

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Patricia Stuber	Principal	prodriguez2@cps.edu
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Chris Mourtokokis	Inclusive & Supportive Learning Lead	cmourtokokis@cps.edu
Molly Zinchuk	Inclusive & Supportive Learning Lead	MZinchuk@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	5/8/23	7/13/23
Reflection: Curriculum & Instruction (Instructional Core)	5/8/23	8/4/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/8/23	8/4/23
Reflection: Connectedness & Wellbeing	6/30/23	8/4/23
Reflection: Postsecondary Success	6/30/23	8/4/23
Reflection: Partnerships & Engagement	6/30/23	8/4/23
Priorities	6/8/23	8/18/23
Root Cause	8/4/23	8/18/23
Theory of Acton	8/4/23	9/15/23
Implementation Plans	8/4/23	9/15/23
Goals	8/4/23	9/15/23
Fund Compliance	8/31/23	9/8/23
Parent & Family Plan	8/21/23	9/8/23
Approval	9/13/23	9/15/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/27/23
Quarter 2	12/5/23
Quarter 3	2/9/24
Quarter 4	5/30/24

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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
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
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

Reach evaluations demonstrate an area of growth in assessment both in planning and implementation. Relatedly the grade data illustrates a gap in performance in specific groups (black males, Latinx males and females and DL students) which is also apparent in the PSAT data.

What is the feedback from your stakeholders?

Students and parents have indicated that there is inconsistency in grading and academic workload expectations in similar grade level courses.

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 have school priorities regarding equitable and culturally responsive grading practices as well as a commitment to implement responsive classroom policies. As a result, we have increased our student support structures as well as the student's sense of belonging. We have needed some support in naming instructional priorities that will hold us accountable to this goal.

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

What student-centered problems have surfaced during this reflection?

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

Students are experiencing inconsistencies in grading practices and are not receiving timely and in some cases, individual feedback on skill gaps or growth.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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

Overall, upon reviewing a major takeaway suggest that the school teams are committed to ensuring that the MTSS framework aligns with the principles of equity and collaboration. We as a school have been working toward continuous MTSS improvement for all areas of instructional growth.

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

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.	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

Overall, the feedback suggests that stakeholders are committed to providing an inclusive and supportive educational environment for students with diverse needs. The team is working to ensure that students are included in general education settings whenever appropriate, and that their IEPs are effectively implemented, and that the educational experience meets the educational requirements for every student.

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?

There is the scope and sequencing of academic language that students are expected to use as they move through content and different grade levels. Additionally, the overall impact of the efforts made towards our DL/ELL students to provide targeted language support, aligning language learning with subject content, to ensure that DLs/ELs receive appropriate and specialized instruction.

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

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

Students do not feel supported when they are not performing similarly to their peers. Moreover, the school teams can improve intervention structures, and classrooms can focus on differentiation instruction and streamlining cognitive demand in the classrooms to support all students.

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

Using the associated references, is this practice consistently implemented?	References
Partially	BHT Key Component Assessment SEL Teaming Structure
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.

What are the takeaways after the review of metrics?

The school is actively working and investing in student well-being, connectedness, and holistic development. The implementation of various teams, supports, and practices demonstrates a commitment to creating a positive school culture and providing students with the tools they need to thrive academically and emotionally.

What is the feedback from your stakeholders?

Based on the feedback shared from our stakeholders there is a need to focus on additional supports for those who might face challenges related to attendance or extended absences. We recognize there is a need to address attendance challenges and implement strategies to ensure that our students who have faced absences or chronic absenteeism can re-engage with their education effectively and smoothly.

- Metrics**
- [% of Students receiving Tier 2/3 interventions meeting targets](#)
 - [Reduction in OSS per 100](#)
 - [Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)
 - [Access to OST](#)
 - [Increase Average Daily Attendance](#)
 - [Increased Attendance for Chronically Absent Students](#)
 - [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
 - [Cultivate \(Belonging & Identity\)](#)
 - Staff trained on alternatives to exclusionary discipline (School Level Data)
 - [Enrichment Program Participation: Enrollment & Attendance](#)

Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		
What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?	
The student centered problems that have surfaced during this reflection, will likely be address through targeted strategies and interventions to improve equity, access, engagement, and support for all students.		In summary, our school will work on ongoing improvement efforts to ensure equitable access to enrichment programs and address attendance challenges. These efforts contribute to an inclusive and supportive learning environment, potentially reducing barriers for students from opportunities. The impact can be seen in increased engagement, attendance improvement, and the enhanced educational experience for all students.	

