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 ✍
Michelle Kopke	AP	mrzuhlke@cps.edu
Matthew Daw	Teacher Leader	mrdaw@cps.edu
Elizabeth Mourtokokis	Principal	emmatschke@cps.edu
Allison Hinze	Teacher Leader	ahinze@cps.edu
Pearl Watson	Teacher Leader	plwatson3@cps.edu
Giana Amato	Teacher Leader	gramato1@cps.edu
Deirdre Tunney	Teacher Leader	dtunney@cps.edu
Jason Ruiz	Parent	jasonruiz78@live.com
Karren Ray	LSC Member	karren.ray1@gmail.com
Carri Annunzio	Postsecondary Lead	kcartina@cps.edu
Lisa Anderson	Curriculum & Instruction Lead	llanderson4@cps.edu
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	7/6/23	7/6/23
Reflection: Curriculum & Instruction (Instructional Core)	6/30/23	7/6/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/30/23	7/6/23
Reflection: Connectedness & Wellbeing	6/30/23	7/6/23
Reflection: Postsecondary Success	8/1/23	9/15/23
Reflection: Partnerships & Engagement	8/1/23	8/30/23
Priorities	7/6/23	7/30/23
Root Cause	7/6/23	7/30/23
Theory of Acton	7/6/23	7/30/23
Implementation Plans	7/20/23	8/1/23
Goals	7/1/23	7/30/23
Fund Compliance	7/15/23	8/1/23
Parent & Family Plan	8/1/23	8/30/23
Approval	9/12/23	9/12/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/20/2023
Quarter 2	12/5/2023
Quarter 3	2/13/2024
Quarter 4	5/7/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

Curriculum & Instruction

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Our teachers have access to high quality materials because we as a school prioritize it. Though the District provides a limited amount of Unique Curriculum, we purchase the remaining. Many of our teachers require both the High School and Transition curriculum as well as N2Y and symbolstix. As far as culturally responsive curriculum, CPS rolled out Skyline which we at NLC can't take advantage of because they did not significantly modify it. Our teacher create their lessons with a culturally responsive lens. The metric we will focus on will be Learning Walk data. We will conduct 4 learning walks per year, 1 per quarter.	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
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** Formative assessments are stronger than our summative assessments. ILT continues to work on this throughout the school year. Unique Learning and N2Y are evidence-based curriculums with assessments. In addition, curriculum-based intstruction for the loq incidence population is best practice. When looking at the reference document, Skyline is not applicable for our students with signficant disabilities. Teachers found department meetings to be meaningful and relevant. Teachers expressed the need for additional training in Behavior Management, Paraprofessional Management, AAC Training, Safety Care, Team Building and Mental Health.	
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		
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?** ILT is working to align our curriculum and work to signifcantly modify the Skyline curriculum and other evidence-based curriculums. We are looking to make instruction meaningful, functional and culturally responsive for our students.	

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.

Skyline curriculum is not accessible for our students.

Inclusive & Supportive Learning Environment

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	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	We do a version of MTSS at NLC. Our BHT meets weekly to assist in progress monitoring and supporting various interventions to assist with student behavior. We work as a team, SPED teachers, paraprofessionals, BHT, clinicians to collect data and assess interventions and modifications needed for our identified students to be successful.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		MTSS Integrity Memo		

Yes	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	Quality Indicators of Specially Designed Curriculum
			EL Program Review Tool

What is the feedback from your stakeholders?

Students are truly receiving instruction in their Least Restrictive Environment at NLC. Students participate in Community-based instruction on a weekly basis and get to have practical, real-life experiences among their non-disabled peers.

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES / EL Placement Recommendation Tool HS
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

What, 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 feel as though this is an area of strength. Going forward we will continue to monitor and support in order to provide all staff the necessary resources to create and maintain inclusive and supportive learning environments.

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.

Student centered issue has been when a child is incorrectly placed at Northside Learning Center and require much more intensive supports than what NLC can provide. When a problem arises where a student behavior is negatively impacting the other students in the class, our team takes data for 6-8 weeks to see if this is their correct LRE or if there are supports that can be implemented within their current environment to promote safety and learning.

