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 ✍
Ellen Kennedy	Principal	emkennedy@cps.edu
Martin Walsh	AP	mpwalsh@cps.edu
Corbin Leeks	Other [School Culture Coordinator]	celeeks@cps.edu
Nikki Donnelly	Teacher Leader	nmdonnelly@cps.edu
Christina Jenivas	Teacher Leader	cjennings3@cps.edu
Diana Lopez	Postsecondary Lead	djlopez19@cps.edu
Uriel Bandera	Partnerships & Engagement Lead	ubandera1@cps.edu
Stephanie Navarro	Partnerships & Engagement Lead	senavarro2@cps.edu
	Select Role	
	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	6/20/23	9/13/23
Reflection: Curriculum & Instruction (Instructional Core)	6/20/23	9/13/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/20/23	9/13/23
Reflection: Connectedness & Wellbeing	6/20/23	9/13/23
Reflection: Postsecondary Success	6/20/23	9/13/23
Reflection: Partnerships & Engagement	6/20/23	9/13/23
Priorities	6/20/23	9/13/23
Root Cause	6/20/23	9/13/23
Theory of Acton	6/20/23	9/13/23
Implementation Plans	6/20/23	9/13/23
Goals	6/20/23	9/13/23
Fund Compliance	9/1/23	9/13/23
Parent & Family Plan	9/1/23	9/13/23
Approval	9/1/23	9/14/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/27/23
Quarter 2	12/22/23
Quarter 3	4/1/24
Quarter 4	6/30/24

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	**5 essentials:** ✍️ -Evidence: "14 English Instruction + 24 65 Strong Ambitious Instruction Student" -Takeaway: The evidence indicates a strong improvement in English instruction, reflecting ambitious instruction aligned with the goal of enhancing rigor in classroom discussions.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	**SY23 HS Marking Period Report:** 1. Disparities in Pass Rates Based on Race, EL/DL Status, and Gender: -English Learners (EL) and Dual Language (DL) students also exhibit lower pass rates. -Female students tend to have higher pass rates than male students. 2. Lower Performance in NonCore Content Areas: -The pass rates in certain content areas, specifically NonCore, show lower performance levels compared to Core subjects. 3. Variations in On-Track Rates for 9th and 10th Graders: -The data highlights fluctuations in on-track rates for 9th and 10th graders across different marking periods, suggesting challenges in keeping these students on track. 4. Fluctuations in Grade Distribution: -The data reveals variations in the percentage of students receiving A, B, C, D, or F/P grades over the years, indicating inconsistent academic performance. 5. Decline in Pass Rates in 11th Grade, Particularly for DL Students: -There is a noticeable decline in pass rates in 11th grade, especially for Dual Language (DL) students, which may indicate specific challenges faced by this group. **PERTS Elevate:** In Affirming Identities, there has been a notable increase from 68% at the Beginning of Semester 1 to 75% at the End of Semester 2. In Meaningful Work, there has been a positive shift from 66% at the Beginning of Semester 1 to 75% at the End of Semester 2. In Student Voice, there has been significant progress from 69% at the Beginning of Semester 1 to 77% at the End of Semester 2.	STAR (Reading)
Yes	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?** **5 essentials:** ✍️ -Evidence: "17 Instructional Leadership + 8 59 Neutral Effective Leaders Teacher" -Takeaway: While instructional leadership is rated as neutral, feedback from teachers suggests that there may be room for improvement in leadership that supports the implementation of discourse techniques.	STAR (Math) iReady (Reading) iReady (Math) Cultivate
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership	**PERTS Elevate:** -Affirming Identities:Increase from 68% (Beginning of Semester 1) to 75% (End of Semester 2) in the perception that teachers accept students for who they are. Recognition that different backgrounds and perspectives are valued and supported in the classroom.	Grades ACCESS
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 Guide	-Meaningful Work:Positive shift from 66% (Beginning of Semester 1) to 75% (End of Semester 2) in the perception that students do meaningful work in class. Belief that what is learned in class is connected to real-life and that teachers make learning interesting. -Student Voice:Significant progress from 69% (Beginning of Semester 1) to 77% (End of Semester 2) in the perception that students have the opportunity to make choices about their work in class. Increased belief that students' ideas are taken seriously in the classroom. -Teacher Caring:Consistent positive trend from 66% (Beginning of Semester 1) to 75% (End of Semester 2) in the perception that teachers care about students and treat them with respect.	TS Gold 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?** **5 essentials:** ✍️ Progress -- -Evidence: "11 Quality Professional Development + 10 77 Strong Collaborative Teachers Teacher" -Takeaway: Quality professional development is strong, which could have a positive impact on enhancing discourse techniques among teachers. Barriers/Obstacles-- -Evidence (weakest areas related to "Ambitious Instruction" 2 measures within one essential area): "Academic Press - 13 32 Weak Ambitious Instruction Student" "Quality of Student Discussion - 9 24 Weak Ambitious Instruction Teacher" -Takeaway: The evidence highlights weaknesses in both "Academic Press" and the "Quality of Student Discussion," both of which are related to "Ambitious Instruction." These weaknesses may serve as barriers to engaging 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.

