

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

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

[CIWP Team Guidance](#)

Name	Role	Email
Michael Biela	Principal	mjbiela@cps.edu
Jennifer Narbert	AP	jnarbert@cps.edu
Sarah Kelly	Inclusive & Supportive Learning Lead	suebler@cps.edu
Kevin Kohl	Connectedness & Wellbeing Lead	kkohl@cps.edu
Beth Lanners	Postsecondary Lead	benlanners@cps.edu
Berenice Perez	Teacher Leader	bperez-ama@cps.edu
Luke Vander Pluym	LSC Member	ldvanderpluy@cps.edu
Rebecca Gartner	Parent	shumpinfunky@gmail.com
	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	5/17/23	5/17/23
Reflection: Curriculum & Instruction (Instructional Core)	5/17/23	5/24/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/24/23	5/31/24
Reflection: Connectedness & Wellbeing	6/9/23	6/9/23
Reflection: Postsecondary Success	6/9/23	6/9/23
Reflection: Partnerships & Engagement	6/9/23	6/9/23
Priorities	6/9/23	6/9/23
Root Cause	7/14/23	7/14/23
Theory of Acton	7/21/23	7/21/23
Implementation Plans	8/11/23	8/11/23
Goals	8/11/23	8/11/23
Fund Compliance	7/28/23	7/28/23
Parent & Family Plan	7/28/23	7/28/23
Approval	9/12/23	9/12/23

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	September 22
Quarter 2	December 22
Quarter 3	February 9
Quarter 4	April 11

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	CPS High Quality Curriculum Rubrics All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	The Rickover ILT needs improvement. The school went to a more teacher led model too quickly. Our ILT was very effective when there was more monitoring. We are going back to that model and will release control more slowly. The curriculum maps (developed by teacher teams) is standards aligned and well thought out, but there are still pockets of basic practice in delivery. Finally, daily assessment is still not the norm.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Partially	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction Students experience grade-level, standards-aligned instruction.		
Yes	Powerful Practices Rubric Learning Conditions 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.	What is the feedback from your stakeholders? Looking at Cultivate Data, we find that overall students feel respected and connected with the glaring exception of a single teacher.	STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold
Partially	Continuum of ILT Effectiveness Distributed Leadership The ILT leads instructional improvement through distributed leadership.		
Yes	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development 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	Assessment for Learning Reference Document Evidence-based assessment for learning practices are enacted daily in every classroom.	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? Coaching our teachers with the Basic practices is ongoing. We see both growth and backside with an overall rising trajectory. Our MTSS and Health and Wellness teams track these groups and connect students to opportunities quickly.	Interim Assessment Data
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Post-COVID, students are having trouble engaging with each other in relation to the curriculum. </p>			

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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
Yes	MTSS Integrity Memo MTSS Continuum Roots Survey 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.	This is an area that Rickover has worked on for several years. Strong structures and teams are in place. ELL needs are newer as student demographics have shifted, but the ELPT has taken it head-on and we are strong except in use of language in all content areas.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Yes	MTSS Integrity Memo 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	LRE Dashboard Page 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.	What is the feedback from your stakeholders? Just over half of students in MTSS red-zone were moved in a positive direction (out of the red-zone). Most students did well in one area, but getting students to be successful in all three	Quality Indicators of Specially Designed Curriculum EL Program Review Tool

			areas was difficult.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Rickover adjusts teams and structures. Teams are also talking about positive policy changes to make the current work more effective. 📌</p>
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>None in this category. 📌</p>			

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics	
Partially	BHT Key Component Assessment SEL Teaming Structure	<p>Rickover needs to develop a culture and climate team. Rickover has a robust Behavioral Health Team. The student culture is healthy and strong, but having a Climate and Culture team will create a place for more voice to be directly heard. Currently, there are several informal student voice outlets, but formally setting a place will help elevate more voices. 📌</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p> <p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p>	
Yes	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>	<p>What is the feedback from your stakeholders?</p> <p>The percentage of students in Tier 2/3 interventions is about 75%. We lose and cannot find maybe one student after the 20th day. When students are out for an extended period, we have great success reconnecting them to class and activities. Our two biggest areas of concern are students who are chronically absent, but in small pockets of time (a day here and there, but a lot of days over time) and about 10% of our teachers report begin unhappy and unfulfilled. 📌</p>	<p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>	
Yes	<p>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.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>We have identified a teacher to lead the Culture and Climate Team, but it needs to be created and developed. 📌</p>	
Yes	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>			
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Over 90% of our students are connected and self-manage their personal concerns. 📌</p>				

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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)

References

What are the takeaways after the review of metrics?