Connectedness & Wellbeing

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure	Students with siginficant disabilities do not have access to OST as OST does not provide transporation home. At NLC 100% of our students are bused to and from school and are not able to transport themselves on their own.	% 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
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Increase Average Daily Attendance; Increased Attendance for Chronically Absent Students; Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
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.			Cultivate (Belonging & Identity); Staff trained on alternatives to exclusionary discipline (School Level Data); Enrichment Program Participation: Enrollment & Attendance

What is the feedback from your stakeholders?

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

Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

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.

With our population, it is the parent or guardian who is not sending the student to school. ✍️
It may be due to behavior, wheelchair issues, they are scared their child will have a medical emergency at school. This can be difficult for the NLC team to navigate. However, we conduct home visits and meet face to face with parents to develop a plan of re-entry.

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] ✍️

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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)

References

What are the takeaways after the review of metrics?

Metrics

Rating	Practice	References
N/A	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)
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans
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
Select Rating	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
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
N/A	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

"The purpose of the C4 project is to create equitable access to ✍️ quality college and career instruction across the district starting in 6th grade! In order for a district wide curriculum to accomplish this ambitious goal, the curriculum needed to be grounded in CPS-designed, industry-vetted student competencies. These competencies are the knowledge, skills, abilities, and behaviors that students need to successfully access and persist in their postsecondary pathways"- CPS should watch the language of "equitable access for college and career instruction district wide." If this was equitable, our students with significant disabilties would have access to it as well.

What is the feedback from your stakeholders?

CPS should offer significantly modified curriculum. If they roll ✍️ out in writing that things are district-wide and for ALL students, it should include our low incidence population as well. Otherwise they are not seen as people or students and that is extremely hurtful.

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] ✍️

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)

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.

Businesses do not want to hire adults with disabilities. ✍️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	A student council will be developed in SY24 to encourage and enhance student voice. ✍️	Cultivate
Yes	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
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		5E: Involved Families

Additional metrics listed:

- 5E: Supportive Environment
- Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)
- Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
- Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

NLC has 65 partners in and across the city of Chicago. NLC prides itself on the ability to establish and sustain partnerships in order to provide our student population with rich and functional educational experiences. ✍️

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

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

What, 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] ✍️

Partnership & Engagement

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

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

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

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

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.

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

What are the takeaways after the review of metrics?

Our teachers have access to high quality materials because we as a school prioritize it. Though the District provides a limited amount of Unique Curriculum, we purchase the remaining. Many of our teachers require both the High School and Transition curriculum as well as N2Y and symbolstix. As far as culturally responsive curriculum, CPS rolled out Skyline which we at NLC can't take advantage of because they did not significantly modify it. Our teacher create their lessons with a culturally responsive lens.

The metric we will focus on will be Learning Walk data. We will conduct 4 learning walks per year, 1 per quarter.

What is the feedback from your stakeholders?

Formative assessments are stronger than our summative assessments. ILT continues to work on this throughout the school year.

Unique Learning and N2Y are evidence-based curriculums with assessments. In addition, curriculum-based intstruction for the log incidence population is best practice. When looking at the reference document, Skyline is not applicable for our students with signficant disabilities. Teachers found department meetings to be meaningful and relevant. Teachers expressed the need for additional training in Behavior Management, Paraprofessional Management, AAC Training, Safety Care, Team Building and Mental Health.

What student-centered problems have surfaced during this reflection?

Skyline curriculum is not accessible for our students.

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?

ILT is working to align our curriculum and work to signifcantly modify the Skyline and other evidence-based curriculums. We are looking to make instruction meaningful, functional and culturally responsive for our students.

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Determine Priorities

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

Students...

struggle presenting their knowledge. This can be due to varying levels of executive functioning skills, their expressive and receptive language ability, writing capability, etc.

Resources:

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

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

As adults in the building, we...

will work to create and differentiate assessment to enhance avenues for which students demonstrate their knoweldge.

