CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name ✍	Role ✍	Email ✍
Rebecca Kijek	Principal	rlkijek@cps.edu
Robert Godinez	AP	rgodinez@cps.edu
April Henry	Inclusive & Supportive Learning Lead	ahenry@cps.edu
Dajuanda Fairley-Hall	Postsecondary Lead	drfairley@cps.edu
Przemyslaw Kania	Curriculum & Instruction Lead	pmkania@cps.edu
Irvin Duffy	Connectedness & Wellbeing Lead	iduffy@cps.edu
Alejandra Angel	Teacher Leader	aangel14@cps.edu
Priscila Gonzalez	Partnerships & Engagement Lead	pgonzalez13@cps.edu
Nicole Gamboa	ELPT/SY23 Lead Coach	nskravis@cps.edu
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	5/5/2023	5/5/2023
Reflection: Curriculum & Instruction (Instructional Core)	5/5/23	5/10/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/10/23	5/17/23
Reflection: Connectedness & Wellbeing	5/17/23	5/24/23
Reflection: Postsecondary Success	5/24/23	5/31/23
Reflection: Partnerships & Engagement	5/31/23	6/7/23
Priorities	6/7/23	6/9/23
Root Cause	6/9/23	6/9/23
Theory of Acton	8/16/23	8/18/23
Implementation Plans	8/18/23	8/25/23
Goals	8/18/23	8/25/23
Fund Compliance	8/28/23	8/28/23
Parent & Family Plan	8/25/23	8/30/23
Approval	9/1/23	9/1/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/13/23
Quarter 2	12/8/23
Quarter 3	3/15/24
Quarter 4	5/24/24

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	After reviewing the metrics and conducting several rigor walks, conducting non-reach classroom visits, evaluating current classroom systems/practices; it is evident that these areas that we need to/will be targeting for SY24-26 and beyond. The goals will be to: 1. Crossover to Project-Based Learning in all content areas 2. Increase rigor on assessments and daily tasks 3. Develop common assessments and feedback cycles	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
No	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** Our stakeholder (ILT members), are fully onboard with the upcoming work to be done to target these areas for our students. We have an increasing concern about supporting the needs of our Newcomer students. These students are not only new to the school but also to the US and need wrap around support in helping them transition and acclimate to this new space.	
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	**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?** Currently... we are holding several summer ILT meetings to develop the team members' understanding of Project-based Learning. We are reading Pulse of PBL as our guiding text to develop our next steps in this work. We are also engaging the team in conversations regarding the importance of rigor and plan to engage them in further learning to develop their understanding.	

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 at PECHS report a varying degree of connectedness with the school and individual staff. Students need universal tier one supports, with targeted tier 2 and 3 supports to ensure all areas of need are being addressed.

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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
No	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	There has never been a formal MTSS structure at PECHS, but all DL and EL students are receiving robust supports and are in an ideal setting to receive individualized instruction. The push for the school is to ensure all students, regardless if label, are being provided with Universal Supports, as well as intentional Tier 2 and 3 supports with progress monitoring embedded.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		MTSS Integrity Memo		

					Metrics
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.				MTSS Academic Tier Movement
					Annual Evaluation of Compliance (ODLSS)

What is the feedback from your stakeholders?

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

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

Students (DL and EL), have reported feeling academically challenged and supported, but most importantly that they feel "seen". Gen ed students have shared they do not feel challenged and when faced with academic press, their teachers give them the answers.

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual

EL team has identified the urgency of their work in supporting NC students and areas they would like to grow/specific areas they need to engage in learning cycles around.

DL team hopes to create better co-teaching relationships to maximize supporing all students during each class period.

Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES / EL Placement Recommendation Tool HS

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

Largest improvement efforts:
1. ELL Team - learning about and developing supports for all ELL students, but specicially those in our growing Newcomer cohort.

Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

2. DL Team - has been experimenting with different co-teaching models. The current push is to make practice public and engage in observations of colleagues.

3. MTSS - we are currently working on establishing an MTSS structure, along with a functioning BHT.

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 in different ability groups (DL, EL, Gen Ed), have different eduational experiences throughout the building, with those labeled as DL and EL idenfiying they feel challenged and supported, but gen ed students sharing there is little academic press throughout their school day.

