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).

CIWP Team Guidance

Name ✍	Role ✍	Email ✍
Rashad Talley	Principal	rjtalley@cps.edu
Holly Caldwell	AP	hlwilson@cps.edu
Kristen Zaki	Curriculum & Instruction Lead	kazaki1@cps.edu
Alaric Blair	Teacher Leader	ablair@cps.edu
Karin McFall	Teacher Leader	kmmcfall@cps.edu
Mark Clayton	Postsecondary Lead	maclayton@cps.edu
Annette Dowd	Inclusive & Supportive Learning Lead	addowd@cps.edu
Jezail Jackson	Inclusive & Supportive Learning Lead	JJackson320@cps.edu
Lawrence Briggs	Connectedness & Wellbeing Lead	lbriggs@cps.edu
ILT Members (McCullough, Pierce, Rice, Broughton, Kim)	Teacher Leaders	kmccullough3@cps.edu, uhrice@cps.edu, smpierce1@cps.edu, kmbroughton@cps.edu, aekim@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	6/26/23	6/30/23
Reflection: Curriculum & Instruction (Instructional Core)	7/28/23	8/11/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/28/23	8/11/23
Reflection: Connectedness & Wellbeing	7/28/23	8/11/23
Reflection: Postsecondary Success	7/28/23	8/11/23
Reflection: Partnerships & Engagement	7/28/23	8/11/23
Priorities	8/14/23	9/5/23
Root Cause	8/14/23	9/5/23
Theory of Acton	8/14/23	9/6/23
Implementation Plans	8/14/23	9/6/23
Goals	8/14/23	9/6/23
Fund Compliance	9/7/23	9/15/23
Parent & Family Plan	9/7/23	9/15/23
Approval	9/7/23	9/15/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.

As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	9/21/23
Quarter 2	11/17/23
Quarter 3	2/8/24
Quarter 4	5/3/24

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	In SY23/24, A deliberate effort will be made to adopt and integrate the Syline Curriculum in ELA, Math, Social Science, World Language and Science. The instructional coach (with members of the ILT) conducted a series of rigor walks in SY23. The focus was on instructional and task alignment and student engagement. This work will continue in SY24. In 2022-2023, we noticed a lack of alignment to CCSS, a lack of rigor and grade-level content. Through the adoption of Skyline, we hope to see an increase.	IAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric; Teacher Team Learning Cycle Protocols; Quality Indicators Of Specially Designed Instruction		IAR (English) · Rigor Walk Data (School Level Data) · PSAT (EBRW) · PSAT (Math) · STAR (Reading)
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?** Upon reviewing Star 360, Cultivate, and 5Essentials data, stakeholders noticed an increase in quality of student discussions, an increase in rigor from 2021 to 2023, and strong reflective dialogue among teachers. Student performance in English class increased in 'ambitious instruction," and it's worth noting that the English team was the only team to adopt Skyline in 22-23. The number of students who reported having clear learning goals and instruction increased from 2022 to 2023. There was an increase in inquiry based instruction, and students report an increase in rigor.	STAR (Math) · iReady (Reading) · iReady (Math) · Cultivate · Grades · ACCESS
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness; Distributed Leadership		TS Gold
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan; ES Assessment Plan Development Guide; HS Assessment Plan Development		Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** There is a need for more academic interventions throughout the school year through systems and structures such as MTSS so that more targeted interventions will happen. Furthermore, professional development will need to heavily emphasis how to adopt a curriculum such as Skyline to meet the needs of students	

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

Per Star 360 data, over 80% of our students are reading and performing math significantly below grade level. The adoption of a CCSS-aligned, grade-level curriculum is needed; however, professional development and teacher teams will need to focus efforts on modification and supportive instruction in order to bridge the gap between grade-level content and realistic student achievement data.