Metrics

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)	<p>Due to lack of personnel on site, many of these expectations were not met.</p> <p>What is the feedback from your stakeholders? Rickover had 56% attend college in the fall of 2022 and 67% persisted in the fall of 2022. On track is very high. KPI completion is also over 90%.</p> <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? Personnel Changes</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p> <p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
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		
Partially	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
No	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
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		
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		
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students had a hard time being guided through the process due to lack of personnel available.</p>				

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	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	<p>We have a robust community who helps with our sports program, our clubs, and we have an active Friends group.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p>
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		

			Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Yes	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p>Student Voice Infrastructure Rubric</p>	<p>What is the feedback from your stakeholders?</p> <p>ALSC is well attended. We have had one meeting in 12 years without a quorum. The Friends group has 20 regular members and about 30 more who help ad hoc. The PAC has always been difficult to set-up; parents at Rickover express that they have no interest in that group.</p>	Formal and informal family and community feedback received locally. (School Level Data)
	<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
None		None	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
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?

Rickover needs to develop a culture and climate team. Rickover has a robust Behavioral Health Team. The student culture is healthy and strong, but having a Climate and Culture team will create a place for more voice to be directly heard. Currently, there are several informal student voice outlets, but formally setting a place will help elevate more voices.

What is the feedback from your stakeholders?

The percentage of students in Tier 2/3 interventions is about 75%. We lose and cannot find maybe one student after the 20th day. When students are out for an extended period, we have great success reconnecting them to class and activities. Our two biggest areas of concern are students who are chronically absent, but in small pockets of time (a day here and there, but a lot of days over time) and about 10% of our teachers report begin unhappy and unfulfilled.

What student-centered problems have surfaced during this reflection?

Over 90% of our students are connected and self-manage their personal concerns.

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

We have identified a teacher to lead the Culture and Climate Team, but it needs to be created and developed.

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

Students have indicated in the Cultivate survey that there are pockets in the school in which students do not feel respected, validated, or heard. The same students feel heard in some portions of their day but not in all classes.



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

Resources: 

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

As adults in the building, we have not incorporated SEL strategies in all classes. They are in some classes, but not all. As adults, we have not created enough opportunities for student voice inside the classroom. Some classes include robust discussion and peer collaboration but not all.



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....

If we utilize CASEL strategies in each classroom



Indicators of a Quality CIWP: Theory of Action


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

Resources: 

then we see....

improved student voice, teacher-student connectedness, and a sense of belonging, which results in improved academic performance.






which leads to...
 a more positive climate in the building, higher attendance rates, greater GPA, and improved graduation rates and college persistence. 

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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
ILT and Administration	Q1 September 21 Q3 February 9 Q2 December 22 Q4 April 11

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	80 percent of classes have implemented CASEL strategies			Not Started
Action Step 1	Introduce teachers to CASEL strategies			Not Started
Action Step 2	Gather baseline data of casel strategies in classrooms			Not Started
Action Step 3	ILT presents CASEL strategy of most impact based on data			Not Started
Action Step 4	Allow safe practice and then Gather data after CASEL strategy is shared			Not Started
Action Step 5	ILT presents strengths and areas of concentration related to SEL in the classrooms			Not Started
Implementation Milestone 2	80% of students will report they feel heard and have a voice in their learning			Not Started
Action Step 1	Create a survey with the ILT on measuring student voice			Not Started
Action Step 2	Provide Professional Development around student voice			Not Started
Action Step 3	Ensure there are curriculum fairs in ALL grade levels (Health, Science Symposium,)			In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	The school will implement the Renaissance Program where achievement is known and celebrated.			Not Started
Action Step 1	Have the coordinator present the program to the staff for buy in and ownership			Not Started
Action Step 2	Identify students who are gold and who are blue (a two-tiered system)			Not Started
Action Step 3	Gold and blue students achieve rewards throughout the year			Not Started
Action Step 4	Host a final celebration to honor the achievers			Not Started
Action Step 5				Select Status
Implementation Milestone 4	The school will have an active MTSS team to implement the Mentor-Mentee program to build up at risk students in the area of grades to re-engage them in the school culture.			In Progress
Action Step 1	Identify the students with failure in core classes			Not Started
Action Step 2	Identify mentors to help re-engage and tutor/mentor the students			Not Started
Action Step 3	Make sure the tutoring program is active			Not Started
Action Step 4	MTSS team will provide a framework/scripts for mentorship discussions			Not Started
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	In 2025, we will raise our 80 % of students meeting the milestone to 85%. We will review our strengths- what went well and what didn't and create new action steps. 
SY26 Anticipated Milestones	In 2026, we will raise our 85% of students meeting the milestones to 90%. This may take a grant-writing strategy or involving parents and outside community. 