Return to Top	**Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
No — Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure	While the school has been founded on establishing meaningful relationships with students and this is happening throughout the building with individual teachers and staff, there are no official structures/systems to support and maintain our goals throughout the building. Per cultivate data our priority areas are as follows: -Priority Condition 1: Classroom Community -Priority Condition 2: Supportive Teaching -Priority Condition 3: Feedback for Growth.	% of Students receiving Tier 2/3 interventions meeting targets
			Reduction in OSS per 100
Yes — Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Reduction in repeated disruptive behaviors (4-6 SCC)
			Access to OST
			Increase Average Daily Attendance
			Increased Attendance for Chronically Absent Students
Partially — All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** Students and staff have reported a varying level of connectedness and wellbeing throughout the building and have acknowledge that more intentionalialty around it will benefit all stakeholders	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. | | | 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.

Students at PECHS experience inconsistent positive and supportive relationships with adults, resulting in fractured levels of connectedness with the school community. ✏️

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?

Implemenation of Boys Town Management Model - this centers on connecting with students, but is done inconsistently across each campus. In areas where we see BT being implemented with fidelity students report stronger relationships with adults (Cultivate/EOS). ✏️

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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
No	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	Postsecondary planning as well as the PLT serve as a reporting system for student compliance. There is no intentional planning for each year to map out experiences/exposure for students. Additionally, there is no formal plan for student KPI/ILP completion and no formal curriculum for Senior Seminar classes. ✏️	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track
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	**What is the feedback from your stakeholders?** 64% of students had taken and passed an advanced course prior to attending PECHS, but ocne enrolled they are faced with limited access to AP and Dual credit courses. Staff have acknowledge the limited access to this, but have shared that not all students could do well in an AP class. despite more then half of our students have evidence they can. ✏️	Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Partially	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
No	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
Partially	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
Partially	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	Increasing ECCC - This is being done through offering Transitional English as English IV, two additional AP courses (Seminar 10 & African American Studies), summer Dual Enrollment classes, and English 101/102 through the Virtual Academy's Expanded Access Hubs ✏️	

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 at PECHS do not experience a wall-to-wall postsecondary going culture, with staff members taking a reactionary approach to Postsecondary mapping/planning, rather than starting each year with a proactive plan to support student interests. ✏️

Partnership & Engagement

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Family and community is an essential piece to supporting our students. An objective for this year is to increase teacher-parent/guardian communication for academic needs/successes, student concerns, or attendance needs. By increasing family/community engagement, we anticipate an increase in student attendance and academic performance. ✍️	Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families |
| Partially | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | 5E: Supportive Environment

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) |
| Partially | School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). | Student Voice Infrastructure Rubric | **What is the feedback from your stakeholders?**

For SY24, we rolled out additional sources for outreach to families via our teachers/staff along with setting expectations for staff. The communication log/tool is designed to make it simpler for teachers/staff to document communication with families. Stakeholders were accepting of and comfortable with the updated communication expectations and methods. ✍️ | Formal and informal family and community feedback received locally. (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.

Given the fact that many of our students are ages 18+, this does make it difficult to communicate with a parent/guardian depending on the situation. ✍️

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?

Improvement efforts - attain current contact information for all students' parents/guardians. This will greatly support our outreach efforts in order to support students in their academic progress and attendance. ✍️

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

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
No	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.

What are the takeaways after the review of metrics?

After reviewing the metrics and conducting several rigor walks, conducting non-reach classroom visits, evaluating current classroom systems/practices; it is evident that these areas that we need to/will be targeting for SY24-26 and beyond.

The goals will be to:
1. Crossover to Project-Based Learning in all content areas
2. Increase rigor on assessments and daily tasks
3. Develop common assessments and feedback cycles

What is the feedback from your stakeholders?

Our stakeholder (ILT members), are fully onboard with the upcoming work to be done to target these areas for our students.

We have an increasing concern about supporting the needs of our Newcomer students. These students are not only new to the school but also to the US and need wrap around support in helping them transition and acclimate to this new space.

What student-centered problems have surfaced during this reflection?

Students at PECHS report a varying degree of connectedness with the school and individual staff. Students need universal tier one supports, with targeted tier 2 and 3 supports to ensure all areas of need are being addressed.

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?

Currently... we are holding several summer ILT meetings to develop the team members' understanding of Project-based Learning. We are reading Pulse of PBL as our guiding text to develop our next steps in this work.

We are also engaging the team in conversations regarding the importance of rigor and plan to engage them in further learning to develop their understanding.