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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	We saw positive change from 2022 to 2023 on the 5Essentials survey in academic engagement, academic personalism, reflective dialogue, inquiry based science instruction, classroom rigor, rigorous study habits and grit. Per student data from the Cultivate survey in SY23, the lowest student mindsets are Growth Mindset, Academic Risk Taking, and Monitoring Strategies. Therefore, we should prioritize feedback for growth in our classrooms, classroom community and supportive teaching. These classroom-based practices will impact how connected students feel to their classmates, how meaningful their work seems and what they believe about their potential for success.	Unit/Lesson Inventory for Language Objectives (School Level Data) · MTSS Continuum · Roots Survey · ACCESS
		MTSS Integrity Memo		

		References		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)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?**	Quality Indicators of Specially Designed Curriculum
			Teachers and staff had a cursory understanding of MTSS in 2022-2023. Systems and structures for implementing and progress monitoring were not in place, and classroom instruction lacked differentiation. Although Cultivate data and 5Essentials date showed strong English and Math instruction and an improvement in classroom rigor, Star 360 data did not show student growth in SY23. MTSS must become a larger priority, staff must be trained and given time to implement interventions and log interventions in order to more accurately track student tiers and growth.	EL Program Review Tool
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
No	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?**	
			Two MTSS interventionists have been added to Phillips staff, and we have established an MTSS team that will meet regularly bi-weekly. Our MTSS team will work closely with our Network MTSS supports to implement systems and structures for intervening on students who are struggling academically.	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.			

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.

When our students feel their classrooms are high in Feedback for Growth, they are more likely to report having strong mindsets and strategies per the Cultivate survey of SY23. Mindsets and Strategies measured include: Growth Mindset, Self-efficacy, Monitoring Strategies, Academic Risk Taking, and Motivation. When our students feel their classrooms are high in Classroom Community they are more likely to report having strong sense of Belonging ,Agency, Identity Safety, and Academic Risk Taking. Lastly, per Cultivate data, when our students feel their classrooms are high in Supportive Teaching, they are more likely to have strong mindsets in all of the following: Monitoring Strategies, Academic Risk Taking, Growth Mindset, Self-efficacy, Belonging, Identity Safety, and Motivation.

Connectedness & Wellbeing

	Using the associated references, is this practice consistently implemented?	**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure	79% of students report that they find people friendly at school. Students feel safe in the classroom and in the hallways, and they do not report that they are worried about bullying or crime at Phillips. Students feel safe and comfortable with teachers, per Student-Teacher trust on the 5Essentials survey. Students report that they help each other learn. Students support students by listening, resolving problems, and helping each other.	% of Students receiving Tier 2/3 interventions meeting targets
				Reduction in OSS per 100
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Reduction in repeated disruptive behaviors (4-6 SCC)
				Access to OST
				Increase Average Daily Attendance
				Increased Attendance for Chronically Absent Students
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?**	Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
			In general, teachers at Phillips seem to trust and respect each other. Teachers are comfortable sharing their feelings and concerns with each other. Per the socialization of new teachers, mmost new teachers feel welcomed, are invited into classes, and receive mentos. This is an improvement since 2022.	Cultivate (Belonging & Identity)
				Staff trained on alternatives to exclusionary discipline (School Level Data)

| Yes | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. | | [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 declines throughout the school year: in 2022-2023, attendance was highest Week 1 at 73.6%, and declines to 34.63% by week 38. On average in 2022-2023, the overall student attendance rate was 63.4%. School safety was decreased from 2022 to 2023 per the 5Essentials survey; this is perhaps a contributing factor to attendance. Students will not attend school if they do not feel safe. | Improvement efforts are geared toward improving SEL outcomes for students. We have instituted a new MTSS team so that all students will experience Tier 1 supports including SEL curricula through Skyline's integrated SEL instruction. We are monitoring student progress via Star 360 and MTSS interventionists are providing reading and math interventions. |

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
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)](#)	64% of teachers agree and 18% strongly agree that they feel they are preparing students for college. However, 59% of teachers believe students are not planning for college. Of the 97 graduating students in the Class of 2023, 73.2% had at least one college acceptance, 78.4% completed 3+ college apps. For students with GPA 2.0-2.9, 3+ college apps were completed with the highest college acceptance rate.	[Graduation Rate](#)

[Program Inquiry: Programs/participation/attainment rates of % of ECCC](#)

[3 - 8 On Track](#)

[Learn, Plan, Succeed](#)

[% of KPIs Completed (12th Grade)](#)

[College Enrollment and Persistence Rate](#)

[9th and 10th Grade On Track](#)

[Cultivate (Relevance to the Future)](#)