5 essentials: ✍️
-Evidence: "26 Academic Press - 13 32 Weak Ambitious Instruction Student"
-Takeaway: Weak academic press could be a significant student-centered problem, as it may hinder students from engaging in rigorous discourse. This could be a priority for the

Comprehensive Improvement and Innovation Plan (CIWP).SY23 HS Marking Period Report:

-Disparities in pass rates based on race, EL/DL status, and gender.
-Variations in on-track rates for 9th and 10th graders across different marking periods indicate challenges in keeping students on track.
-The grade distribution data reveals a significant percentage of students receiving D or F/P grades in some years, suggesting academic struggles.

PERTS Elevate:
-The need for continued efforts to ensure all students feel accepted and valued (Affirming Identities):
Evidence: Beginning of Semester 1: 68% and End of Semester 2: 75%
This highlights the ongoing challenge of ensuring all students feel accepted and valued in the classroom.

-The importance of maintaining and further enhancing the sense of classroom community (Classroom Community):
Evidence: Beginning of Semester 1: 71% and End of Semester 2: 77%
This data emphasizes the importance of continually nurturing and strengthening the classroom community.

-The need for ongoing initiatives to provide constructive feedback for growth (Feedback for Growth):
Evidence: Beginning of Semester 1: 75% and End of Semester 2: 74%
This evidence underscores the need for consistent efforts to offer constructive feedback for student growth.

-The importance of sustaining meaningful and engaging classwork (Meaningful Work):
Evidence: Beginning of Semester 1: 66% and End of Semester 2: 75%
This data highlights the ongoing challenge of maintaining meaningful and engaging classwork.

-The value of continually promoting student voice and ownership (Student Voice):
Evidence: Beginning of Semester 1: 69% and End of Semester 2: 77%
This evidence emphasizes the importance of consistently promoting student voice and ownership in the learning process.

-The need for continued focus on teacher-student relationships and caring (Teacher Caring):
Evidence: Beginning of Semester 1: 66% and End of Semester 2: 75%
This data highlights the ongoing need to prioritize teacher-student relationships and caring.

-The importance of clear learning goals and tracking progress (Learning Goals):
Evidence: Beginning of Semester 1: 70% and End of Semester 2: 67%
This data underscores the importance of maintaining clear learning goals and effectively tracking student progress.

-The need for consistent supportive teaching practices (Supportive Teaching):
Evidence: Beginning of Semester 1: 77% and End of Semester 2: 76%
This evidence emphasizes the ongoing need for consistent and supportive teaching practices.

-The value of maintaining a well-organized classroom environment (Well-Organized Class):
Evidence: Beginning of Semester 1: 77% and End of Semester 2: 76%
This data underscores the ongoing value of maintaining a well-organized classroom environment to support student learning.

weaknesses may serve as barriers to engaging students, including those from student groups furthest from opportunity, in meaningful discourse about the content, and could hinder the depth of their engagement with the curriculum.

SY23 HS Marking Period Report:
Progress not seen in the report but in an effort to support the identified disparities.
-CRT strategies, PERTS Elevate and mirror work have been implemented in all PLC groups.
Initiatives that could be taken to address identified disparities
- Implementing culturally responsive teaching strategies and curriculum changes to address disparities based on race, EL/DL status, and gender.
- Providing additional academic support and interventions to improve on-track rates.
- Developing programs and resources to address the decline in pass rates in 11th grade, particularly for DL students.

PERTS Elevate:
Progress:
-In Affirming Identities, there has been a notable increase from 68% at the Beginning of Semester 1 to 75% at the End of Semester 2.
-In Meaningful Work, there has been a positive shift from 66% at the Beginning of Semester 1 to 75% at the End of Semester 2.
-In Student Voice, there has been significant progress from 69% at the Beginning of Semester 1 to 77% at the End of Semester 2.
-In Teacher Caring, there has been a consistent positive trend from 66% at the Beginning of Semester 1 to 75% at the End of Semester 2.

