




CIWP Team & Schedules

[Resources](#) 

Indicators of Quality CIWP: CIWP Team



The CIWP team includes staff reflecting the diversity of student demographics and school programs.
 The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
 The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.
 The CIWP team includes parents, community members, and LSC members.
 All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name 	Role 	Email 
Fareeda Shabazz-Anderson	Principal	fjshabazz@cps.edu
Sana Ansari	AP	sansari@cps.edu
Sarah Moon-Sarudi	AP	smoon@cps.edu
Paul Arabie	AP	pjarabie@cps.edu
Kirk Halverson	Inclusive & Supportive Learning Lead	khalverson@cps.edu
Arlene Berton	Connectedness & Wellbeing Lead	amberton@cps.edu
Tiffany Batiste-Gilmore	Connectedness & Wellbeing Lead	trbatiste-gilmore@cps.edu
Scott Galson	Curriculum & Instruction Lead	sdgalson@cps.edu
Vincent Vinluan	Curriculum & Instruction Lead	vevinluan@cps.edu
Terrence Murphy	Inclusive & Supportive Learning Lead	tdmurphy1@cps.edu
Kathleen Tysiak	Curriculum & Instruction Lead	kmtysiak@cps.edu
Julie Rothschild	LSC Member	juliearothschild@gmail.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	4/13/23	4/13/23
Reflection: Curriculum & Instruction (Instructional Core)	4/13/23	4/20/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/13/23	4/20/23
Reflection: Connectedness & Wellbeing	4/20/23	5/5/23
Reflection: Postsecondary Success	4/24/23	5/5/23
Reflection: Partnerships & Engagement	4/24/23	5/5/23
Priorities	4/27/23	5/5/23
Root Cause	4/27/23	5/3/23
Theory of Acton	5/5/23	5/25/23
Implementation Plans	6/5/23	8/11/23
Goals	5/11/23	5/25/23
Fund Compliance	8/8/23	8/8/23
Parent & Family Plan	8/8/23	8/8/23
Approval	9/12/23	9/13/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates 

Quarter 1	10/19/2023
Quarter 2	12/8/2023
Quarter 3	3/20/2024
Quarter 4	5/23/2024

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](#)

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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

Yes	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
Partially	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

Broadly, curriculum is at grade level and standards aligned. However, based on observations and student survey data culturally relevant practices are inconsistent. Based on cultivate data the top three priorities for our school are:
 Priority Condition 1: Supportive Teaching
 Priority Condition 2: Classroom Community
 Priority Condition 3: Feedback for Growth

The EOS data also indicate that student sense of belonging is an area of focus for us.

What is the feedback from your stakeholders?

EOS Data: develop sense of belonging for students
 Cultivate data:
 Priority Condition 1: Supportive Teaching
 Priority Condition 2: Classroom Community
 Priority Condition 3: Feedback for Growth

Based on observation data (conducted by ILT with the DfL observation tool) - feedback is an area of growth (in the Cognition domain)

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 identify key instructional practices at Payton and areas of growth
 Establishing an assessment plan that identifies specific areas of need

- [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.

Lack of consistency with respect to learning experiences across classrooms

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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

We need to create a system where all staff are clear on the procedures and process. We need to create a menu of supports. We need to explicitly explain the process, and offer support (e.g. coaching, professional development) to address staffs' areas of growth related to the process.

The IEP team members are not making appropriate LRE decisions due to difference of philosophy in LRE decisions. School team members are following the course request from the students and parents vs. student's ability and performance matrix

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

No	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
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
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What is the feedback from your stakeholders?

Feedback from staff and overall area of growth is how to differentiate instruction given the difference in skill level. Student needs and IEP goals are not tightly aligned. 🍌

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

We are working to strengthen collaboration with co-teachers and gen ed teachers. Common planning time for co-teachers was built into the master schedule. Co-teaching models were also introduced to the whole staff. This directly impacts the learning experiences of students with IEPs. 🍌

- [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 with IEP's are underperforming in comparison with their general education peers. 🍌

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

Using the associated references, is this practice consistently implemented?	References
Partially	BHT Key Component Assessment SEL Teaming Structure Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
No	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

There is an established BHT, but we are in the process of creating a Climate and Culture Team. Additionally, we would like to add more transparency and partnership with teachers around the action steps and resolution. 🍌

What is the feedback from your stakeholders?