Freshmen Connection Programs Offered (School Level Data) |
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	[Individualized Learning Plans](#)		
No	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?**	
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).		Students indicated on the 5Essentials survey that instruction is rigorous and that they feel teachers are preparing them for postsecondary options. 41% of teachers report that they agree and 18% strongly agree that teachers expect most students in the school to go to college. Teachers at the school help students plan for college outside of class time, and 82% state that the curriculum at the school is focused on helping students get ready for college. However, 59% of teachers disagree that most students in the school are planning to go to college.	
Partially	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	[ECCE Certification List](#)		
No	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?**	
No	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 SY24, we have invested resources and personnel into a Postsecondary Resource Center where students can research postsecondary options and complete Learn Plan Succeed goals. We have staffed the Resource Center with two full-time staff members, one College and Career Coach and one Community Partners Liason. Our counseling team will meet regularly with the Postsecondary Leadership team to implement goals and learning cycles towards improving our school-wide postsecondary success. We have also introduced a Freshmen Seminar class for all 9th grade students to learn about GPA, graduation requirements, high school study habits, executivie functioning skills, and college-going culture.	

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.

Despite students reporting significantly higher numbers in school-wide future orientation, ✏️ via the 5Essentials survey (an increase from 42 in 2022 to 57 in 2023), our on-track data for FOT and SOT does not reflect high levels of college and career readiness. Students are perhaps unaware of the connection between GPA, class performance and college persistence. Students are unaware of postsecondary options available to them. We hope to expose all Phillips students to postsecondary options to meet their needs in the future.

Partnership & Engagement

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	Parental involvement is low, in some cases "none" reported by teachers on 5Essentials survey. Students report that parents are supportive however unresponsive to the 5Essentials survey. In the category of parent teacher trust, staff work hard to build relationships. In the area o student voice infrastructure, teams and departments regularly looked at student surveys for input, Cultivate and others. ✏️	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) Formal and informal family and community feedback received locally. (School Level Data)
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
Yes	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?** Students have expressed concerns about the absence of "student voice" protocols. Phillips has developed an active student council to support the addition of student voice in school policy and administrative decisions. ✏️	

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.

There is a connection between student reported emotional health and the teacher reported teacher safety, both being the weakest areas in the 5Essentials survey. ✏️

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?

Efforts to increase communication with parents are underway. ✏️ We've invested in Remind, and mail chimp to send more frequent, regular communications home. Parents have been invited to all LSC and PAC meetings, and the times of each have been adjusted to accommodate parent schedules. Increased efforts to gather data from parents and community partners. We will provide more opportunities for parents to connect. We will utilize our community partners for more outreach to parents and families.

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?

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.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
No	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.

What are the takeaways after the review of metrics?

We saw positive change from 2022 to 2023 on the 5Essentials survey in academic engagement, academic personalism, reflective dialogue, inquiry based science instruction, classroom rigor, rigorous study habits and grit. Per student data from the Cultivate survey in SY23, the lowest student mindsets are Growth Mindset, Academic Risk Taking, and Monitoring Strategies. Therefore, we should prioritize feedback for growth in our classrooms, classroom community and supportive teaching. These classroom-based practices will impact how connected students feel to their classmates, how meaningful their work seems and what they believe about their potential for success.

What is the feedback from your stakeholders?

Teachers and staff had a cursory understanding of MTSS in 2022-2023. Systems and structures for implementing and progress monitoring were not in place, and classroom instruction lacked differentiation. Although Cultivate data and 5Essentials date showed strong English and Math instruction and an improvement in classroom rigor, Star 360 data did not show student growth in SY23. MTSS must become a larger priority, staff must be trained and given time to implement interventions and log interventions in order to more accurately track student tiers and growth.

What student-centered problems have surfaced during this reflection?

When our students feel their classrooms are high in Feedback for Growth, they are more likely to report having strong mindsets and strategies per the Cultivate survey of SY23. Mindsets and Strategies measured include: Growth Mindset, Self-efficacy, Monitoring Strategies, Academic Risk Taking, and Motivation. When our students feel their classrooms are high in Classroom Community they are more likely to report having strong sense of Belonging, Agency, Identity Safety, and Academic Risk Taking. Lastly, per Cultivate data, when our students feel their classrooms are high in Supportive Teaching, they are more likely to have strong mindsets in all of the following: Monitoring Strategies, Academic Risk Taking, Growth Mindset, Self-efficacy, Belonging, Identity Safety, and Motivation.

