

CIWP Team & Schedules

[Resources](#)

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Heidy Moran	Principal	hgMoran@cps.edu
Gary Tesinsky	AP	gjtesinsky@cps.edu
Debra Neiman	AP	dfponcher@cps.edu
Beth Rosendahl	AP	blrosendahl@cps.edu
Amanda Glascott	Curriculum & Instruction Lead	acresch@cps.edu
Kristin Boszhardt	Inclusive & Supportive Learning Lead	klstroud1@cps.edu
Daniel Smykowski	Connectedness & Wellbeing Lead	dsmykowski@cps.edu
Monica Gomez	Partnerships & Engagement Lead	mngomez1@cps.edu
Lori Kingen-Gardner	Teacher Leader	lekingen-gar@cps.edu
Jessica Areizaga	Parent	jareizaga@cps.edu
Lucille Thompson	LSC Member	lthompson2@cps.edu
Leticia Viveros	Postsecondary Lead	lviveros4@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	3/29/23	6/21/23
Reflection: Curriculum & Instruction (Instructional Core)	6/20/23	6/21/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/20/23	6/21/23
Reflection: Connectedness & Wellbeing	6/20/23	6/21/23
Reflection: Postsecondary Success	6/20/23	6/21/23
Reflection: Partnerships & Engagement	6/20/23	6/21/23
Priorities	6/20/23	6/23/23
Root Cause	6/20/23	6/23/23
Theory of Acton	6/20/23	6/23/23
Implementation Plans	6/20/23	6/23/23
Goals	6/20/23	6/23/23
Fund Compliance	6/20/23	6/30/23
Parent & Family Plan	6/16/23	6/30/23
Approval		9/12/23 (LSC) CIWP Due 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	10/27/2023
Quarter 2	12/22/2023
Quarter 3	2/9/2024
Quarter 4	6/3/2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.
 Stakeholders are consulted for the Reflection of Foundations.
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Inconsistency between classroom environments, classroom expectations, grading policies, and standards. Some teachers are more intentional about providing culturally-responsive curriculum, while some do it when its convenient or "fits". Unit plans are standard-based, horizontally and vertically aligned, with native language instruction where applicable. Create distributed leadership within departments through Instructional Coaches.	iAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		iAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	<p>What is the feedback from your stakeholders?</p> Students feel like they have a trusted adult in the building, that they are generally engaged in instruction, have opportunities for inquiry-based projects, and that parents have influence over curriculum. Students and parents identified areas of growth in respect to SEL issues. These include connectedness to the school, academic grit/ perseverance, student responsibility, and building successful peer relationships. In addition, students felt that there needed to be more academic rigor, stronger expectations for post-secondary education, and more program coherence. within the school.	STAR (Reading) STAR (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		iReady (Reading) iReady (Math) Cultivate 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		TS Gold
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	<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> We have intentional skills-based supports through our MTSS team. To engage in this work, we analyze STAR 360 data to provide individual and small group interventions.	Interim Assessment Data

What student-centered problems have surfaced during this reflection?

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

Inconsistency for students within and between classes in regards to teacher policy, expectations, grading, classroom structure, and classroom environment.

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	<p>MTSS Systems and Infrastructure and Teaming and Meeting Quality: Star 360 is implemented across all grade levels in Literacy and Math for BOY, MOY and EOY. Our MTSS Team has been established with an identified Lead and Interventionist. The team will expand this year with other staff and service providers with diverse perspectives and backgrounds to assist in supporting more students. The MTSS team meets bi-weekly and are agenda driven with the review of various forms of student data. We did complete the Roots Survey last school year and we will continue to implement our MTSS plan and build the capacity of all staff in our school. We will work as a team to analyze the Star 360 data and identify the students that need additional interventions and support. Some areas to grow this year include expanding our team and continuous communication with staff on MTSS plan and data. MTSS will be included in the weekly principal directed meetings to enhance this communication. Tier 2 interventions will begin with our Freshman students and move to our Sophomore students in January 2024. We will use IXL to progress monitor and enhance skills in literacy and math. The MTSS Interventionist and Coaches will assist with this by pushing in and pulling out of classes.</p> <p>MTSS Primary Instruction and Core Curriculum for Academics and Behavior: Our focus on Small Group Instruction will help with Tier 2 and 3 interventions. Teachers will work with the MTSS team to create a structure in classrooms. This will begin at the beginning of the school year with 9th grade students.</p> <p>Consistent Universal Screening & Screening for At-Risk Students: We are at the pre-foundational level with this component. Universal screening plans for ELA and Math are identified, but not in the Branching Minds platform. Our team will work to create plans and progress monitor this school year, beginning with our 9th grade students.</p> <p>High quality, well-documented student support & support plans: Last school year we piloted an MTSS Tier 2 cycle using IXL in literacy and math. Our plan for this upcoming year is to create Student support plans and use IXL in a small group and individual setting. Our BHT will also document our interventions in the Branching Minds Platform this school year.</p>	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement
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		Annual Evaluation of Compliance (ODLSS)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page		Quality Indicators of Specially Designed Curriculum
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		EL Program Review Tool
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		
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.