Barriers/obstacles:
- Although we made increase in all areas as a whole, teachers who had the lowest ratings in Meaingful Work and Student Voice made the least amount of growth in those areas.

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	**SY23 Faculty & Staff Reflections** - Improved student engagement, which can be attributed to efforts such as the implementation of an equity-based MTSS framework, academic intervention plans, and support for English Learners. - Increased student enrollment, possibly resulting from efforts to create an inclusive and supportive learning environment. - Positive outcomes in terms of academic support, reflected in the high graduation rate (53 out of 54 seniors) and improved academic rigor. "Improved student engagement" "More learning going on in the classrooms" "53 out of 54 seniors graduated"	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?** **SY23 Faculty & Staff Reflections** - Positive feedback on student engagement and community-building efforts suggests that the implementation of equity-based MTSS and support for diverse learners is having a positive impact. - Concerns related to treating all students equally, supporting English Language Learners, and implementing restorative justice practices highlight areas where the school can further improve its adherence to the provided measures. - Feedback regarding communication and accountability indicates the importance of clear communication and support structures in the context of high-quality IEPs and inclusive education. "More afternoon programming and events. It feels more like a community with students and parents." "Young people enjoy being in this building. On days we expect them not to show up, but they are here." "Improved student engagement"	
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**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	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.

SY23 Faculty & Staff Reflections ✍️
-Concerns about instructional practices and academic rigor may point to the need for continuous improvement in academic intervention plans and support for English Learners.
Issues related to treating students differently in terms of academic challenges highlight the importance of equitable implementation of the MTSS framework and IEP development.
-Challenges in supporting English Language Learners and addressing newcomer needs underscore the need for effective Tier I instructional services.
-The need for restorative justice practices aligns with the goal of creating an inclusive and supportive learning environment.

"Feedback on instructional practices"
"Building academic endurance in all classrooms"
"We pushed some students more than others."
"ELL support. A Lot of newcomers. Tried to support them without burdening others."
"SECA needs covered for all DL students"
"Supporting our diverse learners with extra support. All newcomers with more support if possible"

SY23 Faculty & Staff Reflections ✍️
-Efforts to hire more staff, increase support for English Learners, and make English education more academically rigorous align with the goal of implementing an equity-based MTSS framework and maximizing Tier I instructional services.
-The emphasis on better communication among staff and the need for consequences that support student improvement address barriers to creating an inclusive environment and implementing high-quality IEPs.
-Encouraging education for staff and continuous discussions on improving practices can contribute to addressing barriers and supporting student success.

"More staff hired to help better support our kids to strive and succeed"
"Increase support for the ELs"
"We move from academic supports of bottom 20% to celebrating, uplifting, accelerating the top 20% of student learning"
"Communication with families needs to improve. Consequences for negative student behaviors need to make sense and help students improve, not remove them w/o time out of class/chilling in the deans office."

Connectedness & Wellbeing

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	[takeaways reflecting most students; takeaways reflecting specific student groups] ✍️	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** [feedback trends across stakeholders; feedback trends across specific stakeholder groups] ✍️	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			Student Voice Infrastructure Reduction in number of students with dropout codes at EOY

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

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

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

[impact on most students; impact on specific student groups] ✍️

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially — An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	-94% of seniors had 3+ college apps, which is 16% higher than the previous year -96% of seniors had at least 1 match or reach application -Black male and DL subgroups were higher than district average for all college KPI (Key Performance Indicators) categories -LPS (Learn Plan Succeed) confirmations have increased from 95.6% (SY21) to 97.6% (SY22) -For summer SY23 Co23, alumni engaged was 69.8%, which is higher than the district average of 63.6%. However, for SY23 Co23, postsecondary confirmations was 41.5% which is lower than the district average of 53.3% -ILPs (Individual Learning Plans) for all grades were below the district average for SY23 -8% of students participated in Dual Credit	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		
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?** -Students have voiced wanting… -->Early awareness since many feel lost their senior year and wish they started on the "right" track their freshman year -->Continuing information about financial aid and all postsecondary options -->Continuing field trips, such as college and career fairs and college tours -Staff have voiced… -->Needing more preparation for journey after high school -->Continuing information and assistance about financial aid -->Exposure activities, such as college tours -->SAT preparation, in the form of after-school tutoring or in-class lessons	
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).			
Yes — Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
Yes — There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**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?** -PLT meets every week to ensure actions are being made to achieve goals -PLT has broadened its focus to include grade levels beyond 12th grade in hopes of shifting the culture of RCA towards a college and career mindset -->Last year, PLT pushed into the freshman seminar classes to have 1:1 meetings with students about their results from their ILP task, the Strengths Explorer, and how it relates to their postsecondary journey -->Students involved in this initiative reported having a positive experience that allowed them to articulate their results to someone else and start planning for their future after high school, which included changes in their actions in the present -These efforts can better address barriers/obstacles for our student groups furthest from opportunity by utilizing Tier 3 methods that include direct and additional support	
Yes — Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager		