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Determine Priorities

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

Students...

at PECHS do not have access to rigorous, grade-level curriculum and instruction across contents, resulting in low student engagement, low student agency, and ultimately limited academic growth.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

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

As adults in the building, we...

do not consistently develop learning targets and student tasks around higher depths of knowledge, often times falling in the retrieval-comprehension realm. Additionally, we "drive" 90% of class instruction and learning, limiting students' abilitiy to have voice, agency, and ownership in their educaiton.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

implement Project Based Learning

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Curriculum & Instruction

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

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....

an increase in authentic, rigorous tasks that incorporate student voice ✍️

which leads to...

student learning tasks moving into the Knowledge Utilization realm, allowing students to fully embrace their learning and experience academic growth ✍️

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 ✍️

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/13/23	Q3	3/15/24
Q2	12/8/23	Q4	5/24/24

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 Rigor Walks & Calibration	ILT / All Staff	End of September	In Progress
Action Step 1 Plan/Map dates for Rigor Walks in S1/S2	ILT / All Staff	End of August	Completed
Action Step 2 Identify courses/teachers to visit	ILT / All Staff	End of August	Completed
Action Step 3 Conduct rigor walks/data	ILT / All Staff	Throughout school year	In Progress
Action Step 4 Assess data collections, identify successes and areas of need w/next steps	ILT / All Staff	End of each Walk	In Progress
Action Step 5 Provide additional professional learning where neeeded	ILT / All Staff	Use next Princ. Dir. time	Not Started
Implementation Milestone 2 Shifting unit plans to Project Based	ILT / All Staff	End of each quarter	In Progress
Action Step 1 Provide EOY Professional learning - ILT Sy23's findings	ILT / All Staff	EOY SY23	Completed
Action Step 2 Conduct ILT Summer learning - Reading Pulse of PBL	ILT	Aug '23	In Progress
Action Step 3 Engage All Staff in professional learning - Pulse of PBL	ILT / All Staff	End of S1	Not Started
Action Step 4 Review PBL Units with Rubric	ILT	Start of each quarter	Not Started
Action Step 5 Collect/Review data on student engagement/success & i.d. next steps	ILT / All Staff	End of each quarter	Not Started
Implementation Milestone 3 Increase rigor on assessments	ILT / All Staff	End of each quarter	In Progress
Action Step 1 Provide PL on rigor in partnership with PBL	ILT / All Staff	Throughout school year	In Progress
Action Step 2 Review/Classify/Calibrate assessments	ILT / All Staff	End of Q2	Not Started
Action Step 3 Track/Monitor student success rate on assessments	ILT / All Staff	End of Q2	Not Started
Action Step 4 Create Common assessments/rubrics	ILT / All Staff	End of Q3	Not Started
Action Step 5			Not Started
Implementation Milestone 4 Establish formative assessment feedback cycles	ILT / All Staff	EOY	Not Started
Action Step 1 Provide PL on feedback cycles	ILT / All Staff	End of Q3	Not Started
Action Step 2 Track/Monitor feedback given and student success per cycle	ILT / All Staff	End of Q4	Not Started
Action Step 3 Create/Modify/Streamline feedback methods	ILT / All Staff	End of Q4	Not Started
Action Step 4 Track/Monitor student success on summative assessments based on feedback cycles	ILT / All Staff	End of Q4	Not Started
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	All content areas functioning under PBL model Common assessment and feedback cycles fully active Elevated rigor throughout all parts of a unit	✍️
SY26 Anticipated Milestones	All content areas functioning under PBL model Common assessment and feedback cycles fully active	✍️

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

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

Curriculum & Instruction

Elevated rigor throughout all parts of a unit

Goal Setting

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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
Transition unit plans to Project Based	Yes	Cultivate (Belonging & Identity)	Overall				
			Select Group or Overall				
Increase academic rigor (daily tasks, assessments)	Yes	Interim Assessment Data	Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Shift to PBL by 25 percent at EOY	Shift to PBL by 75 percent at EOY	Shift to PBL by 100 percent at EOY
C&I:2 Students experience grade-level, standards-aligned instruction.	Elevated rigor throughout units - need baseline data Common assessment with feedback cycles - needbaseline data	Elevated rigor throughout units in 75 percent of courses Common assessment with feedback cycles in 75 percent of courses	Elevated rigor throughout units in 100 percent of courses Common assessment with feedback cycles in 100 percent of courses
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.	Increase and maintain student engagement - need baseline data	Increase and maintain student engagement in 75 percent of courses	Increase and maintain student engagement in 100 percent of courses

SY24 Progress Monitoring

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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
Transition unit plans to Project Based	Cultivate (Belonging & Identity)	Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
Increase academic rigor (daily tasks, assessments)	Interim Assessment Data	Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