Resources:

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

provide teachers and staff the opportunity to participate in Rigor walks with DOK in mind, resources in hand and an opportunity to debrief as a faculty

Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

Curriculum & Instruction

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

then we see....

an alignment in differentiated assessments among content area ✍️

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...

students' ability to demonstrate their knowledge in a way that best meets their unique abilities. ✍️

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 ✍️

Teaching faculty & administration

Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	2/13/2024
Q2	12/5/2023	Q4	5/7/2024

SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1 By the begining of the year PD, leadership staff will host PD on DOK during first 2 days of professional development for teachers with 100% of teachers present for professional development tasks.	Lisa Anderson	8/15/23	In Progress
Action Step 1 Gathering resources around DOK	ILT & Lisa Anderson	7/30/23	In Progress
Action Step 2 Creating PowerPoint presentation and materials for staff	Lisa Anderson	8/4/23	Not Started
Action Step 3 Review presentation and materials with admin	Lisa Anderson & Admin	8/14/23	Not Started
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 2 ILT will conduct DOK focused learning walks to improve classroom rigor which is measured utilizing DOK rubric with 85% of the staff indicating one growth area within the DOK framework using google forms.	ILT Teachers Admin	1/9/24	Not Started
Action Step 1 ILT establishes dates of each learning walk per quarter	ILT	8/30/23	In Progress
Action Step 2 After BOY PD, teachers have DOK Rubric and materials	ILT & Admin	8/15/23	Not Started
Action Step 3 ILT will debrief with teachers immediately following Learning Walks	ILT	10/15/23	Not Started
Action Step 4 ILT will send out Google Survey following each Learning Walk	ILT	10/15/23	Not Started
Action Step 5			Select Status
Implementation Milestone 3 After the conclusion of Rigor Walks, ILT will debrief with faculty to discuss and plan for PDs for SY25	ILT & Admin	5/30/24	Not Started
Action Step 1 Analyze Google Survey Data	ILT & Admin	5/15/24	Not Started
Action Step 2 Send out recap of data to faculty	ILT & Admin	5/30/24	Not Started
Action Step 3 Gather faculty input on needed PD for next SY	ILT & Admin	6/5/24	Not Started
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	By SY25, NLC teachers will have improved understanding of DOK and rigor within their classroom to be able to create and differentiate their assessments.	✍️
SY26 Anticipated Milestones	By SY26, administration will see clear differentiated student assessments which will lead to students demonstrating their knoweldge of content in a matter that works for them.	✍️

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	Numerical Targets [Optional] ✍️		
					SY24	SY25	SY26
80% of classrooms visited are moving past retrieval based on DOK rubric	Yes	Other	Overall				
			Students with an IEP				
	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
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.	Teacher leader conducts PD to teaching staff regarding DOK and rubric to be utilized during Learning Walks. After each learning walk, teachers and admin will debrief	ILT and Admin will work with teachers to enhance formative assessments that are differentiated. Admin will require these assessments to be uploaded in each unit plan.	Teachers will collaborate with other grade bands to create differentiated assessments that build upon previous years and assess necessary requisit skills for the next school year.
C&I:4 The ILT leads instructional improvement through distributed leadership.	Teachers will complete GoogleSurveys based on DOK. ILT will collect and analyze data gathered by google survey.	ILT and Admin will work with teachers to enhance formative assessments that are differentiated. Admin will require these assessments to be uploaded in each unit plan.	Teachers will collaborate with other grade bands to create differentiated assessments that build upon previous years and assess necessary requisit skills for the next school year.
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
80% of classrooms visited are moving past retrieval based on DOK rubric	Other	Overall			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			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

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

Curriculum & Instruction

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.	Teacher leader conducts PD to teaching staff regarding DOK and rubric to be utilized during Learning Walks. After each learning walk, teachers and admin will debrief	*Select Status*	*Select Status*	*Select Status*	*Select Status*
C&I:4 The ILT leads instructional improvement through distributed leadership.	Teachers will complete GoogleSurveys based on DOK. ILT will collect and analyze data gathered by google survey.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

Postsecondary Success

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

N/A	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
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).
Select Rating	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
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).
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).

What are the takeaways after the review of metrics?

"The purpose of the C4 project is to create equitable access to quality college and career instruction across the district starting in 6th grade! In order for a district wide curriculum to accomplish this ambitious goal, the curriculum needed to be grounded in CPS-designed, industry-vetted student competencies. These competencies are the knowledge, skills, abilities, and behaviors that students need to successfully access and persist in their postsecondary pathways"- CPS should watch the language of "equitable access for college and career instruction district wide." If this was equitable, our students with significant disabilties would have access to it as well.