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 need more preparation to make a holistic choice when deciding what to do after they graduate from Richards
-->This includes more information about the different LPS pathways and college-going process starting their freshman year

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
	Spectrum of Inclusive Partnerships	[takeaways reflecting most students; takeaways reflecting specific student groups] proactive fostering relationships. new LPA with BPNC. building more inroads with more organizations who are our neighbors	Cultivate

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.		*Parent Partnerships and Community Engagement suffered some setbacks in SY23 due in part to Sustainable Community Schools (SCS) personnel gaps/changes. At the end of SY23, the school made a decision to change SCS Lead Partner Agency (LPA) from Youth Guidance to Brighton Park Neighborhood Council (BPNC). The transition is setting the school up for future success.*	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	*The school has met compliance requirements with forming the Parent Advisory Council (PAC) and Blingual Advisory Committee (BAC) [survive] but has struggled to continuously implement ongoing initiatives and parent engagement activities particularly the PAC. [thrive]* *Richards establishes connections with parents/guardians during enrollment process (STLS where applicable) and through the use of ongoing email communication, parent conferences, and Behavior Attendance Grades (BAG) Reports.* *REACH Domain 4c: Communicating With Families garnered mostly Basic ratings for Teachers who received ratings in SY23.*	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)
No	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		Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

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

The school proactively communicates with families as it relates to the following: parent conferences when needed due to disciplinary or restorative practices; scheduling and including families in IEP/504 meetings, outreach from Attendance Office when continuous absences occur, emails from administration and BAG reports (English and Spanish). [survive]

There is still a need to engage parents in an active way with school events, workshops to support parent needs/learning, etc [thrive]

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

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

There are pockets of student voice in policy and decision making; however, improved student voice infrastructures -- building Student Council, and re-establishing Student Voice Committee (SVC) are needed.

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

[impact on most students; impact on specific student groups] ✍️

transition with Lead Partner Agency (LPA)
full time Parent Engagement Coordinator -- as CPS employee pending establishment of Student Voice Committee (SVC), Student Council, etc.

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.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

SY23 Faculty & Staff Reflections
- Improved student engagement, which can be attributed to efforts such as the implementation of an equity-based MTSS framework, academic intervention plans, and support for English Learners.
- Increased student enrollment, possibly resulting from efforts to create an inclusive and supportive learning environment.
- Positive outcomes in terms of academic support, reflected in the high graduation rate (53 out of 54 seniors) and improved academic rigor.

"Improved student engagement"
"More learning going on in the classrooms"
"53 out of 54 seniors graduated"

What is the feedback from your stakeholders?

SY23 Faculty & Staff Reflections
- Positive feedback on student engagement and community-building efforts suggests that the implementation of equity-based MTSS and support for diverse learners is having a positive impact.
- Concerns related to treating all students equally, supporting English Language Learners, and implementing restorative justice practices highlight areas where the school can further improve its adherence to the provided measures.
- Feedback regarding communication and accountability indicates the importance of clear communication and support structures in the context of high-quality IEPs and inclusive education.

"More afternoon programming and events. It feels more like a community with students and parents."
"Young people enjoy being in this building. On days we expect them not to show up, but they are here."
"Improved student engagement"

What student-centered problems have surfaced during this reflection?

SY23 Faculty & Staff Reflections
-Concerns about instructional practices and academic rigor may point to the need for continuous improvement in academic intervention plans and support for English Learners.
-Issues related to treating students differently in terms of academic challenges highlight the importance of equitable implementation of the MTSS framework and IEP development.
-Challenges in supporting English Language Learners and addressing newcomer needs underscore the need for effective Tier I instructional services.
-The need for restorative justice practices aligns with the goal of creating an inclusive and supportive learning environment.

"Feedback on instructional practices"
"Building academic endurance in all classrooms"
"We pushed some students more than others."
"ELL support. A Lot of newcomers. Tried to support them without burdening others."
"SECA needs covered for all DL students"
"Supporting our diverse learners with extra support. All newcomers with more support if possible"

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?

SY23 Faculty & Staff Reflections
-Efforts to hire more staff, increase support for English Learners, and make English education more academically rigorous align with the goal of implementing an equity-based MTSS framework and maximizing Tier I instructional services.
-The emphasis on better communication among staff and the need for consequences that support student improvement address barriers to creating an inclusive environment and implementing high-quality IEPs.
-Encouraging education for staff and continuous discussions on improving practices can contribute to addressing barriers and supporting student success.