[Student Voice Infrastructure](#)
[Reduction in number of students with dropout codes at EOY](#)

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	College and Career Competency Curriculum (C4)	Do we have a high graduation rate for students? But there is a difference between students choosing AP classes and taking AP classes. For example, AP classes are at least likely to be selected by low-income or black male students. It would be interesting to see why? From a post-secondary perspective, are there other ways to support students to take advanced-level courses?	Graduation Rate
Yes	Individualized Learning Plans		Program Inquiry: Programs/participation/attainment rates of % of ECCC
Yes	Work Based Learning Toolkit		3 - 8 On Track
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).		Learn, Plan, Succeed
Partially	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		% of KPIs Completed (12th Grade)
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).		College Enrollment and Persistence Rate
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).		9th and 10th Grade On Track
What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		What is the feedback from your stakeholders? Have post-secondary conversations matched your goals and plans?	Cultivate (Relevance to the Future)
A potential problem with AP enrollment for low-income students. Potential problem with post-secondary conversations.		If yes, what supports worked for you? If no, what would you prefer post-secondary conversations included?	Freshmen Connection Programs Offered (School Level Data)
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?		Our school priorities are based on the previous CIWP, which focused on post-secondary plans for targeted student groups. This priority was created to increase equitable post-secondary practices. As a result, we have increased AP enrollment numbers and have maintained our graduation rate. While we will continue to maintain equitable post secondary support plans, we also recognize that in order to increase more equitable school-wide policies we should also focus on equitable instructional practices as well.	

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

A potential problem with AP enrollment for low-income students. Potential problem with post-secondary conversations.

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>We have improved our parent engagement and partnerships with families, especially because we have listened to stakeholder feedback. We have made an effort to engage with families who live farthest from the building, but recognize that this is a growth area. 🍌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Yes	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>Stakeholders have appreciated the increase in communication as well as how streamlined it is. However, we have heard that it would be great to increase participation and engagement with families that do not live that close to the school. 🍌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>If parents are not able to engage with the community, students are more likely to lack a sense of belonging within the school as well. 🍌</p>		<p>We have had community events in multiple areas of the city, but participation has been low. We are creating a parent engagement survey to get feedback on how we can increase at home partnerships. 🍌</p>	

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.
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?

Reach evaluations demonstrate an area of growth in assessment both in planning and implementation. Relatedly the grade data illustrates a gap in performance in specific groups (black males, Latinx males and females and DL students) which is also apparent in the PSAT data.

What is the feedback from your stakeholders?

Students and parents have indicated that there is inconsistency in grading and academic workload expectations in similar grade level courses.

What student-centered problems have surfaced during this reflection?

Students are experiencing inconsistencies in grading practices and are not receiving timely and in some cases, individual feedback on skill gaps or growth.

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?

We have school priorities regarding equitable and culturally responsive grading practices as well as a commitment to implement responsive classroom policies. As a result, we have increased our student support structures as well as the student's sense of belonging. We have needed some support in naming instructional priorities that will hold us accountable to this goal.

Return to Top Determine Priorities

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

Students... who identify in specific groups (black males, Latinx males and females and DL students) account for a disproportionate number of failing grades as illustrated in the grade data. Similarly, these same students do not meet benchmarks at the same rate as their peers as illustrated in the PSAT data.

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... have not adapted to the needs of our current student population. We are not addressing student learning gaps as they come up during a day-to-day lessons and during a unit. Our assessment practices are not informing instruction as well as they should. We adults are making assumptions about students' prior knowledge and skills acquisition. Those baseline levels of skills may not be present in all students. We adults are not meeting students where they are at and with the skills that they bring. Our support systems are not aligned with student needs and availability (e.g. study tables after school).

Resources:

[5 Whys Root Cause Protocol](#)

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

Return to Top Theory of Action

What is your Theory of Action?

If we... regularly analyze grades as course teams and departments and use the data as feedback to inform our instruction

Resources:

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

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

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

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

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

then we see....

targeted instructional moves to support students that are failing or have a lower grades than their peers



which leads to...

a decrease in D's and F's for black males, Latinx males and females, and DL students, and a common language for formative assessments and grades in department and course teams.



