

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
Whitney Fink	AP	wffink@cps.edu
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Megan Corken	Teacher Leader	mcorken1@cps.edu
Denise Billings	Inclusive & Supportive Learning Lead	dbillings@cps.edu
David Gregg	Curriculum & Instruction Lead	dgregg@cps.edu
Jenna Rochelle	Postsecondary Lead	jrachelle@cps.edu
Kathleen Farrell	Counselor	kafarrell@cps.edu
Erin Riordan	Teacher Leader	eriodan@cps.edu
Eleanor Flanagan	Teacher Leader	edflanagan@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	4/15/23	4/15/23
Reflection: Curriculum & Instruction (Instructional Core)	4/21/23	4/21/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/21/23	4/21/23
Reflection: Connectedness & Wellbeing	4/21/23	4/21/23
Reflection: Postsecondary Success	4/21/23	4/21/23
Reflection: Partnerships & Engagement	4/21/23	4/21/23
Priorities	4/26/23	4/26/23
Root Cause	5/5/23	5/5/23
Theory of Acton	5/10/23	6/1/23
Implementation Plans	6/1/23	6/8/23
Goals	6/1/23	6/8/23
Fund Compliance	6/8/23	7/1/23
Parent & Family Plan	5/15/23	7/1/23
Approval	8/1/23	8/15/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/20/23
Quarter 2	12/22/23
Quarter 3	4/1/24
Quarter 4	6/7/24

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness 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.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

We are not seeing a growth in skills across grade levels. Students are struggling to earn Bs or better, about 2/3 of our students are not reaching benchmarks on the PSAT/SAT.

What is the feedback from your stakeholders?

Teachers indicated a distrust in the data: Grading practices are a bandaid. Students don't feel represented in our curriculum. Culturally Relevant Curriculum. Grades not a reflection of our curriculum. MISSING DATA AROUND ACTUAL INSTRUCTION: effectiveness of alignment (vertical / horizontal) | how relevant is our curriculum to ensure student engagement? | data showing impact of previous CIWP metrics, grading practices and its (effectiveness) | SE's Data | measurements around the effectiveness of curriculum design. Teachers want to know how we compare to similar schools in the area.

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 IIT spent time this year learning and leading learning around motivation, grading and reteaching opportunities. the goal was to see more opportunities for students to make continued attempts towards learning and have grades reflect learning instead of behavior.

- [IAR \(Math\)](#)
- [IAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

What student-centered problems have surfaced during this reflection?

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

Students are not seeing alignment grade to grade in the development of what they are learning which makes it less coherent for them (vertical alignment). Standardized tests like the PSAT do not indicate data on what is occurring instructionally in the classroom. From spring 2022 to fall 2022, less students met benchmarks on the PSAT/SAT, more students are meeting benchmarks in literacy (About half) than math (about a fourth). Students are largely not growing in reading or math on the STAR Assessment. about 50% of grades are B or better, female students are earning higher grades than males, White and Asian students are earning higher grades than Black and Latinx students.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
		MTSS Integrity Memo

EL and DL students are showing less growth on assessments than non-DL and EL students. We do not have an MTSS structure or professional learning around imbedded interventions and differentiation in the classroom. We do not use Branching Minds schoolwide. Many EL students are in classes with non ESL endorsed teachers.

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Partially	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
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
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.

EL and DL students are earning lower grades and showing less growth on assessments than non-DL and EL students. 🍌

What is the feedback from your stakeholders?

We need sustained professional learning around supporting EL and DL students and running interventions in the 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?

We are attempting to hire more teachers with ESL certs, we had a design challenge led by DL teachers that conducted empathy interviews with students to understand their experiences of school, we now have a lot of qualitative data on student perceptions and experiences. 🍌

- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

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

Using the associated references, is this practice consistently implemented?	References
Partially	BHT Key Component Assessment SEL Teaming Structure
No	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.

What are the takeaways after the review of metrics?

We need shared language, expectations and values as well as systems for following up when those expectations are not followed ie. restorative practices in order to build a connected and supportive environment. Systems for attendance and behavior need to be updated to be more transparent and consistent. 🍌

What is the feedback from your stakeholders?

Staff morale is low, there is not a strong Senn identity, systems for attendance and behavior are not working, there are not clear consequences, there is student perception of a lot of fights. 🍌

Metrics

- [% of Students receiving Tier 2/3 interventions meeting targets](#)
- [Reduction in OSS per 100](#)
- [Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)
- [Access to OST](#)
- [Increase Average Daily Attendance](#)
- [Increased Attendance for Chronically Absent Students](#)
- [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
- [Cultivate \(Belonging & Identity\)](#)
- Staff trained on alternatives to exclusionary discipline (School Level Data)
- [Enrichment Program Participation: Enrollment & Attendance](#)

No
Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

[Student Voice Infrastructure](#)

[Reduction in number of students with dropout codes at EOY](#)

What student-centered problems have surfaced during this reflection?