There is an inconsistency in the number of enrichment programs offered and the attendance of students within enrichment. Secondly, the PIP is facilitated by counselors regularly, but the resolution of the student's plan is not provided to teachers. 🍌

- 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](#)
 - [Student Voice Infrastructure](#)

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

What student-centered problems have surfaced during this reflection?

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

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

Attendance and engagement are issues that have surfaced. Some students don't feel a strong sense of belonging. 🍌

Creating more opportunities for celebration - Admitted students day, Decision day, pep rallies and school wide assemblies. We have also created an attendance team to address some of the attendance issues. 🍌

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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

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

In terms of AP access, male students are slightly behind their female counterparts in terms of AP enrollment - 82.5% and 84.5% respectively. Black male students have lowest enrollment at 50% followed by 64.5% Black female students. Hispanic males at 73.3% followed by Hispanic Female at 77.6%. Our DL students have 24.2% AP enrollment and our EL students have 10% enrollment. 🍌

What is the feedback from your stakeholders?
EOS survey data indicate that belonging is the biggest obstacle to AP enrollment. 🍌

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 has reviewed the data and identified students who would benefit from taking AP courses. In departments, teachers conduct goal setting conversations with students before programming students. Some of the work that will be done is to align coursework to AP and Dual credit courses. 🍌

- [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.

with respect to AP enrollment, EL, DL students are far below their Gen Ed peers. Black and Latin X students is subgroup that has lower percentages of AP enrollment. 🍌

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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	<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>Families are deeply involved and committed to the school's mission and vision. Parents consistently lead efforts and support the school through volunteerism and annual fundraising events. The Principal meets monthly with the school's parent committee and holds virtual meetings that are open to all parents and guardians. Families are encouraged to volunteer and support students socially, emotionally, and academically. Parents also support athletic and extracurricular events. The Principal publishes a weekly newsletter to engage and communicate with parents. Parents have the opportunity to provide feedback, ask questions, and recommend stories to be included in the newsletter. Parent groups organize coffee meet-ups, and dinner across the city, and have developed a directory where parents can contact one another and schedule carpools, etc.</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>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>Stakeholders feel that they are supported, involved, and informed about the school. Students are interested in launching a student voice community but there has been difficulty finding a sponsor to support the group.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</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.

Most issues surfaced by students include concerns about facilities (i.e., bathrooms, auditorium lights, etc). Other issues that have surfaced include questions about how teachers are supporting students in our most rigorous courses. Students want to have input on how schedules are created, etc However this is beyond their scope.

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?

For SY24 and SY25 the goal will be to develop a Student Voice Committee and develop structures where students can contribute ideas to help improve the school in a positive manner.

Jump to... [Priority Reflection](#) [TOA Root Cause](#) [Goal Setting Implementation Plan](#) [Progress Monitoring](#)

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

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Yes	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.
Partially	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.

Broadly, curriculum is at grade level and standards aligned. However, based on observations and student survey data culturally relevant practices are inconsistent. Based on cultivate data the top three priorities for our school are:
 Priority Condition 1: Supportive Teaching
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The EOS data also indicate that student sense of belonging is an area of focus for us.

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Based on observation data (conducted by ILT with the DfL observation tool) - feedback is an area of growth (in the Cognition domain)

What student-centered problems have surfaced during this reflection?

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?

Lack of consistency with respect to learning experiences across classrooms

ILT is working to identify key instructional practices at Payton and areas of growth
 Establishing an assessment plan that identifies specific areas of need

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Determine Priorities

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

Resources:

Students...

will have consistent experiences across classrooms and content areas which will provide them access to AP & Dual credit coursework.

[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?

Resources:

As adults in the building, we...

do not have a systematized approach and documentation of vertical progression of learning across all departments.

[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.

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Theory of Action

What is your Theory of Action?

If we....

Build standards aligned curriculum that is vertically aligned to AP/Dual Credit courses and culturally relevant to support positive academic identity and align all non honors curriculum to honors level courses

Resources:

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

then we see....
 more targeted instruction that engages students to grow their current level of performance in core subject areas, develops higher order thinking skills throughout their academic experience and increases student engagement, and builds a stronger sense of belonging & self-efficacy

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

which leads to...
 growth in PSAT/SAT Spring results with all students (specifically students in the "Need to Strengthen Skills" category) showing as much or more growth than their peers and a higher sense of belonging as measured by EOS and Cultivate data
 increased skills attainment overall and increased enrollment in higher-level core subject courses