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?

Two MTSS interventionists have been added to Phillips staff, and we have established an MTSS team that will meet regularly bi-weekly. Our MTSS team will work closely with our Network MTSS supports to implement systems and structures for intervening on students who are struggling academically.

Return to Top | Determine Priorities

Resources: 🚀

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

Students...

Students need classrooms that are high in Feedback for Growth, Classroom Community, and Supportive Teaching to access grade level content.

[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

Resources: 🚀

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

As adults in the building, we...

We need to develop school-wide systems and structures to tier students and provide differentiated instruction to modify grade level content.

[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....

develop school-wide systems and structures to tier students and provided differentiated instruction

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 =>

Inclusive & Supportive Learning Environment

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....

increased student engagement, increased on-track levels (GPAs, FOT/SOT), and less subjective grading practices

which leads to...

meeting the needs of all students who will be able to access grade level content

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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 ✍️

MTSS and ILT

Dates for Progress Monitoring Check Ins

Q1	9/21/23	Q3	2/8/24
Q2	11/17/23	Q4	5/3/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	By the end of SY24 the number of students receiving Tier 2 and Tier 3 supports will be reduced by 10%.	MTSS	June 2024	In Progress
Action Step 1	Establish a school-wide MTSS Team with defined roles and responsibilies and a regular meeting cadence.	MTSS Team	September 2023	Completed
Action Step 2	Provide staff with data driven professional learning that will increase their ability to provide interventions for students requiring Tier 2 supports.	MTSS Team, ISL Support Team	Ongoing	In Progress
Action Step 3	Interventionists will provide direct support to students needing Tier 3 supports.	Interventionists	September 2023	In Progress
Action Step 4	Teachers will provide interventions to support students identified as needing Tier 2 supports.	Lead Coach	October 2023	In Progress
Action Step 5	Interventions will be logged and progress monitored in BranchingMinds.	Interventionists and eventually teachers	September 2023	In Progress
Implementation Milestone 2	By the end of SY24, 100% of teachers will demonstrate observable differentiation strategies based on student data.	ILT (teachers, departments, grade level teams)	June 2024	In Progress
Action Step 1	Teachers receive professional development on differentiation strategies	DL Dept, GLTs, Depts. ISL Support	October 26 School Improvement Day	In Progress
Action Step 2	Teachers receive accurate data and data days in GLTs and Dept. meetings	GLTs, Dept Meetings	Ongoing; learning cycles	In Progress
Action Step 3	ILT will develop walkthrough tool to look for differentiation (4 main components)	ILT	September 27 ILT meeting	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Not Started
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Teacher's differentiated instruction result in identified students maintaining or exceeding proficiency as measured by formative and summative assessment that are graded equitably.	✍️

| SY26 Anticipated Milestones | Teacher teams utilize universal screening data to collaboratively review support plans and progress on interventions across content areas and grade level classrooms/teams within the Branching Minds platform | ✏️ |

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

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
Students will meet their individual targeted growth percentile as shown on the Star Reading and Math Growth Report.	Yes	STAR (Reading)	Overall				
			Students with an IEP				
Students will report higher rates of Feedback for Growth, Classroom Community, and Supportive Learning on the Cultivate Survey.	Yes	Cultivate	Overall				
			English Learners				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The MTSS leadership team will drive evidence-based systems and structures to support students. These systems and structures include student-level data analysis.	The MTSS team will engage in the problem solving process, collaborating with Instructional Leadership Teams and Behavioral Health Teams regularly.	The MTSS team will provide professional learning for school teams to implement the MTSS framework.

SY24 Progress Monitoring

Return to Top

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
Students will meet their individual targeted growth percentile as shown on the Star Reading and Math Growth Report.	STAR (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status
Students will report higher rates of Feedback for Growth, Classroom	Cultivate	Overall			Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

Community, and Supportive Learning
on the Cultivate Survey.