[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

Administration and Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1 10/27/23

Q3 2/9/24

Q2 12/5/23

Q4 5/30/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1	Create protocols for common pre-assessments/formative assessment tasks to inform instruction and track student progress.	departments & course teams	June 2024	Select Status
Action Step 1	Departments/course teams define common assessment practices	departments & course teams	Sept./Oct. 2023	Select Status
Action Step 2	Department/course teams collect baseline data on pre-assessments/assessments	departments & course teams	Sept./Oct. 2023	Select Status
Action Step 3	Department/course teams reflect on how formative assessments impact practice	departments & course teams	Sept./Oct. 2023	Select Status
Action Step 4	LT and Admin select protocols for pre-assessments	Admin and ILT	Sept./Oct. 2023	Select Status
Action Step 5	Course teams use assessment protocols to gauge and name a shift in classroom practice for the year	departments & course teams	Q2, Q3, and Q4	Select Status
Implementation Milestone 2	Create protocols for course team grade analysis	departments & course teams	June 2024	Select Status
Action Step 1	Admin supports ILT in creating team dynamics that support adult learning environment	Admin and ILT	Fall of 2023	Select Status
Action Step 2	Admin supports chairs in leadership capacity and facilitation goals	Admin and ILT	Fall of 2023	Select Status
Action Step 3	Admin and ILT review how to select a protocol	Admin and ILT	Fall of 2023	Select Status
Action Step 4	Departments choose protocol for analyzing formative assessments	departments & course teams	Fall of 2023	Select Status
Action Step 5	Departments and course teams use protocol to determine strategies to use in the classroom and to implement one strategy in the classroom (see Action step, milestone 3)			Select Status
Implementation Milestone 3	Decrease failing grades among target groups (African American/LatinX/DL)	Teachers, MLT, BHT, Counseling	June 2024	Select Status
Action Step 1	ILT regularly examines grade data	Admin and ILT	June of 2024	Select Status
Action Step 2	Course Teams will use grade and assessment data to make targeted instructional moves such as implementing reteaching of skills, providing tier one supports, and/or providing multiple opportunities for students to retake assessments.	departments & course teams	Q1, Q2	Select Status
Action Step 3	Course teams will utilize self-reflection of classroom practices to bring the students forward in their learning instead of working from assumptions.	departments & course teams	Q2 and Q3	Select Status
Action Step 4	ILT will use course team data, reflections, and lessons learned to create SY25 goals	ILT, departments, and admin	Q4	Select Status
Action Step 5				Select Status
Implementation Milestone 4	Utilize PSAT data to gauge and analyze skill development of targeted groups and make intervention or instructional plans	Teachers, MLT, BHT, Counseling	June 2024	Select Status
Action Step 1	ILT regularly examines PSAT/Data	Admin and ILT	Q2 2023	Select Status
Action Step 2	Create math and ELA intervention blocks based on scores	English and Math departments	Q2 and Q3	Select Status
Action Step 3	ILT looks at intervention data and skills analysis to inform instruction	Admin and ILT	Q3	Select Status
Action Step 4	Course implements shifts to instruction such as implementing reteaching of skills and/or providing tier one supports	Admin and ILT	Spring 2024	Select Status
Action Step 5	ILT analyzes spring P/SAT data to inform SY25 performance and practice goals	Admin and ILT	Spring 2024	Select Status

SY25 Anticipated Milestones	<ul style="list-style-type: none"> - Continue pre-assessment creation to encompass all units and begin the articulation of competency taking into account vertical alignment - Design a set of instructional solutions based on analysis and begin to implement them in our courses. - Development of a comprehensive school counseling curriculum for all grade levels. - Design a set of curriculum solutions based on analysis and begin to implement them in our courses. 	
SY26 Anticipated Milestones	<ul style="list-style-type: none"> - Compare SY24 and SY25 date - adjust solutions based on data, implement and at the end of the year review data. - SY24 and SY25 date - adjust solutions based on data, implement and at the end of the year review data. - Begin formal articulation of competency for each unit/concept across the core sequence (physics, chem., bio) in order to identify opportunities for differentiated instruction 	

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

Resources:

[IL-EMPOWER Goal Requirements](#)