- are below grade level and work is not being modified so therefore they are not passing
- are not coming to class or school consistently which also leads to their deficiency

What is the feedback from your stakeholders?

Student placement is determined by LRE grid specifics. Cluster, inclusion and self-contained students receive services as specified in their IEPs.

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

Efforts are in progress to support all students in the EL program. The Bilingual Science and Math instructional coach, the ELPT and the Dual Language Coordinator work in collaboration with the bilingual counselors. These individuals focus on helping students fill learning gaps, being academically on track and making progress in social and emotional development. Additionally, coaches and specialists support teachers in taking steps to modify their instruction to better meet student needs. These supports are present and have impacted the majority of the students. Nevertheless, we encountered challenges such as the lack of Bilingual/ESL certified teachers in the content subjects and the number of programs in our school that do not allow programming flexibility. The different academic levels of the students require more intentional tracking and interventions. This is a definite area that needs a more intentional system and structure to maximize the allocation of resources. Bilingual teachers have had year-long PD on how to write and implement the language objectives and this will be a schoolwide implementation in the near future.

[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
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	<p>Our Behavioral Health Team has structures in place to support student connectedness such as WOW, BAM, RSL, rainbow group, wellness group, mind over matters, SBIRT, LSSI, and Choose 2 Change. The BHT meets weekly to assess student-needed supports. Additionally, we have a Culture and Climate Team that meets biweekly. The time identified two priorities to improve relationships between students, staff, and administration. The BOY data reflected that 50% of students attending Schurz had a trusted adult in the building, and the EOY data reflected an increase to 65% of students having a trusted adult in the building. This past year, 45% of staff attended CCT events with the purpose of increasing admin and staff relationships. 88% of staff reported that these events created more opportunity for them to communicate effectively with admin. 80% of consequences throughout the 22-23 SY resulted in a tier 1 support such as restorative practices. From the 21-22 SY to the 22-23 SY, Restorative conversations increased from 548 to 1147 and parent conferences increased from 48 to 415.</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>
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p>
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		<p>What is the feedback from your stakeholders?</p> <p>How do we support teachers to ensure that all students are connected and feel included. What shifts need to occur so that students want to stay in the classroom. How can we better support our undocumented students and their families? Utilizing SCS supports, could we provide additional opportunity for undocumented students to create more equitable access?</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>
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			
	<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>In order to support our growing number of students that are disconnected and not feeling part of our school an opportunity for current staff to become more comfortable in their social emotional and relationship building skills. Many of our students do not connect with our staff and start to walk in the hallways.</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>As a school, we are prioritizing hiring staff who are Spanish speaking and can better support our ESL students through language. We are working with New Root to help build a cultural and social emotional understanding of our students and selves. Some barriers are due to small numbers of certain groups they feel disconnected and do not feel like part of the school. The majority of the staff do not represent our students, so this can be an additional barrier especially when language is involved.</p>	

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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)	<p>There is a need to build out a stronger plan for all students to have work based experiences. There is a gap of connecting what students want to do to having them complete class choices that will provide them with college credit and are connected to their ideal career. All classes and courses need to be backwards mapped (not just CTE) from the beginning to help students decided what courses they need to take. More field trips to a wide variety of companies need to occur so students can realize what career path they would like to choose.</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p>

Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit
Partially	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
Partially	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager

What is the feedback from your stakeholders?

Students feel like they have a trusted adult in the building, that they are generally engaged in instruction, have opportunities for inquiry-based projects, and that parents have influence over curriculum. Students and parents identified areas of growth in respect to SEL issues. These include connectedness to the school, academic grit/perseverance, student responsibility, and building successful peer relationships. In addition, students felt that there needed to be more academic rigor, stronger expectations for post-secondary education, and more program coherence within the school.