"More staff hired to help better support our kids to strive and succeed"
"Increase support for the ELs"
"We move from academic supports of bottom 20% to celebrating, uplifting, accelerating the top 20% of student learning"
"Communication with families needs to improve. Consequences for negative student behaviors need to make sense and help students improve, not remove them w/o time out of class/chilling in the deans office."

Determine Priorities

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

Students...

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

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

As adults in the building, we...

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

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What is your Theory of Action?

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

Inclusive & Supportive Learning Environment

If we....

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

then we see....

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...

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 ✍️

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	4/1/24
Q2	12/22/23	Q4	6/30/24

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1			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 2			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 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	*[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]*	✍️

Inclusive & Supportive Learning Environment

SY26 Anticipated Milestones

[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] ✏️

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	Numerical Targets [Optional] ✏️		
					SY24	SY25	SY26
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				
	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
Select a Practice			
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
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

Select Metric

Select Group or Overall

| | | | | Select Status | Select Status | Select Status | Select Status |

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Select a Practice		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

| 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?

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

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

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

Yes — The ILT leads instructional improvement through distributed leadership.

Partially — School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.

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

What are the takeaways after the review of metrics?

5 essentials:
-Evidence: "14 English Instruction + 24 65 Strong Ambitious Instruction Student"
-Takeaway: The evidence indicates a strong improvement in English instruction, reflecting ambitious instruction aligned with the goal of enhancing rigor in classroom discussions.

SY23 HS Marking Period Report:
1. Disparities in Pass Rates Based on Race, EL/DL Status, and Gender:
-English Learners (EL) and Dual Language (DL) students also exhibit lower pass rates.
-Female students tend to have higher pass rates than male students.
2. Lower Performance in NonCore Content Areas:
-The pass rates in certain content areas, specifically NonCore, show lower performance levels compared to Core subjects.
3. Variations in On-Track Rates for 9th and 10th Graders:
-The data highlights fluctuations in on-track rates for 9th and 10th graders across different marking periods, suggesting challenges in keeping these students on track.
4. Fluctuations in Grade Distribution:
-The data reveals variations in the percentage of students receiving A, B, C, D, or F/P grades over the years, indicating inconsistent academic performance.
5. Decline in Pass Rates in 11th Grade, Particularly for DL Students:
-There is a noticeable decline in pass rates in 11th grade, especially for Dual Language (DL) students, which may indicate specific challenges faced by this group.

PERTS Elevate:
In Affirming Identities, there has been a notable increase from 68% at the Beginning of Semester 1 to 75% at the End of Semester 2.

In Meaningful Work, there has been a positive shift from 66% at the Beginning of Semester 1 to 75% at the End of Semester 2.

In Student Voice, there has been significant progress from 69% at the Beginning of Semester 1 to 77% at the End of Semester 2.

In Teacher Caring, there has been a consistent positive trend from 66% at the Beginning of Semester 1 to 75% at the End of Semester 2.

What is the feedback from your stakeholders?

5 essentials:
-Evidence: "17 Instructional Leadership + 8 59 Neutral Effective Leaders Teacher"
-Takeaway: While instructional leadership is rated as neutral, feedback from teachers suggests that there may be room for improvement in leadership that supports the implementation of discourse techniques.

PERTS Elevate:
-Affirming Identities:Increase from 68% (Beginning of Semester 1) to 75% (End of Semester 2) in the perception that teachers accept students for who they are.
Recognition that different backgrounds and perspectives are valued and supported in the classroom.
-Meaningful Work:Positive shift from 66% (Beginning of Semester 1) to 75% (End of Semester 2) in the perception that students do meaningful work in class.
Belief that what is learned in class is connected to real-life and that teachers make learning interesting.
-Student Voice:Significant progress from 69% (Beginning of Semester 1) to 77% (End of Semester 2) in the perception that students have the opportunity to make choices about their work in class.
Increased belief that students' ideas are taken seriously in the classroom.
-Teacher Caring:Consistent positive trend from 66% (Beginning of Semester 1) to 75% (End of Semester 2) in the perception that teachers care about students and treat them with respect.

What student-centered problems have surfaced during this reflection?