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
decrease the amount of failures among targeted groups	Yes	Grades	Other [LatinX and African American]				
			Students with an IEP				
Decrease skills gaps as indicated by the PSAT	Yes	PSAT (Math)	Other [LatinX and African American]				
			Students with an IEP				

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: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.	create common pre-assessments	continue to create and use common pre-assessments	analyze common pre-assessments
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.	analyzing unit specific goals and grade results	make recommendations to inform instructional practices and differentiation to accommodate all learning needs	continue to implement differentiation based on current student needs
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	review formative assessment data to determine learning taking place and differentiate based on that instruction	identify specific, targeted instructional practices that will be implemented in courses based on the needs of the students	analyze impact of the changes and continue to develop differentiated instructional strategies to accommodate various learning styles in targeted groups

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

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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Jump to...	Priority Reflection	TOA Root Cause	Goal Setting Implementation Plan	Progress Monitoring	Curriculum & Instruction			
<div style="border: 1px solid black; padding: 2px;"> Select the Priority Foundation to pull over your Reflections here => </div>								
decrease the amount of failures among targeted groups	Grades	Other [LatinX and African American]			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status
Decrease skills gaps as indicated by the PSAT	PSAT (Math)	Other [LatinX and African American]			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			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: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.	create common pre-assessments	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.	analyzing unit specific goals and grade results	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	review formative assessment data to determine learning taking place and differentiate based on that instruction	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Overall, upon reviewing a major takeaway suggest that the school teams are committed to ensuring that the MTSS framework aligns with the principles of equity and collaboration. We as a school have been working toward continuous MTSS improvement for all areas of instructional growth.

What is the feedback from your stakeholders?

Overall, the feedback suggests that stakeholders are committed to providing an inclusive and supportive educational environment for students with diverse needs. The team is working to ensure that students are included in general education settings whenever appropriate, and that their IEPs are effectively implemented, and that the educational experience meets the educational requirements for every student.

What student-centered problems have surfaced during this reflection?

Students do not feel supported when they are not performing similarly to their peers. Moreover, the school teams can improve intervention structures, and classrooms can focus on differentiation instruction and streamlining cognitive demand in the classrooms to support all 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?

There is the scope and sequencing of academic language that students are expected to use as they move through content and different grade levels. Additionally, the overall impact of the efforts made towards our DL/ELL students to provide targeted language support, aligning language learning with subject content, to ensure that DLs/ELs receive appropriate and specialized instruction.

Return to Top Determine Priorities

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

Students...
 Students survey feedback indicates that the pace in courses can be too challenging and they do not know how (or feel comfortable) to ask for support from teachers.



[Determine Priorities Protocol](#)

Resources:

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...
 Need to differentiate instruction, monitor student progress and leverage team, and department structures. We need to communicate the support structures with students and families. We need to consider what we are assuming about their experiences and executive functioning skills.



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

Resources:

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....
 create transparent intervention pathways, utilize tier one support best practices (differentiation), and establish a transparent communication structure



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

Resources:

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

Inclusive & Supportive Learning Environment

then we see....

strong intervention plans and feedback loops and student centered classroom practices



which leads to...

a decrease in tier 2 and tier 3 interventions and increase in student belonging in the classroom.



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

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

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

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

[Return to Top](#)

Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Administration, Instructional Leadership Team, MTSS Team, and BHT teams