Cultivate

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

English Learners

| | 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: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.	The MTSS leadership team will drive evidence-based systems and structures to support students. These systems and structures include student-level data analysis.	Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status

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

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

79% of students report that they find people friendly at school. Students feel safe in the classroom and in the hallways, and they do not report that they are worried about bullying or crime at Phillips. Students feel safe and comfortable with teachers, per Student-Teacher trust on the 5Essentials survey. Students report that they help each other learn. Students support students by listening, resolving problems, and helping each other.

What is the feedback from your stakeholders?

In general, teachers at Phillips seem to trust and respect each other. Teachers are comfortable sharing their feelings and concerns with each other. Per the socialization of new teachers, mmost new teachers feel welcomed, are invited into classes, and receive mentos. This is an improvement since 2022.

What student-centered problems have surfaced during this reflection?

Attendance declines throughout the school year: in 2022-2023, attendance was highest Week 1 at 73.6%, and declines to 34.63% by week 38. On average in 2022-2023, the overall student attendance rate was 63.4%. School safety was decreased from 2022 to 2023 per the 5Essentials survey; this is perhaps a contributing factor to attendance. Students will not attend school if they do not feel safe.

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?

Improvement efforts are geared toward improving SEL outcomes for students. We have instituted a new MTSS team so that all students will experience Tier 1 supports including SEL curricula through Skyline's integrated SEL instruction. We are monitoring student progress via Star 360 and MTSS interventionists are providing reading and math interventions.

Determine Priorities

Return to Top

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

Students...

Students did not feel safe in school when they were not in a classroom. Students did not experience Tier 1 Healing-centered supports, including SEL curricula or restorative practices.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Return to Top

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

As adults in the building, we...

We have not implemented an SEL curricula with fidelity nor developed a protocol for reintegration after a safety concern has occurred.

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.

5 Why's Root Cause Protocol

Theory of Action

Return to Top

What is your Theory of Action?

If we....

implement an SEL curricula in Seminar and Advisory, and include SEL integrated core content through Skyline, and reintegration restorative practices

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Connectedness & Wellbeing

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

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

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

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

then we see....

an increase in students feeling safe and a stronger sense of community ✍

which leads to...

fewer repeated disciplinary infractions and improved attendance and enrollment school-wide. ✍

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 ✍

Culture and Climate Team, Attendance, BHT

Dates for Progress Monitoring Check Ins

Q1	9/21/23	Q3	2/8/24
Q2	11/17/23	Q4	5/3/24

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	By the end of SY24, grade level teams and departments will implement a SEL curricula (Success Bound) as well as SEL integrated Skyline in all of the content areas.	GLT	Nov 17	In Progress
Action Step 1	Every freshman programmed for freshman seminar	Counseling Dept	Nov 17	Completed
Action Step 2	Counseling department integrated lessons in seminar	Counseling Dept	Nov 17	In Progress
Action Step 3	Advisory once a week, goal setting and data analysis	GLT	Nov 17	In Progress
Action Step 4	Department teams support full implementation of Skyline	Department Chairs	Nov 17	In Progress
Action Step 5				Select Status
Implementation Milestone 2	By the end of SY24, 100% of students will be placed in MTSS tiers with appropraite behavioral supports	BHT	2/8	In Progress
Action Step 1	Institue hall sweeps as a T1 MTSS behavioral intervention	Security team	08/28	In Progress
Action Step 2	Professional Development for CCT members and security	CCT team leads	09/06	In Progress
Action Step 3	Incentives for student subgroups	CCT team	08/21	In Progress
Action Step 4	Bi weekly data meetings and action planning	CCT team and security	09/06	In Progress
Action Step 5	BHT bi weekly data meetings and action planning			In Progress
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	In SY25, we will create more space for student voice and student-led initiatives such as a fully functioing Student Council and other student-led organizations.	✍
SY26 Anticipated Milestones	In SY26, we will develop student-led reintegration restorative practices such as peer mediation, and a student-led monthly correspondence.	✍

Goal Setting

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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 on applicable baselines and trend data).