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?

The post secondary team is meeting during the summer to begin planning for the following year. They are reviewing summer melt data and trying to ensure that students are persisting in High School. They are also reviewing curriculum in both AVID and Freshman/ Senior seminar classes to ensure all students complete everything that is needed. The impact that is wanted for more students to graduate and persist in college to earn a degree or certificate. We have many different programs and not enough students in each program, which is a huge obstacle for creating pathways for students.

Learn, Plan, Succeed
% of KPIs Completed (12th Grade)
College Enrollment and Persistence Rate
9th and 10th Grade On Track
Cultivate (Relevance to the Future)
Freshmen Connection Programs Offered (School Level Data)

What student-centered problems have surfaced during this reflection?

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

The main student centered issues is for students to know what career path they want to take earlier. Many students change their mind over the course of their four years of what they want to do as a career. This makes it a barrier of how to help a student plan for the future.

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	Spectrum of Inclusive Partnerships	Students indicate that parent involvement is very low and was ranked the lowest metric. We have an overall score of moderately organized for the 5 essential survey. When parents are called the participation rate is less than 50% on average. Report card pick up is around 15% on average.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families
Partially	Reimagining With Community Toolkit		5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

Partially

School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

[Student Voice Infrastructure Rubric](#)

Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

The student Voice Committee consists of Student Council Leadership team from all grade levels as well as members of all extra curricular clubs to make sure all students have representation. This year the meetings took place sporadically and the plan for next year is to meet monthly, beginning with the Summer Kick Off. There is a student voice sponsor that attends district PD and receives support from the departemnt Social Studies and Civic engagement.



What student-centered problems have surfaced during this reflection?

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

Most families need to work multiple jobs and can not attend school functions. Students are also asked to work to support their families or watch younger syblings. This then turns into a student problem because they do not know how to handle thier life issuses and school issues.



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

We are currently developing a parent room that will have iformation for parents to help them be successful. We are trying to offer food when they are invited to the school for the whole family. This saw some success this year. We are hoping with this parent room and the additional funding for food, that we will get more parents attending the school functions.. THE work issue is the becuase issue. Most times one or both parents have to miss work.



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
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?

Inconsistency between classroom environments, classroom expectations, grading policies, and standards. Some teachers are more intentional about providing culturally-responsive curriculum, while some do it when its convenient or "fits". Unit plans are standard-based, horizontally and vertically aligned, with native language instruction where applicable. Create distributed leadership within departments through Instructional Coaches.

What is the feedback from your stakeholders?

Students feel like they have a trusted adult in the building, that they are generally engaged in instruction, have opportunities for inquiry-based projects, and that parents have influence over curriculum. Students and parents identified areas of growth in respect to SEL issues. These include connectedness to the school, academic grit/ perseverance, student responsibility, and building successful peer relationships. In addition, students felt that there needed to be more academic rigor, stronger expectations for post-secondary education, and more program coherence. within the school.

What student-centered problems have surfaced during this reflection?

Inconsistency for students within and between classes in regards to teacher policy, expectations, grading, classroom structure, and classroom environment.

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 intentional skills-based supports through our MTSS team. To engage in this work, we analyze STAR 360 data to provide individual and small group interventions.

Return to Top Determine Priorities

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

Students... are not completing assignments, students are not understanding work and shutting down, students are not taking responsibility for their work

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we... -are not scaffolded and differentiated materials to meet the needs of our student population,

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... make curriculum accessible through differentiation and modifications to meet the needs of our student population

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.

then we see....
students engaged in academic learning



which leads to...
more responsibility, more work completion, and essentially better academic progress



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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