5 essentials:
-Evidence: "26 Academic Press - 13 32 Weak Ambitious Instruction Student"
-Takeaway: Weak academic press could be a significant student-centered problem, as it may hinder students from engaging in rigorous discourse. This could be a priority for the Comprehensive Improvement and Innovation Plan (CIWP).SY23 HS Marking Period Report:

-Disparities in pass rates based on race, EL/DL status, and gender.
-Variations in on-track rates for 9th and 10th graders across different marking periods indicate challenges in keeping students on track.
-The grade distribution data reveals a significant percentage of students receiving D or F/P grades in some years, suggesting academic struggles.

PERTS Elevate:

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?

5 essentials:
Progress --
-Evidence: "11 Quality Professional Development + 10 77 Strong Collaborative Teachers Teacher"
-Takeaway: Quality professional development is strong, which could have a positive impact on enhancing discourse techniques among teachers.

Barriers/Obstacles--
-Evidence (weakest areas related to "Ambitious Instruction" 2 measures within one essential area):
"Academic Press - 13 32 Weak Ambitious Instruction Student"
"Quality of Student Discussion - 9 24 Weak Ambitious Instruction Teacher"
-Takeaway: The evidence highlights weaknesses in both "Academic Press" and the "Quality of Student Discussion," both of which are related to "Ambitious Instruction." These weaknesses may serve as barriers to engaging students, including those from student groups furthest

PERTS Elevate.
-The need for continued efforts to ensure all students feel accepted and valued (Affirming Identities):
Evidence: Beginning of Semester 1: 68% and End of Semester 2: 75%
This highlights the ongoing challenge of ensuring all students feel accepted and valued in the classroom.

-The importance of maintaining and further enhancing the sense of classroom community (Classroom Community):
Evidence: Beginning of Semester 1: 71% and End of Semester 2: 77%
This data emphasizes the importance of continually nurturing and strengthening the classroom community.

-The need for ongoing initiatives to provide constructive feedback for growth (Feedback for Growth):
Evidence: Beginning of Semester 1: 75% and End of Semester 2: 74%
This evidence underscores the need for consistent efforts to offer constructive feedback for student growth.

-The importance of sustaining meaningful and engaging classwork (Meaningful Work):
Evidence: Beginning of Semester 1: 66% and End of Semester 2: 75%
This data highlights the ongoing challenge of maintaining meaningful and engaging classwork.

-The value of continually promoting student voice and ownership (Student Voice):
Evidence: Beginning of Semester 1: 69% and End of Semester 2: 77%
This evidence emphasizes the importance of consistently promoting student voice and ownership in the learning process.

-The need for continued focus on teacher-student relationships and caring (Teacher Caring):
Evidence: Beginning of Semester 1: 66% and End of Semester 2: 75%
This data highlights the ongoing need to prioritize teacher-student relationships and caring.

-The importance of clear learning goals and tracking progress (Learning Goals):
Evidence: Beginning of Semester 1: 70% and End of Semester 2: 67%
This data underscores the importance of maintaining clear learning goals and effectively tracking student progress.

-The need for consistent supportive teaching practices (Supportive Teaching):
Evidence: Beginning of Semester 1: 77% and End of Semester 2: 76%
This evidence emphasizes the ongoing need for consistent and supportive teaching practices.

-The value of maintaining a well-organized classroom environment (Well-Organized Class):
Evidence: Beginning of Semester 1: 77% and End of Semester 2: 76%
This data underscores the ongoing value of maintaining a well-organized classroom environment to support student learning.

may serve as barriers to engaging students, including those from student groups furthest from opportunity, in meaningful discourse about the content, and could hinder the depth of their engagement with the curriculum.

SY23 HS Marking Period Report:
Progress not seen in the report but in an effort to support the identified disparities.
-CRT strategies, PERTS Elevate and mirror work have been implemented in all PLC groups.
Initiatives that could be taken to address identified disparities
- Implementing culturally responsive teaching strategies and curriculum changes to address disparities based on race, EL/DL status, and gender.
- Providing additional academic support and interventions to improve on-track rates.
- Developing programs and resources to address the decline in pass rates in 11th grade, particularly for DL students.

PERTS Elevate:
Progress:
-In Affirming Identities, there has been a notable increase from 68% at the Beginning of Semester 1 to 75% at the End of Semester 2.
-In Meaningful Work, there has been a positive shift from 66% at the Beginning of Semester 1 to 75% at the End of Semester 2.
-In Student Voice, there has been significant progress from 69% at the Beginning of Semester 1 to 77% at the End of Semester 2.
-In Teacher Caring, there has been a consistent positive trend from 66% at the Beginning of Semester 1 to 75% at the End of Semester 2.

Barriers/obstacles:
- Although we made increase in all areas as a whole, teachers who had the lowest ratings in Meanigful Work and Student Voice made the least amount of growth in those areas.