[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

ILT

Dates for Progress Monitoring Check Ins

Q1 10/19/2023 Q3 3/20/2024
 Q2 12/8/2023 Q4 5/23/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	All Departments will conduct a quality review of curriculum to identify and map skills taught in Q1.	Course Teams and Department Teams	End of S2	Select Status
Action Step 1	Professional development around differentiation and instructional vs cotaught courses, accommodations vs modifications, etc.	?	End of Q1	Select Status
Action Step 2	Departments will identify essential skills, concepts and key learning in AP and Dual Credit coursework	Departments will review Rubrics	Week Zero PD	Select Status
Action Step 3	Departments will review Rubrics		Week 2	Select Status
Action Step 4	Course Teams will revise/draft unit and course maps for each unit taught in Q1.		Weeks 0-9	Select Status
Action Step 5	Course teams will meet with instructional teachers to ensure quarterly skill alignment		ongoing	Select Status
Implementation Milestone 2	All Departments will conduct a quality review of curriculum to identify and map skills taught in Q2.	Course Teams and Department Teams	End of Q2	Select Status
Action Step 1	Departments will read about culturally relevant pedagogy.	Course Teams and Department Teams	Weeks 10-18	Select Status
Action Step 2	Departments will evaluate their unit plans for culturally relevant pedagogy.		Week 10-12	Select Status
Action Step 3	Course Teams will revise/draft unit and course maps for each unit taught in Q2.		Weeks 10-18	Select Status
Action Step 4	Course teams will meet with instructional teachers to ensure quarterly skill alignment		ongoing	Select Status
Action Step 5				Select Status
Implementation Milestone 3	All Departments will conduct a quality review of curriculum to identify and map skills taught in Q3.	Course Teams and Department Teams	End of Q3	Select Status
Action Step 1	Departments will identify expertise around culturally relevant pedagogy.		Weeks 19-21	Select Status
Action Step 2	Course teams will identify and implement 1-2 culturally relevant practices or lessons into their unit plans.		Weeks 22-25	Select Status
Action Step 3	Course Teams will revise/draft unit and course maps for each unit taught in Q3.		Weeks 19-29	Select Status
Action Step 4	Course teams will meet with instructional teachers to ensure quarterly skill alignment		ongoing	Select Status
Action Step 5				Select Status
Implementation Milestone 4	All Departments will conduct a quality review of curriculum to identify and map skills taught in Q4.		End of Q4	Select Status
Action Step 1	Departments will read about culturally relevant pedagogy.		Weeks 31-33	Select Status
Action Step 2	Departments will evaluate their unit plans for culturally relevant pedagogy.		Weeks 34-36	Select Status
Action Step 3	Course Teams will revise/draft unit and course maps for each unit taught in Q4.		Weeks 30-40	Select Status
Action Step 4	Course teams will meet with instructional teachers to ensure quarterly skill alignment		ongoing	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 Professional development around culturally relevant and sustaining pedagogy during whole school PD
 Evaluate course syllabi for culturally relevant pedagogy in departments
 Q1: Readings and discussion around culturally relevant teaching during institute day. Each teacher tries out one approach.

Repeat each quarter with a new CRT reading/focus each quarter.

SY26 Anticipated Milestones
 Review and modify curriculum based on implementation
 Engage in peer observation



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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	Numerical Targets [Optional]		
					SY24	SY25	SY26
80% of students will meet benchmarks in math	Yes	PSAT (Math)	Students with an IEP	54%	60%	70%	80%
			African American	74%	78%	80%	80%
As reflected in the Cultivate Survey students feel the work they do in classrooms has a strong relevance to the future. The difference score will trend up by 20 points	Yes	Cultivate (Relevance to the Future)	Overall	41	48	55	60
			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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	evaluation and review of curriculum using district rubrics	Classroom observations with ILT	Classroom observations with ILT
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	evaluation and review of curriculum using district rubrics	Classroom observations with ILT	classroom observations with ILT
C&I:4 The ILT leads instructional improvement through distributed leadership.	Provide feedback on instructional plans to departments; lead departments through development of curriculum maps, unit plans, and assessments to ensure standards alignment and strong vertical and horizontal alignment	Department Chairs will coach and provide feedback	Department Chairs will coach and provide feedback