Curriculum & Instruction

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Shift to PBL by 25 percent at EOY	*Select Status*	*Select Status*	*Select Status*	*Select Status*
C&I:2 Students experience grade-level, standards-aligned instruction.	Elevated rigor throughout units - need baseline data Common assessment with feedback cycles - needbaseline data	*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.	Increase and maintain student engagement - need baseline data	*Select Status*	*Select Status*	*Select Status*	*Select Status*

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

While the school has been founded on establishing meaningful relationships with students and this is happening throughout the building with individual teachers and staff, there are no official structures/systems to support and maintain our goals throughout the building. Per cultivate data our priority areas are as follows:
-Priority Condition 1: Classroom Community
-Priority Condition 2: Supportive Teaching
-Priority Condition 3: Feedback for Growth.

What is the feedback from your stakeholders?

Students and staff have reported a varying level of connectedness and wellbeing throughout the building and have acknowledge that more intentionalialty around it will benefit all stakeholders

What student-centered problems have surfaced during this reflection?

Students at PECHS experience inconsistent positive and supportive relationships with adults, resulting in fractured levels of connectedness with the school community.

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?

Implemenation of Boys Town Management Model - this centers on connecting with students, but is done inconsistently across each campus. In areas where we see BT being implemented with fidelity students report stronger relationships with adults (Cultivate/EOS).

Determine Priorities

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

Students...

at PECHS have reported a varying degree of connectedness and wellbeing across campuses. In order to more effectively reengage the City's most vulnerable students, we will develop intentional systems and structures centered on the SEL needs of students, with relationships being at the forefront of this work.

Resources:

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

work to make connections and establish relationships with students, but struggle in a few areas.
1. Developing relationships with students we percieve as "challenging"
2. Establising relationships with students who struggle in silence
3. Maintain relationships by providing necessary follow up with them
4. Approach SEL instruction as something separate from academic instruction

Resources:

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

intentionally create tiered supports, student wellness teams (BHT, Climate), and implement PBL in all classes.

Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

Connectedness & Wellbeing

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

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

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

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

then we see....

student wellness centered in all actions throughout the building and classrooms ✍️

which leads to...

an increase of students feeling supported, connected, and aware of the SEL supports at a structual level and individual level. ✍️

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 ✍️
BHT/Climate Team

Dates for Progress Monitoring Check Ins
Q1 10/13/23   Q3 3/15/24
Q2 12/8/23   Q4 5/24/24

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 Creation of BHT/Climate Team	Deans, Counselor, Social Worker, Case Manager	11/3/2023	In Progress
Action Step 1 Initial meeting with BHT Members to goal set	Admin	10/20/2023	In Progress
Action Step 2 Conduct BHT Key Components Survey	All Team Members	10/20/2023	In Progress
Action Step 3 Create Mission & Vision of Team	All Team Members	10/27/2023	In Progress
Action Step 4 Determine meeting schedule	All Team Members	10/27/2023	In Progress
Action Step 5 Determine roles/responsibilites of each team member	All Team Members	10/27/2023	In Progress
Implementation Milestone 2 Tier 1 / Universal Support Audit	All team Members	11/17/2023	Not Started
Action Step 1 Engage BHT in Academic Learning: What are universal supports?	All team members	11/3/2023	Select Status
Action Step 2 Conduct Universal Support Learning Walk	All Team members	11/10/23	Select Status
Action Step 3 Synthesize observations from learning walk to determine areas of strength/needs	All Team members	11/10/2023	Select Status
Action Step 4 Determine buckets of work: Roles/Responsibilities - how do we play a role in the areas of strength / areas of improvement	All Team members	11/10/2023	Select Status
Action Step 5 Action Planning for next cycle: how do we reinforce supports, while	All team members	11/17/2023	Select Status
Implementation Milestone 3 Tiered Supports - Procedures and Protocols	All Team Members	12/22/2023	Select Status
Action Step 1 Create Menu of BHT Tiered Interventions	All team members	12/1/2023	Select Status
Action Step 2 Determine Tier Threshold Criteria	All Team Members	12/1/2023	Select Status
Action Step 3 Create Referral Process - what informal processes have we used, how do we systemitize it	All Team Members	12/8/2023	Select Status
Action Step 4 Assign Roles and Responsibilites of Referral Process - what does this look like across campuses?	All team members	12/8/2023	Select Status
Action Step 5 Roll out to teachers/staff - Communication, final documents, procedures and protocols	All Team members	12/22/2023	Select Status
Implementation Milestone 4 Semester II - Implementation, Progress Monitoring, Reflection	All Team Members	2/1/2024	Select Status
Action Step 1 Roll out Check in: check in with all staff about questions/concerns/clarity of protocols	BHT Lead / Admin	1/12/2024	Select Status
Action Step 2 Determine and Evaluate Progress Monitoring: who has been referred, who is referred, how are they being supported, is it working?	All Team members	1/12/2024	Select Status
Action Step 3 Conduct Student Service Interviews: what are student experiences with interventions?	BHT Lead / Admin	1/19/2024	Select Status
Action Step 4			Select Status
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones: Following our learning year in SY24, we will enter SY25 with a functioning BHT, goals/visions, a system of referrals, and a progress monitoring plan. SY24 is centered on adult learning of the systems/structures in place to support students. During SY25 we will work to incorporate more student voice in the design of the BHT, the supports put in place, and group supports. Each campus will have a student Connectedness and Well-being team to share their experiences with BHT members and have an active role in designing school-wide policies and procedures. ✍️