Dates for Progress Monitoring Check Ins

Q1 10/27/23

Q3 2/9/24

Q2 12/5/23

Q4 5/30/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Taking stock of current differentiation best practices	LT, Departments	12/5	Select Status
Action Step 1	Departments will engage in qualitative data collection to determine what differentiation strategies are being used	Departments	Q1 and Q2	Select Status
Action Step 2	Department chairs will share out during LT	ILT	Q2	Select Status
Action Step 3	LT will determine a classroom visit or classroom practice structure to capture additional data	ILT	Q2 and Q3	Select Status
Action Step 4	Admin will work with department chairs to support leadership capacity and facilitator moves	Admin	Throughout school year	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Staff Professional Development on differentiation so that we can start to create adult learning goals/best practices	Admin	Throughout school year	Select Status
Action Step 1	Admin will create differentiation data session at each of the principal directed PD. Main text will be Tomlinson's <i>How to Differentiate Instruction in Academically Diverse Classrooms</i>	Admin	Throughout school year	Select Status
Action Step 2	ILT will suggest best practices to share with the staff at department meetings and professional development days	Admin and ILT	Throughout school year	Select Status
Action Step 3	ILT will create an inquiry cadence to either name instructional problem or promote reflective practice.	Admin and ILT	Throughout school year	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Course teams and classroom teachers will use new learning content and structures to implement a shift in their current teaching practice	Admin, Departments	Throughout school year	Select Status
Action Step 1	Course teams and classroom teachers will examine current teaching practices to identify ways in which they have differentiate instruction and will use professional development strategies to explore ways to further differentiate.	Departments and course teams	Q1 and Q2	Select Status
Action Step 2	Course teams and classroom teachers will use professional development strategies to explore new ways to support students	Departments and course teams	Q2 and Q3	Select Status
Action Step 3	Course teams share how individual teachers differentiated instruction based on classroom data.	Departments and course teams	Q2 and Q3	Select Status
Action Step 4	Course teams will share data and analysis of from the course team data analysis with the ILT	Departments and course teams	Q3 and Q4	Select Status
Action Step 5	ILT will use course team data to implement additional professional development strategies	ILT and admin	Q3, Q4, and SY25	Select Status
Implementation Milestone 4	Increase communication of MTSS and BHT interventions structures with stakeholders	Amin, MLT, BHT		Select Status
Action Step 1	Strengthen MLT and BHT team systems and structures	Amin, MLT, BHT	Q1	Select Status
Action Step 2	Share information and data at Principal Directed PD	Amin, MLT, BHT	Throughout school year	Select Status
Action Step 3	Collect, share, and analyze tier movement data as a form of progress monitoring	Amin, MLT, BHT	Throughout school year	Select Status
Action Step 4	Share communication and feedback in the weekly updates	Amin, MLT, BHT	Throughout school year	Select Status
Action Step 5				Select Status

SY25 Anticipated Milestones	Teachers utilize at least 1 new tier one support practice and evaluate its effectiveness. Potential for departments to select a common tier one support or create professional learning communities.	
SY26 Anticipated Milestones	Teachers/departments adjust tier one supports based on evaluation of the effectiveness of the practices from SY25. Adjust communication structure accordingly, based on feedback from SY25.	

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

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Decrease the numbers of D's and F's	Yes	Grades	Overall				
			Other [BIPOC male, DL, EL]				
Increase the MTSS Tier Movement	Yes	MTSS Academic Tier Movement	Overall				
			Other [BIPOC male, DL, EL]				

Practice Goals

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

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

	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Strengthen MLT and BHT team systems and structures. Both teams will utilize team reflection protocols to strengthen progressing monitor systems and communication structures.	MTSS and BHT teams will use data and stakeholder feedback to strengthen implementation plans	MTSS and BHT team will use data to determine additional areas of growth and areas of success.
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MLT and BHT support faculty learning for tier 1-3 supports and will share data that reinforces or deepens understanding for differentiation in the classrooms	Staff can name differentiation best practices and can use Branching Minds to Progress Monitor student performance	Staff can name classroom tier 1 supports and use Branching Minds and additional support structures to support student learning.
I&S:3 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.	Staff will analyze current classroom practices to determine how such practices implicitly or explicitly reinforce barrier to a supportive learning environment.	Staff will use differential and classroom reflection protocols to progress monitor classroom support structures	Staff will seamlessly differential and classroom reflection protocols to progress monitor classroom support structures

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

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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Reflection	Root Cause	Implementation Plan	Progress Monitoring
Decrease the numbers of D's and F's	Grades		
Increase the MTSS Tier Movement	MTSS Academic Tier Movement		

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

Inclusive & Supportive Learning Environment

Overall			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
Other [BIPOC male, DL, EL]			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
Overall			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
Other [BIPOC male, DL, EL]			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Strengthen MLT and BHT team systems and structures. Both teams	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MLT and BHT support faculty learning for tier 1-3 supports and will s	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
I&S:3 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.	Staff will analyze current classroom practices to determine how such	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



<p>Select a Goal</p>					
<p>Select a Goal</p>					
<p>Select a Goal</p>					

Parent and Family Plan

If Checked:

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



Our school is a Title I school operating a Schoolwide Program

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

If Checked:

No action needed



Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)