[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
80% of students will meet benchmarks in math	PSAT (Math)	Students with an IEP	54%	60%	Select Status	Select Status	Select Status	Select Status
		African American	74%	78%	Select Status	Select Status	Select Status	Select Status
As reflected in the Cultivate Survey students feel the work they do in classrooms has a strong relevance to	Cultivate (Relevance to	Overall	41	48	Select Status	Select Status	Select Status	Select Status

classrooms has a strong relevance to the future. The difference score will trend up by 20 points	the Future)	Students with an IEP			Select Status	Select Status	Select Status	Select Status
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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.	evaluation and review of curriculum using district rubrics	Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	evaluation and review of curriculum using district rubrics	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Provide feedback on instructional plans to departments; lead departments through development of curriculum maps, unit plans, and assessments to ensure standards alignment and strong vertical and horizontal alignment	Select Status	Select Status	Select Status	Select Status

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#) [Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of 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.
No	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.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

We need to create a system where all staff are clear on the procedures and process. We need to create a menu of supports. We need to explicitly explain the process, and offer support (e.g. coaching, professional development) to address staffs' areas of growth related to the process.

The IEP team members are not making appropriate LRE decisions due to difference of philosophy in LRE decisions.
School team members are following the course request from the students and parents vs. student's ability and performance matrix

What is the feedback from your stakeholders?

Feedback from staff and overall area of growth is how to differentiate instruction given the difference in skill level. Student needs and IEP goals are not tightly aligned.

What student-centered problems have surfaced during this reflection?

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?

Students with IEPs are underperforming in comparison with their general education peers.

We are working to strengthen collaboration with co-teachers and gen ed teachers. Common planning time for co-teachers was built into the master schedule. Co-teaching models were also introduced to the whole staff. This directly impacts the learning experiences of students with IEPs

Return to Top Determine Priorities

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

Resources:

Students...
with IEPs have much lower academic outcomes than the general population of students

[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?

Resources:

As adults in the building, we...
need to provide differentiated, standards-aligned instruction to students with IEPs, need to write IEPs that are informed by data, and that target student needs

[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....
Ensure that all students have access to universal supports which include differentiated instruction and engage in tasks with multiple entry points

Resources:

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

then we see....
 our students will take more academic risks without fearing academic failure as evidenced by higher engagement through observable instruction, higher enrollment in AP, honors, Dual Credit, Workplace learning experiences (Genesys Works, Urban Alliance) and District CTE programs

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

which leads to...
 increased learning as reflected in STAR 360 data, growth in SAT suite of assessments, self-advocacy as reflected in Cultivate data.

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

[Resources:](#)

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

Team/Individual Responsible for Implementation Plan
 All Staff working directly with our students