ILT/Instructional Coaches

Dates for Progress Monitoring Check Ins

Q1 10/27/2023

Q3 2/9/2024

Q2 12/22/2023

Q4 6/3/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1	By October 20/End Q1 classrooms are setup for small group work in order to differentiate instruction	Instructional Coaches	October 20	In Progress
Action Step 1	Week 0 PD Focus on Classroom Setup for and Teacher Facilitation of small group work	ILT/Instructional Coaches	August 18	In Progress
Action Step 2	Week 0 PD Focus on relationships, norms, expectations/facilitation, role, and responsibilities (classroom set-up/expectations for missing work)	ILT/CCT Teams	August 18	In Progress
Action Step 3	Week 1 and 2 Coaches focus on classroom setup on small group instruction	Instructional Coaches	September 1	Not Started
Action Step 4	By Week 3 All classroom will complete a lesson on small group procedures by September 21 /Use September 22 PD for further development based on areas of need seen throughout the classes. (teachers grouped)	ILT/Instructional Coaches	September 8	Not Started
Action Step 5	By October 20 we will assist all teachers with running a small group lesson	ILT/Instructional Coaches	October 20	Not Started
Implementation Milestone 2	By Dec 21 teachers will complete 2 peer observations of small group lessons (one within content area, one not)	ILT/Instructional Coaches	December 21	Not Started
Action Step 1	CIWP/ILT Team creates checklist for observations	CIWP Team	October 1	In Progress
Action Step 2	Familiarize teachers with observation checklist at Tuesday PD	ILT/Admin	October 10	Not Started
Action Step 3	Instructional Coaches create schedule of observations and debriefs	Instructional Coaches	October 10	Not Started
Action Step 4	Teachers key takeaway from observation-department meetings? Instructional coach support	Instructional Coaches	December 21	Not Started
Action Step 5				Select Status
Implementation Milestone 3	Teachers will be aware of different data point analysis to use for classroom grouping possibilities	ILT	October 3	Not Started
Action Step 1	Review all types of assessment grouping choices	ILT	October 28	Not Started
Action Step 2	Determine which data points will be used by departments	ILT/Department Chairs/Coaches	December 21	Not Started
Action Step 3	Teachers will use data to inform instruction in small groups	ILT/Department Chairs/Coaches	January 8	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Year end reflection and cycle review	ILT	June 3	Not Started
Action Step 1	ILT will analyze and observe small group instruction	ILT	June 3	Not Started
Action Step 2	ILT will reflect and give feedback to stakeholders	ILT	June 3	Not Started
Action Step 3	Create year 2 plan	ILT	June 3	Not Started
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
-All teachers set up physical classrooms at BOY for small group work -All teachers use BOY data to group students and begin differentiated instruction by Week 3. -All teachers progress monitor with ILT/Instructional Coach assistance throughout year and adjust groupings.



SY26 Anticipated Milestones -Selected teachers mentor new hire teachers to implement small group instruction and differentiation strategies. -Selected teachers are demonstration classrooms for small group instruction and differentiation.



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Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Increase our FOT to 85% and our SOT to 80% through aligned Tier 1 instruction and implementation of small group interventions within the classroom.	Yes	9th and 10th Grade On Track	Overall	78.2	85	90	95
			Overall	76.5	80	85	90
Biweekly grade distribution reports will be ran to determine failure rate in specific classes. Coaches will meet with staff to ensure that students and staff have a plan to pass the class to meet biweekly goals.	Yes	Grades	Overall	20	15	10	5
			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: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.	Course Teams will learn how to set up and utilize their classrooms for small group, teaching students how to collaborate, and work cohesively through a common framework and student based norms.	Course teams will develop lessons that incorporate differentiated instruction and building Identity, community, and relationships through culturally based activities and discussions.	Through additional surveys and data, the professional learning will be differentiated to ensure all staff are learning what they need and developing students that have a strong student identity, sense of community, and good healthy relationships with one another.
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Teachers will learn how to develop plans in branching minds to progress monitor their students abilities and group them into small groups for instruction.	Teachers will develop other tools with in their classroom to progress monitor their students quickly and help them to stay on track with their plans.	Each teacher will be able to guide students how to stay on track through well thoughtout progressmonitoring milestones. Allowing the student to self monitor.
C&I:2 Students experience grade-level, standards-aligned instruction.	Through professional development and and a strong MTSS plan, The students will be able to meet the standards. Coaches will work with individual teachers on their own level and help to create lessons for individualized students. A rubric will be create to ensure that teachers are teaching at the grade level and supporting students. SAT, PSAT, and Star 360 data will help show the alignment for teaching at grade level.	Coaches will continue to work with teachers both to push to the next evel and also wor with others that still have not met the expectations of teaching at gradelevel. SAT, PSAT, and Star 360 data will help show the alignment for teaching at grade level.	All teachers should be teaching at grade level and above and will continue to receive additional training on any standards they are unsure about.