[Return to Top](#) **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 an 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
Students will report they feel heard, validated, and have choice.	Yes <input type="checkbox"/>	Cultivate	Overall <input type="text"/>				
			Overall <input type="text"/>				
Teachers will incorporate CASEL strategies to bring about student connectedness and higher achievement.	Yes <input type="checkbox"/>	Other	Overall <input type="text"/>				
			Overall <input type="text"/>				

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 team will identify at-risk students and use grade and attendance data in monthly meetings to assess progress.	The MTSS team will identify at-risk students and use grade and attendance data in monthly meetings to assess progress.	The MTSS team will identify at-risk students and use grade and attendance data in monthly meetings to assess progress.
C&W:3 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.	The afterschool tutoring program will be assigned to students who need extra help and who may be disenfranchised due to poor performance. Lunch buddies will also run to help kids who cannot attend afterschool.	The afterschool tutoring program will be assigned to students who need extra help and who may be disenfranchised due to poor performance. Lunch buddies will also run to help kids who cannot attend afterschool.	If money allows, the afterschool tutoring program will continue.
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will identify areas of need in classrooms related to student discussion and choice. The ILT will teach strategies for practice that allow students to have productive and engaging conversations in class that are relevant and bring about a sense of belonging in the classroom. The ILT mentors will provide coaching to struggling teachers to bring about a growth mind-set in staff which will trickle down to students.	The ILT will identify areas of need in classrooms related to student discussion and choice. The ILT will teach strategies for practice that allow students to have productive and engaging conversations in class that are relevant and bring about a sense of belonging in the classroom. The ILT mentors will provide coaching to struggling teachers to bring about a growth mind-set in staff which will trickle down to students.	If money allows, the ILT mentorship program will continue.

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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
Students will report they feel heard, validated, and have choice.	Cultivate	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
Teachers will incorporate CASEL strategies to bring about student connectedness and higher achievement.	Other	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S: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 team will identify at-risk students and use grade and attendance data in monthly meetings to assess progress.	Select Status	Select Status	Select Status	Select Status
C&W:3 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.	The afterschool tutoring program will be assigned to students who need extra help and who may be disenfranchised due to poor performance. Lunch buddies will also run to help kids who cannot attend afterschool.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will identify areas of need in classrooms related to student discussion and choice. The ILT will teach strategies for practice that allow students to have productive and engaging conversations in class that are relevant and bring about a sense of belonging in the classroom. The ILT mentors will provide coaching to struggling teachers to bring about a growth mind-set in staff which will trickle down to students.	Select Status	Select Status	Select Status	Select Status

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.
Partially	The ILT leads instructional improvement through distributed leadership.
Yes	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?

The Rickover ILT needs improvement. The school went to a more teacher led model too quickly. Our ILT was very effective when there was more monitoring. We are going back to that model and will release control more slowly. The curriculum maps (developed by teacher teams) is standards aligned and well thought out, but there are still pockets of basic practice in delivery. Finally, daily assessment is still not the norm.

What is the feedback from your stakeholders?

Looking at Cultivate Data, we find that overall students feel respected and connected with the glaring exception of a single teacher.

What student-centered problems have surfaced during this reflection?