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

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

Connectedness & Wellbeing

SY26 Anticipated Milestones

From here, we will begin expanding our understadning of student needs to supporting teachers with meeting those needs in the classroom. What does the work of the BHT look like in classrooms? How is the work of the BHT universal throughout the buidling and each campus. Students should feel supported in all spaces at all times.

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
By the end of SY24, PECHS will have a menu of tiered supports, with special attention to the universal supports in place. Our goal is to have a menu of interventions created with opportunities for students to provide feedback on how the intervention supports their levels of connectedness and wellbeing. From Dec 2023 - Spring 2024, student levels of "Belonging" decreased by 5 points. By the end of SY24, through our implementation of intentional tiered supports, we will see an increase of student levels of "belonging" by 15 points.	Yes	Cultivate	Overall	"belonging" decreased by 5 point from December - April.			
			English Learners	See above			
By the end of SY24, all students receiving Tier II & III interventions will be tracked, surveyed, and the impact of the intervention monitored, to inform what is working for our students and what is not working. Currently, this work is non-existence in the building, so with increased intentionality around interventions, and progress monitoring we will have the baseline data to inform SY25's goals.	No	Other	English Learners	Currently no data			
			Overall	See above			

Numerical Targets [Optional] ✏️

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Create BHT/Climate Team, agree upon mission and vision, and establish protocols and procedures	Incorporate Student Wellness Team in reflecting on and desigining interventions that are most meaningful to students	Separate BHT and Climate Team to have a two-pronged approach to students Wellness.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Connected to Instructional initiative, teachers will implement PBL which has the end goal of SEL. This paired with the intentinally around the BHT/Climate Team's structures will lead to a school environment centered on supporting the needs of all students	Teachers will increase amount of PBL units, BHT will increase amount of class visits to support student SEL needs	Fully integrated Advisory/SEL curriculum, students will identify SEL goals, and progress monitor in Advisory.

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SY24 Progress Monitoring

Resources: 🚀

Below are the goals for this Theory of Action that were created

above. CIWP Teams will use this section to progress monitor the
goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By the end of SY24, PECHS will have a menu of tiered supports, with special attention to the universal supports in place. Our goal is to have a menu of interventions created with opportunities for students to provide feedback on how the intervention supports their levels of connectedness and wellbeing. From Dec 2023 - Spring 2024, student levels of "Belonging" decreased by 5 points. By the end of SY24, through our implementation of intentional tiered supports, we will see an increase of student levels of "belonging" by 15 points.	Cultivate	Overall	"belonging" decreased by 5 point		Select Status	Select Status	Select Status	Select Status
		English Learners	See above		Select Status	Select Status	Select Status	Select Status
By the end of SY24, all students receiving Tier II & III interventions will be tracked, surveyed, and the impact of the intervention monitored, to inform what is working for our students and what is not working. Currently, this work is non-existence in the building, so with increased intentionality around interventions, and progress monitoring we will have the baseline data to inform SY25's goals.	Other	English Learners	Currently no data		Select Status	Select Status	Select Status	Select Status
		Overall	See above		Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Create BHT/Climate Team, agree upon mission and vision, and esta	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Connected to Instructional initiative, teachers will implement PBL wh	Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status

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

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

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

Select a Goal

Select a Goal

Select a Goal

If Checked:	☐	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☑	**Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)**
No action needed		