[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
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Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Curriculum & Instruction				
Reflection	Root Cause	Implementation Plan			Select the Priority Foundation to pull over your Reflections here =>				
Increase our FOT to 85% and our SOT to 80% through aligned Tier 1 instruction and implementation of small group interventions within the classroom.	9th and 10th Grade On Track	Overall	78.2	85	Select Status	Select Status	Select Status	Select Status	
		Overall	76.5	80	Select Status	Select Status	Select Status	Select Status	
Biweekly grade distribution reports will be ran to determine failure rate in specific classes. Coaches will meet with staff to ensure that students and staff have a plan to pass the class to meet biweekly goals.	Grades	Overall	20	15	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
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.	Course Teams will learn how to set up and utilize their classrooms for small group, teaching students how to collaborate, and work cohesively through a common framework and student based norms.	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Teachers will learn how to develop plans in branching minds to progress monitor their students abilities and group them into small groups for instruction.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Through professional development and and a strong MTSS plan, The students will be able to meet the standards. Coaches will work with individual teachers on their own level and help to create lessons for individualized students. A rubric will be create to ensure that teachers are teaching at the grade level and	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
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.
Yes	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.

MTSS Systems and Infrastructure and Teaming and Meeting Quality:
 Star 360 is implemented across all grade levels in Literacy and Math for BOY, MOY and EOY. Our MTSS Team has been established with an identified Lead and Interventionist. The team will expand this year with other staff and service providers with diverse perspectives and backgrounds to assist in supporting more students. The MTSS team meets bi-weekly and are agenda driven with the review of various forms of student data. We did complete the Roots Survey last school year and we will continue to implement our MTSS plan and build the capacity of all staff in our school. We will work as a team to analyze the Star 360 data and identify the students that need additional interventions and support. Some areas to grow this year include expanding our team and continuous communication with staff on MTSS plan and data. MTSS will be included in the weekly principal directed meetings to enhance this communication. Tier 2 interventions will begin with our Freshman students and move to our Sophomore students in January 2024. We will use IXL to progress monitor and enhance skills in literacy and math. The MTSS Interventionist and Coaches will assist with this by pushing in and pulling out of classes.

MTSS Primary Instruction and Core Curriculum for Academics and Behavior:
 Our focus on Small Group Instruction will help with Tier 2 and 3 interventions. Teachers will work with the MTSS team to create a structure in classrooms. This will begin at the beginning of the school year with 9th grade students.

Consistent Universal Screening & Screening for At-Risk Students:
 We are at the pre-foundational level with this component. Universal screening plans for ELA and Math are identified, but not in the Branching Minds platform. Our team will work to create plans and progress monitor this school year, beginning with our 9th grade students.

High quality, well-documented student support & support plans:
 Last school year we piloted an MTSS Tier 2 cycle using IXL in literacy and math. Our plan for this upcoming year is to create Student support plans and use IXL in a small group and individual setting. Our BHT will also document our interventions in the Branching Minds Platform this school year.

What is the feedback from your stakeholders?

Student placement is determined by LRE grid specifics. Cluster, inclusion and self-contained students receive services as specified in their IEPs.

What student-centered problems have surfaced during this reflection?

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

-are below grade level and work is not being modified so therefore they are not passing

Efforts are in progress to support all students in the EL program. The Bilingual Science and Math instructional coach, the ELPT and the Dual Language Coordinator work in collaboration with the bilingual counselors. These individuals focus on helping students fill learning gaps, being academically on track and making progress in social and emotional development. Additionally, coaches and specialists support teachers in taking steps to modify their instruction to better meet student needs. These supports are present and have impacted the majority of the students. Nevertheless, we encountered challenges such as the lack of Bilingual/ESL certified teachers in the content subjects and the number of programs in our school that do not allow programming flexibility. The different academic levels of the students require more intentional tracking and interventions. This is a definite area that needs a more intentional system and structure to maximize the allocation of resources. Bilingual teachers have had year-long PD on how to write and implement the language objectives and this will be a schoolwide implementation in the near future.

Return to Top Determine Priorities

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

Resources: 

Students...

-are below grade level and work is not being modified so therefore they are not passing
 -are not coming to class or school consistently which also leads to their deficiency



[Determine Priorities Protocol](#)

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

Return to Top Root Cause

Resources: 

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

As adults in the building, we...

- are not using Tier 1 supports consistently and work is not being modified sufficiently.