Post-COVID, students are having trouble engaging with each other in relation to the curriculum.

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?

Coaching our teachers with the Basic practices is ongoing. We see both growth and backslide with an overall rising trajectory. Our MTSS and Health and Wellness teams track these groups and connect students to opportunities quickly.

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

Students...
Experience grade-level, standards-aligned instruction in most classes. Students should have this experience in all classes.

Resources:

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.
Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).
For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.
Priorities are determined by impact on students' daily experiences.

Return to Top Root Cause

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

As adults in the building, we...
Can use Universal Backwards Design to create a destination that is grade-level aligned. This will allow planning to move forward with a measuring stick by which we can determine if the daily experience meets the goal.

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.

Return to Top Theory of Action

What is your Theory of Action?

If we...
Plan the quarter's/semester's destination is grade-level, standards-based aligned,

then we see...
daily classes and educational units aligned to the end. This will raise the level of instruction.

Resources:

Indicators of a Quality CIWP: Theory of Action

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

which leads to...

Students having a richer experience and they will find more success at work that is more challenging.



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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

Department Heads / Curriculum Coordinator

Dates for Progress Monitoring Check Ins

Q1 September 2

Q3 February 9

Q2 December 22

Q4 April 11

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Semester Two Final Exams aligned to curriculum map.	All teachers-of-record	November 9	Select Status
Action Step 1	Train and re-train Universal Backwards Design	All teachers-of-record	August 15	Select Status
Action Step 2	Develop final exams based on curriculum map	All teachers-of-record	November 9	Select Status
Action Step 3	Submit final exams	All teachers-of-record	November 9	Select Status
Action Step 4	Provide/Receive feedback	Admin	November 27	Select Status
Action Step 5	Make changes	All teachers-of-record	January 8	Select Status
Implementation Milestone 2	Build units to meet student needs to reach final exam destination	All teachers-of-record	December 15	Select Status
Action Step 1	Final exams completed	All teachers-of-record	November 9	Select Status
Action Step 2	Turning in Assessment Plans	All teachers-of-record	Throughout the semester	Select Status
Action Step 3	Receiving feedback on Assessment Plans	Curriculum Coordinator	Throughout the semester	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Semester One Final Exams aligned to curriculum map	All teachers-of-record	August 15, 2024	Select Status
Action Step 1	Train and re-train Universal Backwards Design	All teachers-of-record	August 13, 2024	Select Status
Action Step 2	Develop final exams based on curriculum map	All teachers-of-record	August 15, 2024	Select Status
Action Step 3	Submit final exams	All teachers-of-record	August 15, 2024	Select Status
Action Step 4	Provide/Receive feedback	Admin	August 23, 2024	Select Status
Action Step 5	Make changes	All teachers-of-record	August 30, 2024	Select Status
Implementation Milestone 4	Build units to meet student needs to reach final exam destination	All teachers-of-record	September 16, 2024	Select Status
Action Step 1	Final exams completed	All teachers-of-record	September 16	Select Status
Action Step 2	Turning in Assessment Plans	All teachers-of-record	Throughout the semester	Select Status
Action Step 3	Receiving feedback on Assessment Plans	Curriculum Coordinator	Throughout the semester	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

First Semester final exams completed with most units developed.



SY26 Anticipated Milestones

Second Semester final exams completed with most units developed and all units for first semester developed



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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
By the end of the CIWP period, 95% of students will experience grade-level, standards-aligned instruction in each class.	Yes	Other	Overall	88%			
			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. 📌

	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.	We are measuring students who have teachers who are not yet teaching at this level. We will collect assessment plans and assessments as well as complete observations to see that teachers are making progress. They will have time to develop their plans over SY24.	
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
By the end of the CIWP period, 95% of students will experience grade-level, standards-aligned instruction in each class.	Other	Overall	88%		Select Status	Select Status	Select Status	Select Status
		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

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	We are measuring students who have teachers who are not yet teaching at this level. We will collect assessment plans and assessments as well as complete observations to see that teachers are making progress. They will have time to develop their plans over SY24.	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
IL-Empower
Section below

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

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

If Checked:
No action needed

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



<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					

Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	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.
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		
If Checked:	<input type="checkbox"/>	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.



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