Determine Priorities

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

Students...

... in our school encounter obstacles when actively participating in classroom discourse and demonstrating the depth of knowledge necessary for rigorous discussions. While we actively strive to affirm student identities, foster classroom communities, and provide constructive feedback, students encounter difficulties in actively contributing to classroom discussions that bridge content to their experiences. This challenge may be attributed to a weak academic press, which hinders our goal of cultivating teacher and student discourse and utilizing antiracist mirror work. Additionally, this issue is underscored by disparities in pass rates based on race, EL/DL status, and gender, as well as variations in on-track rates for 9th and 10th graders. Furthermore, grade distribution data indicates a significant percentage of students receiving D or F/P grades, signifying academic challenges.

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

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

As adults in the building, we...

...may not have adequately established and consistently enforced high academic expectations and rigorous classroom practices. This lack of a strong academic press could be a significant contributing factor to the identified student-centered problem. It may hinder students from actively engaging in classroom discourse and demonstrating the depth of knowledge required for rigorous discussions.

[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

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What is your Theory of Action?

If we....

If we implement learning that concentrate on building teacher and student academic discourse, aligned with the Depth of Knowledge standards

And if we leverage the PERTS Elevate learning conditions,

And if we center our efforts in antiracist mirror work

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Curriculum & Instruction

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....

Enhanced Discourse: Teachers and students actively engage in discourse, improving teacher practices and boosting student engagement and learning

Rigorous Classroom Discussions: Increased depth of knowledge in discussions is measured and improved through data-driven processes.

Content-Connected Student Discussions: Students actively discuss content and its relevance to their experiences, enhancing their engagement and understanding.

Teacher-Guided Discourse Routines: Teachers create inclusive and safe environments by incorporating student experiences into classroom discourse.

which leads to...

A Safe and Inclusive Learning Environment: The focus on antiracist mirror work will contribute to creating a safe and inclusive learning environment.

Increased Student Engagement and Voice: Students will have more opportunities to engage actively and voice their thoughts in the classroom.

Increased use of Discussion Strategies aligned to DOK standards: Positive data outcomes will indicate progress in creating a more inclusive and supportive learning environment, enhancing curriculum and instruction.

Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

ILT/PLC (Teachers)

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	4/1/24
Q2	12/22/23	Q4	6/30/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Building Academic Discourse			Not Started
Action Step 1	Develop and distribute a comprehensive guide on building teacher and student academic discourse aligned with Depth of Knowledge standards to all teachers			In Progress
Action Step 2	Weekly PLC that implement/focus on academic discourse strategies for teachers, ensuring their alignment with Depth of Knowledge standards.			Not Started
Action Step 3	Implement classroom observations and peer to peer visits to assess the integration of academic discourse practices.			Not Started
Action Step 4	Regularly assess questioning within our instruction by bringing into the PLC space teacher units/lessons/acitivities to share and analyze with peers.			Not Started
Action Step 5	Align students experience data (PERTS Elevate) to their experiences with academic discourse and their perception of its impact on their learning.			Not Started
Implementation Milestone 2	Leveraging PERTS Elevate Learning Conditions			In Progress
Action Step 1	Open up all PERTS Elevate learning conditions to assess and identify specific learning conditions that align with the school's goals.			In Progress
Action Step 2	Align PERTS Elevate learning conditions to other streams of work (i.e. DOK and anti-racist mirror work)			In Progress
Action Step 3	Integrate PERTS Elevate learning conditions into the curriculum and instructional practices.			Not Started
Action Step 4	Monitor, reflect the impact of each individuals small change ideas - Evaluate the impact of PERTS Elevate learning conditions on student engagement and voice through survey reports (3x per semester) and data analysis.			Not Started
Action Step 5	Reflect upon the impact of our Learning Cohorts			Not Started
Implementation Milestone 3	Antiracist Mirror Work and Inclusive Learning Environment			Select Status
Action Step 1	Develop and implement antiracist mirror work strategies, including weekly PLC implementaion, professional development sessions and resources for all staff.			In Progress
Action Step 2	Foster an inclusive learning environment by creating safe spaces for open discussions on race, equity, and inclusion.			In Progress
Action Step 3	Implement regular climate surveys within PLC, use PERTS Elevate and 5 essentials to gauge the school's progress toward inclusivity and the effectiveness of antiracist mirror work.			Not Started
Action Step 4	Make connections between our identities and how that impacts our PERTS results			Not Started