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

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?

Students are struggling to get to class, our chronic absenteeism this year is above 55%. Staff do not have confidence that students are followed up with after behavior infractions. We do not have shared training in restorative practices or SEL to support students. We do not have tier 2 and 3 supports for SEL challenges that are employed with fidelity.

Surveying staff, students, parents and community members on values to ground our work in writing tier 1 behavioral expectations around the school. Working with New Roots and Alternatives to get all staff and student leaders trained on restorative practices. Working with the teacher led RP team and discipline office to make recommendations on structures for next year. Working with the attendance office to develop systems for attendance contracts, parent conferences and absences notification.

[Return to Top](#) **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	College and Career Competency Curriculum (C4)	Time needs to be spent preparing students for non-college pathways as well as focusing on ATL skills that will allow students to be more successful in college and career	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Yes	Individualized Learning Plans		
Partially	Work Based Learning Toolkit	<p>What is the feedback from your stakeholders?</p> <p>The focus is largely on college, advisory was not an adequate place to give post-sec information</p>	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Yes			
Partially	ECCE Certification List		
Yes	PLT Assessment Rubric		
Yes	Alumni Support Initiative One Pager	<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>Trying to build out more intentionally the non-college stuff ie creating resources for students, want to do more push in for Juniors and Seniors to give a curriculum to them in English classes. More tours to job training sites.</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.

Persistence through 2 year colleges and persistence of students with 3.5 gpa or higher, young men of color are not persisting at the same rates, There are not a lot of opportunities to prepare students for non-college options, could do better with early

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>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.</p>	<p>We need to find ways to engage parents through events and experiences that speak to their needs and interests. Consider expanding partnerships to engage with all students. 🍌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
No	<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>What is the feedback from your stakeholders?</p> <p>Parents are largely not involved at Senn but we have a lot of community partnerships 🍌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</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>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 struggle to maintain a high level of parent engagement and do not have built in systems for student voice feedback., therefore sometimes we are better at doing this than others. We have an extensive list of partners but we wonder what percent of students actually experience those partnerships. School and parent relationships are at times strained. 🍌</p>		<p>Parent workshop series in May that offered supporting children with literacy, intro to Spanish and mindfulness and meditation, we might be able to get more attendance for these if we have sign up available at registration. AD wants to start a PAC for Sports with recruitment at registration. Plans for intentional parent leader recruitment at the beginning of the year. 🍌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Partially	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.

What are the takeaways after the review of metrics?

EL and DL students are showing less growth on assessments than non-DL and EL students. We do not have an MTSS structure or professional learning around imbedded interventions and differentiation in the classroom. We do not use Branching Minds schoolwide. Many EL students are in classes with non ESL endorsed teachers.

What is the feedback from your stakeholders?

We need sustained professional learning around supporting EL and DL students and running interventions in the classroom.

What student-centered problems have surfaced during this reflection?

EL and DL students are earning lower grades and showing less growth on assessments than non-DL and EL students.

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 are attempting to hire more teachers with ESL certs, we had a design challenge led by DL teachers that conducted empathy interviews with students to understand their experiences of school, we now have a lot of qualitative data on student perceptions and experiences.

Return to Top Determine Priorities

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

Students...
EL and DL students are earning lower grades and showing less growth on assessments than non-DL and EL students

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...
have not yet engaged in robust professional learning and coaching support to allow teachers to appropriately scaffold tier 1 instruction for all students, especially our Ss who are EL/DL

Resources:

[5 Whys 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....
prioritize aligned and consistent professional learning and curricular alignment to allow teachers to appropriately scaffold tier 1 instruction for all students, especially our Ss who are EL/DL

Resources:

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

Inclusive & Supportive Learning Environment

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

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

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

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

then we see....

Ts will be equipped to design and scaffold curriculum based on student strength and need



which leads to...