[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...
implement tier 1 instructional interventions of small group instruction, modifications and attendance interventions



then we see...
better student involvement and participation



which leads to...
improved student performance, attendance and reduces deficiency gaps.



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.

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

Resources:

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

Team/Individual Responsible for Implementation Plan
ILT & MTSS

Dates for Progress Monitoring Check Ins
Q1 10/27/2023 Q3 2/9/2024
Q2 12/22/2023 Q4 6/3/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Review Best Practices	ILT/Instructional Coaches/Sam Williams	September 1	Not Started
Action Step 1	Reviewing SSM and IEPS	Sam Williams	September 1	Not Started
Action Step 2	Review ACCESS scores and Can-Do statements/groupings	Melissa Calvillo	September 1	Not Started
Action Step 3	Review MTSS - purpose and procedures	ILT/Kristin Boszhardt	September 1	Not Started
Action Step 4	Professional development for Paraprofessionals	ILT/Sam Williams/Gary Tesinsky	September 8	Not Started
Action Step 5				Select Status
Implementation Milestone 2	Implement the MTSS - Academics	ILT/MTSS Teams	September 22	Not Started
Action Step 1	Establish a baseline for MTSS intervention groupings	MTSS Team/Calvillo/Boszhardt	September 22	In Progress
Action Step 2	Establish Interventions and schedule	MTSS Team/Calvillo/Boszhardt	September 22	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Implement an Attendance/Tardy policy	Admin/ILT/MTSS	August 21	In Progress
Action Step 1	Review Attendance/Tardy data from last SY to plan for new school year	Admin/ILT/MTSS	August 14	In Progress
Action Step 2	Create a tiered system	Admin/ILT/MTSS	August 14	In Progress
Action Step 3	Present to staff and get feedback on attendance tiered system	ILT	August 18	Not Started
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	-Teachers use data (SSM, IEPs, ACCESS) at BOY to make instructional decisions for Tier 1 instruction -Teachers work with interventionists comfortably in the classroom with Tier 2 interventions -Attendance system from SY 24 is adjusted based on that year's data and ILT review and Version 2 is rolled out	
SY26 Anticipated Milestones	-Selected teacher leaders mentor new teachers on how to use data to make instructional decisions for Tier 1 instruction. -Attendance system has improved attendance over SY 24 by XX% .	

[Return to Top](#) **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Increase our FOT to 85% and our SOT to 80% through aligned Tier 1 instruction and implementation of small group interventions within the classroom.	Yes	9th and 10th Grade On Track	Other [Specify]	78.2	85	90	95
			Other [Specify]	76.5	80	85	90
Increase our attendance through positive classroom interactions and engaging instruction for all students.	Yes	Increase Average Daily Attendance	Overall	76.74	85	90	95
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
I&S: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.	MTSS Team will meet weekly to analyze data from STAR 360 and IXL diagnostic and organize students in appropriate tiered groups. This year we will begin with 9th grade students. Interventionists will collaborate with classroom teachers to implement interventions in small group settings using IXL.	MTSS Team will meet weekly to analyze data from STAR 360 and IXL diagnostic and organize students in appropriate tiered groups. This year we will add 10th grade students. Interventionists will collaborate with classroom teachers to implement interventions in small group settings using IXL.	MTSS Team will meet weekly to analyze data from STAR 360 and IXL diagnostic and organize students in appropriate tiered groups. This year we will add 11th & 12th grade students. Interventionists will collaborate with classroom teachers to implement interventions in small group settings using IXL.
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Scheduling, training, and hiring are occurring to ensure 90% Bilingual and ESL endorsed teachers are paired with EL students.	Scheduling, training, and hiring are occurring to ensure 95% Bilingual and ESL endorsed teachers are paired with EL students.	Scheduling, training, and hiring are occurring to ensure 100% Bilingual and ESL endorsed teachers are paired with EL students.
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Staff will receive best practice training every other week to better understand IEP accommodations and modifications and how to best implement them in the classroom while increasing student grade progress.	Based on previous years IEP implementation and grade progress, we will reassess and continue with professional development as needed.	Based on previous years IEP implementation and grade progress, we will reassess and continue with professional development as needed.