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
By the end of SY26, students will feel more safe both in and around the school building, and while they travel to and from home as measured by the Safety questions of the 5Essentials survey.	Yes	5E: Supportive Environment	Overall	16	25	30	40
			Select Group or Overall				
By the end of SY26, we will increase average daily attendance for the school year will increase from 63.4% (in 2022-2023) to 80% in 2025-2026.	Yes	Increase Average Daily Attendance	Overall	63.4	70	75	80
			Select Group or Overall				

Numerical Targets [Optional] ✍ (spanning SY24, SY25, SY26 columns)

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:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Students will complete an Student Perspectives survey in Advisory at the end of Semester 1 and at the end of Semester 2 that will measure SEL competencies and show growth.	Students will complete an Student Perspectives survey in Advisory at the end of Semester 1 and at the end of Semester 2 that will measure SEL competencies and show growth.	Students will complete a Student Perspectives survey in Advisory at the end of Semester 1 and at the end of Semester 2 that will measure SEL competencies and show growth.
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By the end of SY26, students will feel more safe both in and around the school building, and while they travel to and from home as measured by the Safety questions of the 5Essentials survey.	5E: Supportive Environment	Overall	16	25	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By the end of SY26, we will increase average daily attendance for the school year will increase from 63.4% (in 2022-2023) to 80% in 2025-2026.	Increase Average Daily Attendance	Overall	63.4	70	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**

	Select the Priority Foundation to pull over your Reflections here =>	Connectedness & Wellbeing			
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Students will complete an Student Perspectives survey in Advisory a	Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

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

Postsecondary Success

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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).
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
No	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).
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).
Partially	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
No	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).
No	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).

What are the takeaways after the review of metrics?

64% of teachers agree and 18% strongly agree that they feel they are preparing students for college. However, 59% of teachers believe students are not planning for college. Of the 97 graduating students in the Class of 2023, 73.2% had at least one college acceptance, 78.4% completed 3+ college apps. For students with GPA 2.0-2.9, 3+ college apps were completed with the highest college acceptance rate.

What is the feedback from your stakeholders?

Students indicated on the 5Essentials survey that instruction is rigorous and that they feel teachers are preparing them for postsecondary options. 41% of teachers report that they agree and 18% strongly agree that teachers expect most students in the school to go to college. Teachers at the school help students plan for college outside of class time, and 82% state that the curriculum at the school is focused on helping students get ready for college. However, 59% of teachers disagree that most students in the school are planning to go to college.

What student-centered problems have surfaced during this reflection?

Despite students reporting significantly higher numbers in school-wide future orientation, via the 5Essentials survey (an increase from 42 in 2022 to 57 in 2023), our on-track data for FOT and SOT does not reflect high levels of college and career readiness. Students are perhaps unaware of the connection between GPA, class performance and college persistence. Students are unaware of postsecondary options available to them. We hope to expose all Phillips students to postsecondary options to meet their needs in the future.

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?

In SY24, we have invested resources and personnel into a Postsecondary Resource Center where students can research postsecondary options and complete Learn Plan Succeed goals. We have staffed the Resource Center with two full-time staff members, one College and Career Coach and one Community Partners Liason. Our counseling team will meet regularly with the Postsecondary Leadership team to implement goals and learning cycles towards improving our school-wide postsecondary success. We have also introduced a Freshmen Seminar class for all 9th grade students to learn about GPA, graduation requirements, high school study habits, executivie functioning skills, and college-going culture.

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Determine Priorities

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

Students...

Despite students reporting significantly higher numbers in school-wide future orientation, via the 5Essentials survey (an increase from 42 in 2022 to 57 in 2023), our on-track data for FOT and SOT does not reflect high levels of college and career readiness. Students are unaware of the connection between GPA, class performance and college persistence. Students are unaware of postsecondary options available to them.

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...

We did not provide multiple opportunites for students to engage in postsecondary experiences inside or outside the building.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

Provide students with multiple opportunities to explore postsecondary pathways

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 =>

Postsecondary Success

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

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

then we see....

an increase in student efficacy toward classwork and the motivation to achieve at high levels ✍️

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...