What is the feedback from your stakeholders?

CPS should offer significantly modified curriculum. If they roll out in writing that things are district-wide and for ALL students, it should include our low incidence population as well. Otherwise they are not seen as people or students and that is extremely hurtful.

What student-centered problems have surfaced during this reflection?

Businesses do not want to hire adults with disabilities.

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]

Return to Top — Determine Priorities

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

Students...

will participate in student interest inventories at least three times per year that is geared toward functional and practical real-life experiences and job opportunities.

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...

will norm an interest inventory across the building.

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....

norm an interest inventory across the entire building

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

Postsecondary Success

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....

students thinking practically and realistically about jobs they can obtain in their future ✍

which leads to...

students thinking practically and know their skillsets and interests to guide their future career pathway as staff assist with facilitation of career exploration opportunities. ✍

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 ✍

CIWP Team

Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	2/13/2024
Q2	12/5/2023	Q4	5/7/2024

	SY24 Implementation Milestones & Action Steps ✍	**Who** ✍	**By When** ✍	**Progress Monitoring**
Implementation Milestone 1	CIWP team presents normed Interest Inventory during Staff Professional Development with 100% of teachers present for professional development tasks.	CIWP Team	8/17/23	Not Started
Action Step 1	Create normed student interest inventory	CIWP Team	7/31/23	In Progress
Action Step 2	Create presentation regarding student interest inventory distribution and rollout to staff	CIWP Team	8/1/23	Not Started
Action Step 3	Adding the Interest inventory onto the NLC Functional Assessment	CIWP Team	8/5/23	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	At semester, CIWP team will conduct check in with faculty on implementation on normed student interest inventory with 100% of staff completing the inventory as a part of their NLC Functional Assessment.	CIWP Team		Not Started
Action Step 1	During PD day, CIWP team will check in with staff to ensure implementation on student interst inventory	CIWP Team	12/22/23	Not Started
Action Step 2	CIWP team will assist any teacher who was unable to administer the student interest inventory for BOY	CIWP Team	12/22/23	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	End of Year, CIWP team will send out survey to faculty to receive feedback of any proposed changes on the student interest inventory to 100% of staff.	CIWP Team	5/25/24	Not Started
Action Step 1	CIWP team will develop survey	CIWP Team	5/1/24	Not Started
Action Step 2	CIWP Team will review results	CIWP TEam	5/30/24	Not Started
Action Step 3	CIWP Team will make edits to Interest inventory	CIWP TEam	6/5/24	Not Started
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	CIWP Team will make necessary edits to normed Student Interest Inventory to roll-out at the top of the school year.	✍

| SY26 Anticipated Milestones | Utilize the student interest inventory data to inform staff when reaching out to community businesses to build more partnerships that are reflective of student career interests. | ✏️ |

Return to Top — Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
After students complete the BOY, MOY and EOY student interest inventory, 80% will have chosen a realistic career pathway	Yes	Other	Overall				
			Students with an IEP				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Numerical Targets [Optional] ✏️

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	**SY25**	**SY26**
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CIWP team develops normed interst inventory to staff as part of the NLC functional assessment	CIWP team analyzes data from faculty survey and edits student interest inventory as necessary	CIWP team analyzes student data from BOY, MOY and EOY to best drive our community-based instruction based on student interest.
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
After students complete the BOY, MOY and EOY student interest inventory, 80% will have chosen a realistic career pathway	Other	Overall			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Postsecondary Success

Select Metric

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
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.	CIWP team develops normed interst inventory to staff as part of the	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

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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

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

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

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

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

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

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

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

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

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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	Other: After students complete the BOY, MOY and EOY student interest ...	**Overall**				
		Students with an IEP				
Required Reading Goal	Select a Goal					
Optional 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.**
No action needed		**(Continue to Approval)**

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.

The priority area around parent engangement and skill development is curriculum and instruction priority. At parent teacher conferences aligning curriculum, how the curriculum is differentiated to meet the needs of the child and assessment will be discussed and communicated to each parent. The other academic priority area is post secondary successes in which our counselor will host parents of transition aged students to go together and visit various workshops, day programs, park district special recreation programs and residential faciities to best inform our parents of what the state has to offer post-secondary for our students with significant disabilities.

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