[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

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

Inclusive & Supportive Learning Environment

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase our FOT to 85% and our SOT to 80% through aligned Tier 1 instruction and implementation of small group interventions within the classroom.	9th and 10th Grade On Track	Other [Specify]	78.2	85	Select Status	Select Status	Select Status	Select Status
		Other [Specify]	76.5	80	Select Status	Select Status	Select Status	Select Status
Increase our attendance through positive classroom interactions and engaging instruction for all students.	Increase Average Daily Attendance	Overall	76.74	85	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S: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.	MTSS Team will meet weekly to analyze data from STAR 360 and I	Select Status	Select Status	Select Status	Select Status
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Scheduling, training, and hiring are occurring to ensure 90% Bilingual	Select Status	Select Status	Select Status	Select Status
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Staff will receive best practice training every other week to better un	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Our Behavioral Health Team has structures in place to support student connectedness such as WOW, BAM, RSL, rainbow group, wellness group, mind over matters, SBIRT, LSSI, and Choose 2 Change. The BHT meets weekly to assess student-needed supports. Additionally, we have a Culture and Climate Team that meets biweekly. The time identified two priorities to improve relationships between students, staff, and administration. The BOY data reflected that 50% of students attending Schurz had a trusted adult in the building, and the EOY data reflected an increase to 65% of students having a trusted adult in the building. This past year, 45% of staff attended CCT events with the purpose of increasing admin and staff relationships. 88% of staff reported that these events created more opportunity for them to communicate effectively with admin. 80% of consequences throughout the 22-23 SY resulted in a tier 1 support such as restorative practices. From the 21-22 SY to the 22-23 SY, Restorative conversations increased from 548 to 1147 and parent conferences increased from 48 to 415.

What is the feedback from your stakeholders?

How do we support teachers to ensure that all students are connected and feel included. What shifts need to occur so that students want to stay in the classroom. How can we better support our undocumented students and their families? Utilizing SCS supports, could we provide additional opportunity for undocumented students to create more equitable access?

What student-centered problems have surfaced during this reflection?

In order to support our growing number of students that are disconnected and not feeling part of our school an opportunity for current staff to become more comfortable in their social emotional and relationship building skills. Many of our students do not connect with our staff and start to walk in the hallways.

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?

As a school, we are prioritizing hiring staff who are Spanish speaking and can better support our ESL students through language. We are working with New Root to help build a cultural and social emotional understanding of our students and selves. Some barriers are due to small numbers of certain groups they feel disconnected and do not feel like part of the school. The majority of the staff do not represent our students, so this can be an additional barrier especially when language is involved.

Return to Top Determine Priorities

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

Students...
do not connect and feel part of our school community or certain classrooms either because of culture, relationships, or language barriers

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...
have not built the relationships, created engaging lessons, and made attempts to differentiate instruction by language or level.

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....
locate resources, programs, and grants allocated for students as well as additional staff development to provide insight

Resources:

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

then we see....
more support for these students to feel connected and increase their wellbeing

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

which leads to...
more connection to the Schurz community.

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

Resources:

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

Team/Individual Responsible for Implementation Plan
ILT/ELPT/BHT

Dates for Progress Monitoring Check Ins
Q1 10/27/2023 Q3 2/9/2024
Q2 12/22/2023 Q4 6/3/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Determine the students needs, through surveys and interviews	ILT/Admin/BHT	September 22	Not Started
Action Step 1	Create surveys and interview questions for students and by students to see what we are missing. Determine who are each students trusted adults in the building and begin connected one another. If a student does not have a trusted adult determine why and see who could be a match.	ILT/Admin/BHT	September 8	Not Started
Action Step 2	Send out survey and people to interview and gather data	ILT/Dept Chairs/BHT	September 11	Not Started
Action Step 3	Review data and determine top three areas of need.	ILT/Dept Chairs/BHT	September 15	Not Started
Action Step 4	Begin researching and creating opportunities for students to meet thier needs.	ILT/Dept Chairs/BHT	September 22	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Locating Resources/Grants to assist students	ILT/ELPT	October 2	In Progress
Action Step 1	Speaking with other schools with large students tahat do not feel connected like undocumented populations	ILT/ELPT	October 2	In Progress
Action Step 2	Researching these items	ILT/ELPT	October 2	Not Started
Action Step 3	SCS collaboration	ILT/ELPT	October 2	Not Started
Action Step 4	involve more stakeholders--counselors, SW, psychologist, ELPT	ILT/ELPT	October 2	In Progress
Action Step 5				Select Status
Implementation Milestone 3	Each teacher will implement 3 strategies by the end of the 2nd quarter.	ILT/Dept Chairs/BHT	December 22	Not Started
Action Step 1	Each course team selects one new strategy to implement in their class.	Course Teams and Chair	October 2	Not Started
Action Step 2	Each teacher completes the strategies and surveys students to see how it went.	Teachers	October 16	Select Status
Action Step 3	Course Teams bring back the data and twick what they need to and try the method and repeat the process.	Course Teams	October 30	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Re-assess programs/projects	ILT/Admin/BHT/ELPT	January 31	Not Started
Action Step 1	To be determined based on scope and outcome of projects	ILT/Admin/BHT		Not Started
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
-Grants and other resources are in place for a 2nd year to assist our student population. All students report (survey data) feeling more connected to the Schurz community.