Dates for Progress Monitoring Check Ins
 Q1 10/19/2023 Q3 3/20/2024
 Q2 12/8/2023 Q4 5/23/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Create list of all universal supports and services available for Academics, SEL/Behavior, and Attendance	Department teams	End of SY24	Select Status
Action Step 1	Compile- gathering (cultivate/assessment by identity groups)	Department teams	1st 5 weeks	Select Status
Action Step 2	Curate	Department teams	5 to 10 weeks	Select Status
Action Step 3	Communicate- learning within all-staff/school meetings (students) including modeling	Leadership team, Staff, Students, Parents	11th week	Select Status
Action Step 4	Implement	All staff	Q2 -Q3	Select Status
Action Step 5	Reflect and Revise- (community learning - e.g. peer observation)	All staff	Q4	Select Status
Implementation Milestone 2	Outline MTSS process, including specific criteria required to make referral	MTSS Team/ILT/Department teams/All staff	End of SY24	Select Status
Action Step 1	Compile staff feedback regarding MTSS experience and needs to inform MTSS referral process design	MTSS Lead; ILT	1st 2 weeks	Select Status
Action Step 2	Collaboratively develop MTSS referral process with ILT & MTSS Team	MTSS Lead; ILT	1st 4 weeks	Select Status
Action Step 3	Communicate MTSS referral process to staff through professional development; include use of student inventory (Br. Minds) to support intervention design	MTSS Lead; ILT; Department teams	Week 5: September 22, 2023	Select Status
Action Step 4	Implement; Build in time for teachers to collect, analyze and respond to data within Department or Course meetings; provide coaching to staff who need support in making referral; Monitor staff use	All staff	Q1 -Q4	Select Status
Action Step 5	Reflect and Revise	All staff	Q4	Select Status
Implementation Milestone 3	Staff will use Branching Minds platform to log interventions	MTSS Team/ILT/Department teams/All staff		Select Status
Action Step 1	MTSS Coordinator will attend Branching Minds professional development series to learn about platform use	MTSS Lead	1st 5 weeks	Select Status
Action Step 2	Professional learning will be shared with ILT for feedback before rollout	MTSS Lead; ILT	1st 5 weeks	Select Status
Action Step 3	Professional development will be provided to staff to learn how to use Branching Minds platform to log interventions	MTSS Lead; ILT; Department teams	Week 5: September 22, 2023	Select Status
Action Step 4	Implement; Build in time for teachers to input intervention data into Branching Minds; provide coaching to staff who need support in making referral; Monitor staff use	All staff	Q1 -Q4	Select Status
Action Step 5	Reflect and Revise	All staff	Q4	Select Status
Implementation Milestone 4	Provide PLC to support staff in differentiation for EL/DL students	ELPT; DL Department Chair; MTSS Lead; Teacher leaders; Self-selected staff		Select Status
Action Step 1	Prepare scope and sequence of professional development; compile needed materials	ELPT; DL Department Chair; MTSS Lead; Teacher leaders	1st 10 weeks	Select Status
Action Step 2	Advertise & recruit members to participate in PLC	ELPT; DL Department Chair; MTSS Lead; Teacher leaders; Self-selected staff	Week 5-10	Select Status
Action Step 3	Host PLC twice a month (1st meeting focused on reading; 2nd meeting focused on implementation)	ELPT; DL Department Chair; MTSS Lead; Teacher leaders; Self-selected staff	Q2-Q4	Select Status
Action Step 4	Provide coaching to support teachers in implementing differentiation practices in their existing lessons and future unit plans	ELPT; DL Department Chair; MTSS Lead; Teacher leaders; Admin; Self-selected staff	Q2-Q4	Select Status
Action Step 5	Celebrate teachers work in mid-year/end-of-year showcase	ELPT; DL Department Chair; MTSS Lead; Teacher leaders; Admin; Self-selected staff/ All Staff	Q3-Q4	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	(1.) Update intervention menu; train additional personnel for Tier 2 & 3 interventions (as needed); (2.) Maintain MTSS referral process including use of Branching Minds, student inventories, and bi-weekly data collection, analysis and response built into Department or Course meetings; used with fidelity by 70% staff members; (3.) Continue growing capacity for differentiation for EL/DL students with compliance (expectations in unit/lesson plans), ongoing coaching for teachers who need support, and opportunities for teachers to showcase success in using differentiation in the classroom; (4.) Launch co-teaching PLC that will provide additional professional development around co-teaching model and practices, and also support DL teachers with increasing content knowledge to they are prepared to co-teach content	
SY26 Anticipated Milestones	(1.) Update intervention menu; train additional personnel for Tier 2 & 3 interventions (as needed); (2.) Maintain MTSS referral process including use of Branching Minds, student inventories, and bi-weekly data collection, analysis and response built into Department or Course meetings; used with fidelity by 80% staff members; (3.) Maintain celebration of work, compliance for differentiation for EL/DL students in unit/lesson plans, and ongoing coaching support as needed; (4.) Continue growing capacity for co-teaching model using professional rubrics to evaluate co-teaching practice, showcasing successful co-teaching partnerships, and offering coaching support as needed	

[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 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
All target students will be above 50th percentile in math	No	STAR (Math)	Students with an IEP				
			English Learners				
80% of students receiving Tier 2/3 interventions meet targets	Yes	% of Students receiving Tier 2/3 interventions meeting targets	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
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.	50% of teachers utilize the Branching Minds platform to implement and progress monitor interventions	70% of teachers utilize the Branching Minds platform to implement and progress monitor interventions with fidelity	80% of teachers utilize the Branching Minds platform to implement and progress monitor interventions with fidelity
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.	Referral process is in place and utilized by 50% of the staff	Process will be used with fidelity with 70% of the staff	Process will be used with fidelity by 80% of the staff
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
All target students will be above 50th	STAR (Math)	Students with an IEP			Select Status	Select Status	Select Status	Select Status

percentile in math	STAR (Math)	English Learners			Select Status	Select Status	Select Status	Select Status
80% of students receiving Tier 2/3 interventions meet targets	% of Students receiving Tier 2/3 interventions meeting targets	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	50% of teachers utilize the Branching Minds platform to implement and progress monitor interventions	Select Status	Select Status	Select Status	Select Status
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.	Referral process is in place and utilized by 50% of the staff	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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)



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)**



Select a Goal					
Select a Goal					
Select a Goal					