Curriculum & Instruction

Action Step 5	Make connections between our identities, our PERTS results and how that impacts the implementation of dicourse happening in classrooms.			Not Started
Implementation Milestone 4	Data-Driven Curriculum Enhancement			Select Status
Action Step 1	Establish a data analysis protocol to to measure depth of knowledge in classroom discussions and its correlation with student engagement. (using Rigor Walk Rubrics, Peer Visits, Quarterly Marking Periods, and PERTS)			In Progress
Action Step 2	Identify specific discussion strategies aligned with Depth of Knowledge standards and integrate them into the curriculum.			Not Started
Action Step 3	Collect, analyze, and report data on the effectiveness of discussion strategies in improving student engagement and depth of knowledge.			Not Started
Action Step 4	Regularly review and adapt curriculum based on data-driven insights to enhance curriculum and instruction continually.			Not Started
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?] ✏️
SY26 Anticipated Milestones	[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] ✏️

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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

					Numerical Targets [Optional] ✏️		
Specify the Goal ✏️	**Can this metric be frequently monitored?**	**Metric**	**Student Groups (Select 1-2)**	**Baseline** ✏️	**SY24**	**SY25**	**SY26**
	Yes	Other	Overall				
			NA				
	Yes	Other	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:2 Students experience grade-level, standards-aligned instruction.			
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.			

Curriculum & Instruction

C&I:4 The ILT leads instructional improvement through distributed leadership.

Return to Top | **SY24 Progress Monitoring**

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Other	Overall			Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
	Other	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

		Progress Monitoring			
Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.		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.		Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.		Select Status	Select Status	Select Status	Select Status

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).
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).
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).
Yes	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).

What are the takeaways after the review of metrics?

-94% of seniors had 3+ college apps, which is 16% higher than the previous year
-96% of seniors had at least 1 match or reach application
-Black male and DL subgroups were higher than district average for all college KPI (Key Performance Indicators) categories
-LPS (Learn Plan Succeed) confirmations have increased from 95.6% (SY21) to 97.6% (SY22)
-For summer SY23 Co23, alumni engaged was 69.8%, which is higher than the district average of 63.6%. However, for SY23 Co23, postsecondary confirmations was 41.5% which is lower than the district average of 53.3%.
-ILPs (Individual Learning Plans) for all grades were below the district average for SY23
-8% of students participated in Dual Credit

What is the feedback from your stakeholders?

-Students have voiced wanting...
-->Early awareness since many feel lost their senior year and wish they started on the "right" track their freshman year
-->Continuing information about financial aid and all postsecondary options
-->Continuing field trips, such as college and career fairs and college tours
-Staff have voiced...
-->Needing more preparation for journey after high school
-->Continuing information and assistance about financial aid
-->Exposure activities, such as college tours
-->SAT preparation, in the form of after-school tutoring or in-class lessons

What student-centered problems have surfaced during this reflection?

-Students need more preparation to make a holistic choice when deciding what to do after they graduate from Richards
-->This includes more information about the different LPS pathways and college-going process starting their freshman year

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?

-PLT meets every week to ensure actions are being made to achieve goals
-PLT has broadened its focus to include grade levels beyond 12th grade in hopes of shifting the culture of RCA towards a college and career mindset
-->Last year, PLT pushed into the freshman seminar classes to have 1:1 meetings with students about their results from their ILP task, the Strengths Explorer, and how it relates to their postsecondary journey
-->Students involved in this initiative reported having a positive experience that allowed them to articulate their results to someone else and start planning for their future after high school, which included changes in their actions in the present
-These efforts can better address barriers/obstacles for our student groups furthest from opportunity by utilizing Tier 3 methods that include direct and additional support

Determine Priorities

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

Students...

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

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

As adults in the building, we...

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

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What is your Theory of Action?

If we....

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✍ 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 =>

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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....

✍️

which leads to...

✍️

Implementation Plan

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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 ✍️

Post-Secondary Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	4/1/24
Q2	12/22/23	Q4	6/30/24

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1			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 2			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 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	[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]	✍️
SY26 Anticipated Milestones	[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]	✍️

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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.

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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
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				
	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
Select a Practice			
Select a Practice			
Select a Practice			

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SY24 Progress Monitoring

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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
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select 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 =>

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Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Select a Practice		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

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

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.

Richards maintains a full time Parent Engagement Coordinator, as part of the Sustainable Community Schools (SCS) initaitve. The Parent Engagement Coordinator will lead the school's efforts to establish the Parent Advisory Council (PAC) and the Bilingual Advisory Committee (BAC). Upon formation of the PAC, the Parent Engagement Coordinator will work with the PAC and school administration to implement Title 1 parent engagement activities, and budget expenditures.

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