SY26 Anticipated Milestones	100% of staff is well informed about and responsive to our students' needs
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[Return to Top](#) **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Students attendance rate in all classes is at 85% or higher. Students caught being in the hall during class without a pass is under 500	Yes <input type="checkbox"/>	failing to attend class and class attendance	Overall	1114	500	250	100
			Overall	76.47	85	90	95
Cultivate and 5 Essential Surveys, as well as EOS	Yes <input type="checkbox"/>	Other	Overall	42	50	60	70
			Overall	27	40	50	50

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Teachers will survey and interview students to better determine how they can help students feel a sense of belonging, whether they are a new comer or a student that seems like a loner. Teachers will then create activities to help change the culture in their rooms to help students feel the sense of	Through trial and error the teachers will continue to build tier 1 sel instruction within their classroom and have a folder of possible activities to help students feel welcome. .	Teachers will have a full understanding of tier 1 instruction and will be able to support the students in many ways and know when they will need tier 2 supports.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Teachers will survey and interview students to better determine how they can help students feel a sense of belonging, whether they are a new comer or a student that seems like a loner. Teachers will then create activities to help change the culture in their rooms to help students feel the sense of	Through trial and error the teachers will continue to build tier 1 sel instruction within their classroom and have a folder of possible activities to help students feel welcome. .	Teachers will have a full understanding of tier 1 instruction and will be able to support the students in many ways and know when they will need tier 2 supports.
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 BHT team along with the school climate team will begin to create additional afterschool classes and activities that will support the overall well being of the student.	The BHT team along with the school climate team will begin to add curriculum to the afterschool classes and activities that will support the overall well being of the student.	The BHT team along with the school climate team will begin have well thought out afterschool classes and activities that will support the overall well being of the student.

[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
Students attendance rate in all classes is at 85% or higher. Students caught being in the hall during class without a pass is under 500	failing to attend class and class attendance	Overall	1114	500	Select Status	Select Status	Select Status	Select Status
		Overall	76.47	85	Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Connectedness & Wellbeing			
Reflection	Root Cause	Implementation Plan							
Cultivate and 5 Essential Surveys, as well as EOS	Other	Overall	42	50	Select Status	Select Status	Select Status	Select Status	
		Overall	27	40	Select Status	Select Status	Select Status	Select Status	

Identified Practices	Practice Goals	SY24	Progress Monitoring			
			Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Teachers will survey and interview students to better determine how		Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Teachers will survey and interview students to better determine how		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 BHT team along with the school climate team will begin to creat		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)

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.

- The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).
- The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.
- Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
 - a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
 - b) Contracting for professional services from State-Approved Learning Partners
 - c) Conducting school-level needs assessments
 - d) Analyzing data
 - e) Identifying resource inequities
 - f) Researching and implementing evidence-based interventions
 - g) Purchasing standards-aligned curriculum and materials
 - h) Purchasing and administering local assessments for progress monitoring
- Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.
- School Improvement Reports (SIR) are due on a triannual basis.
- Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.
- As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.
- As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Student Groups

Baseline

SY24

SY25

SY26

Required Math Goal

Select a Goal

Student Groups	Baseline	SY24	SY25	SY26

Required Reading Goal

Select a Goal

Optional Goal

Select a Goal

Parent and Family Plan

If Checked:



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:



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 support family engagement and skills development, the school offers adult ESL and Technology classes, and workshops to parents on Saturdays. These parents outreach and engagement provide opportunity to parents to continue their adult education for them to support their children's learning and become more involved in school activities. In addition, parents have the opportunity to provide input on the use of the funds and also access to meeting with administrators in a less formal setting and discuss concerns and suggest possible changes in some of the school policies during the quarterly "Cafecito with the Principal" 

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