist in the implementation process of tier I SEL interventions in the classroom and progress monitor how these actiosn are contributing to students feeling more conencted to NG. The Behavior Health team will continue to provide tier II and tier II SEL interventions and progress monitor them in Branching Minds.

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

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

Connectedness & Wellbeing

C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Student support branch of ILT has equipped GLT leads with circle practices and empathy interviews that they will model to their GLT team so all teacher community member and engage in such activities in their classrooms. The restorative justice commitee will learn about restorative practices and share their learnings with students and staff.	Teachers will engage in circle practice and empathy interviews on a weekly basis in their classroom as part of tier I SEL instruction for all students. Grade-level teams will use the internal data platform with fidelity to provide interventions to students who need additional support. Restorative justice commitee will pilot the restorative justice program aimed at engaging at least 100 new students in the restorative justice program through the club, professional development sessions, or other related activities.	Teachers will engage in circle practice and empathy interviews on a weekly basis and or other tier I SEL strategies for all students. Grade-level teams will use the internal data platform with fidelity to provide interventions to students who need more SEL support. The restorative justice program will be aimed at targeting 300 students and teachers will now lead restorative questioning and peace circles within their classroom spaces.
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.	NG Social Commitee has engaged in planning and implementing school year events by involving member of our prority groups to support in the decision making process. Engagement events and opportunities has been designed based on student interest that will support thier participation in school.	NG Social Commetee will continue to plan and invite members of prority group to colloborate on events and activities throughout the school year. Student will support in recuitment and collecting student voices to align enagement opportunities with thier interet	NG Social Commetee will continue to plan and invite members of prority groups to colloborate on events and activities throught the school years. Students will engage in leading Social Commitee and will support with recuitment and collecting student voices to align enagement opportunities with thier interet.

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
Because of greater focus on tier I SEL interventions and community building we will see a reduction in disruptive behaivors by 3 percent each year specifically for our Black and DL students.	Reduction in OSS per 100	Students with an IEP	34%	31%	Select Status	Select Status	Select Status	Select Status
		African American	20%	17%	Select Status	Select Status	Select Status	Select Status
Because of early intervention and strategic use of data protocals targeting grades, attendance and behavior we will see an increase of percentage of students on track in both 9th and 10th grade by 3 percent annually.	9th and 10th Grade On Track	Students with an IEP	88%-Freshmen 74%-Sophomores	91%-Freshmen 77%-Sophomores	Select Status	Select Status	Select Status	Select Status
		African American	82%-Freshmen 78%-Sophomores	85%-Freshmen 81%-Sophomores	Select Status	Select Status	Select Status	Select Status

Practice Goals / Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	The Student Support Branch has outline professional learning for the grade-level teams and MTSS team that includes an intentional focus of tier I SEL and academic interventions. The SEL tier I practices will focus on circles and empathy interviews which will then be incorporated into the classrooms in all content areas. In addtion, student support branch will model how to use an internal data platform for early interverntion purposes to assist students need more support.	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Student support branch of ILT has equipped GLT leads with circle practices and empathy interviews that they will model to their GLT team so all teacher community member and engage in such activities in their classrooms. The restorative justice commitee will learn about restorative practices and share their learnings with students and staff.	Select Status	Select Status	Select Status	Select Status
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	NG Social Commitee has engaged in planning and implementing school year events by involving member of our prority groups to support in the decision making process. Engagement events and opportunities has been designed based on student interest that will support thier participation in school.	Select Status	Select Status	Select Status	Select Status

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

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

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

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

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

Select a Goal

Select a Goal

Select a Goal

If Checked:	☑	**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.

Funds will be utilized to pay for parent training/education related to our priorities around instruction, connectedness and wellbing, and post-secondary success. Parents will select funds aligned to our priorities based on their needs and interests. Funding has been allocated for them to do this. Parents decide how the PAC funds are utlized, as aligned to the priorities, and are provided updates on funding available at each PAC meeting.

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