informed decision making about postsecondary options and life choices. ✍️

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 ✍️

Postsecondary Leadership Team

Dates for Progress Monitoring Check Ins

Q1	9/21/23	Q3	2/8/24
Q2	11/17/23	Q4	5/3/24

SY24 Implementation Milestones & Action Steps ✍️	Who 👆	By When ✍️	Progress Monitoring
Implementation Milestone 1 — By the end of SY24, 100% of students will complete postecondary survey.	Counselors	June 2024	In Progress
Action Step 1 Data analysis	Counselors	6/1/2024	In Progress
Action Step 2 Categorize pathways	Counselors	6/1/2024	Select Status
Action Step 3 Select partnerships and organizations to support	Counselors	6/1/2024	Select Status
Action Step 4 Follow up and track student trajectory	Counselors	6/1/2024	Select Status
Action Step 5			Select Status
Implementation Milestone 2 — By the end of SY24, 100% of graduating seniors will complete the FAFSA application.	PLT	May 2024	Select Status
Action Step 1 FAFSA ID and Profiles	PLT	5/1/2024	Select Status
Action Step 2 Verifications	PLT	5/1/2024	Select Status
Action Step 3 Federal Data	PLT	5/1/2024	Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3 — By May 1, 2024 100% of graduating seniors will have an evidence-based Learn Plan Succeed pathway	PLT	May 2024	Select Status
Action Step 1 Financial aid award letter from college	PLT	5/1/2024	Select Status
Action Step 2 Trade School Acceptance	PLT	5/1/2024	Select Status
Action Step 3 Military Enlistment contract	PLT	5/1/2024	Select Status
Action Step 4 Workforce	PLT	5/1/2024	Select Status
Action Step 5 Scholarhip Announcments	PLT	5/1/2024	Select Status
Implementation Milestone 4			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	100% of Students will have an evidence based postsecondary pathway by May 1.	✍️
SY26 Anticipated Milestones	100% of Students will have an evidence based postsecondary pathway by May 1, and be able to articulate to stakeholders why they chose that pathway.	✍️

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

Postsecondary Success

Goal Setting

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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 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

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
Throughout the SY24 school year, seniors will engage in completion of LPS with evidence uploaded to SchoolLinks with quarterly benchmarks.	Yes	Learn, Plan, Succeed	Overall	25	75	80	85
			Students with an IEP	25	75	80	85
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
PS:6 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).	In SY24, the PLT will analyze student Learn Plan Succeed data quarterly and set actionable steps to guide students to complete benchmarks.	In SY25, the PLT will analyze student Learn Plan Succeed data quarterly and set actionable steps to guide students to complete benchmarks.	In SY26, the PLT will analyze student Lear Plan Succeed data quarterly and set actionable steps to guide students to complete benchmarks.
Select a Practice			
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Throughout the SY24 school year, seniors will engage in completion of LPS with evidence uploaded to SchoolLinks with quarterly benchmarks.	Learn, Plan, Succeed	Overall	25	75	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	25	75	Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

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

Postsecondary Success

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
PS:6 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).	In SY24, the PLT will analyze student Learn Plan Succeed data quarterly and set actionable steps to guide students to complete benchmarks.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

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

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

Select a Goal

Select a Goal

Select a Goal

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

SCHOOL & FAMILY ENGAGEMENT POLICY

ESSA, Title I, Part A law requires schools to develop a parent and family policy that reflects their commitment to develop best engagement practices and maximizes meaningful consultation. Checking the boxes below indicates that your school understands and complies with each requirement listed.

☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.

☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

☑ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

☑ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.

☑ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

☑ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.

☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

☑ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

Your school shall jointly develop, with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Checking off the statements below indicates your school will develop a compact that complies with each requirement. Compact statements will be housed at the school and shared with all parents.

☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.

☑ The school will hold parent-teacher conferences.

☑ The school will provide parents with frequent reports on their children's progress.

☑ The school will provide parents reasonable access to staff.

☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

☑ The parents will support their children's learning.

☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

The overarching goal for Title I Parent & Family Engagement funds is to increase student academic achievement through parental and family engagement and supporting skills development. In the box below, identify the academic priority areas around which your parent engagement & skills development will be aligned. As a reminder, use of your funds must occur in consultation with parents.

Parent professional development, How to read student data. parent workshops, GED classes (CCC), Parent University training, PACPAC Budget Allocation SY24

Supplies	$900.00
Transportation	$600.00
Equipment	$700.00
Seminars/Workshops	$500.00
Furniture	$1063.00
Total Allocation	$3,763.00

In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...

☑ Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)

☑ Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures

☑ Assure that funds impact the majority of parents or focus on parents with students most at academic risk

☑ Provide up to date monthly fund reports to PAC officers

☑ Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration

☑ Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support