An increased number of students able to access grade level (tier 1) instruction in math & ELA



A decrease in the number of Ds and Fs for students who are DL & EL, which would match the schoolwide %

Lexile growth for all students

ACCESS growth

- Sheltered: Growth Goal - 1 point per year on ACCESS
- Not Sheltered: Exit Goal - This is important

Work completion increases

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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

MTSS Lead and Team

Dates for Progress Monitoring Check Ins

Q1 10/20/23

Q3 4/1/24

Q2 12/22/23

Q4 6/7/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	MTSS team and referral process in implemented and consistently followed.			Select Status
Action Step 1	MTSS team is built with representation from staff and service providers with diverse perspectives and backgrounds	MTSS Coordinator	BOY SY23	Select Status
Action Step 2	Referral process is created and shared with staff.	MTSS Team	Week 0 SY23	Select Status
Action Step 3	MTSS team supports teachers who write referrals to MTSS team in implementing tier 2 and 3 academic interventions and logging them in Branching Minds.	MTSS Team and Teachers	SY23	Select Status
Action Step 4	Continued professional learning for MTSS team research based best practices for academic interventions in conjunction with ILT learning on inclusive and supportive learning environments.	MTSS Team and ILT	SY24	Select Status
Action Step 5	Teachers that have received support from the team share their experience and learning with staff to increasing buy-in to MTSS structures.	MTSS Team and Teachers	SY24	Select Status
Action Step 6				Select Status
Action Step 7				Select Status
Implementation Milestone 2	Coherent look for document creates common language and understanding for inclusive and supportive classrooms in order to see a positive culture of learning among staff.			Select Status
Action Step 1	ILT utilizes research and Danielson to create a look for document that summarizes best practices for domain 1-3 and shares with staff week 0.	ILT	Week 0 and ILT retreat SY23	Select Status
Action Step 2	Staff use the document to engage in peer observations and give feedback.	Teachers and Staff	Q1 and Q2 SY23	Select Status
Action Step 3	ILT revises the document based on data and feedback	ILT	MOY and EOY SY23	Select Status
Action Step 4	Staff continue utilizing the look fors in peer observations and learning walks and ILT continues reviewing the data to make professional learning decisions.	ILT and Staff	SY24 and 25	Select Status
Action Step 5				Select Status
Implementation Milestone 3	60% of teachers will deliver differentiated Tier 1 instruction that includes EL/DL supports as appropriate			Select Status
Action Step 1	PD for ILT around differentiated Tier 1 instruction that includes EL/DL supports	ILT leads	8/10/2023	Completed
Action Step 2	PD for whole school around differentiated Tier 1 instruction that includes EL/DL supports, with follow-up learning and application in departments	ILT, DL and EL leads	8/17/2023	Not Started
Action Step 3	Coaching support is provided to build teacher capacity around scaffolding instruction for all students, including students who are EL and/or DL	TCTs provide support structure, with support from departments and ILT	Ongoing during SY23-24	Select Status
Action Step 4	Determine how many teachers can be coached given our resources, and also which teachers who would benefit from coaching support to build capacity around scaffolding Tier 1 instruction for all students	ILT leads + teachers with 4 classes	Q1	Select Status
Action Step 5	Build a cadence of coaching support, with clear goals, for each coach/teacher	ILT leads + teachers with 4 classes	Q1	Select Status
Action Step 6				Select Status

Action Step 7				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

- 100% of teachers know how to differentiate instruction by content, process, or product as evidenced by learning in PD (exit tickets and discussions).
- 70% of teachers are delivering differentiated Tier 1 instruction in their classes as evidenced by unit plans and rigor walk observations
- MTSS team meets "Developed" level in the majority of components for Primary Instruction & Core Curriculum for Academics/Behavior

SY26 Anticipated Milestones

- 90% of teachers are delivering differentiated Tier 1 instruction in their classes as evidenced by unit plans and rigor walk observations
- MTSS team meets "Fully Operational" level in the majority of components for Primary Instruction & Core Curriculum for Academics/Behavior

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
An increased number of students able to access grade level (tier 1) in ELA	Yes <input type="checkbox"/>	MTSS Academic Tier Movement	Overall <input type="checkbox"/>	44.5	48	51	54
			English Learners <input type="checkbox"/>	11	14	17	20
Decrease in Ds and Fs as evidenced by grades in Aspen	Yes <input type="checkbox"/>	Grades	Students with an IEP <input type="checkbox"/>	40	38	35	32
			English Learners <input type="checkbox"/>	27	24	21	18

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 and referral system is created to see at least 75 students receiving tier 2 and 3 interventions in Branching Minds by EOY.	MTSS team and referral system is created to see at least 100 students receiving tier 2 and 3 interventions in Branching Minds by EOY.	MTSS team and referral system is created to see at least 125 students receiving tier 2 and 3 interventions in Branching Minds by EOY.
I&S:3 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.			
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers utilize data (summative and practice) to differentiate content and process in their classrooms. Learning walk data will be used to monitor this goal.	All teachers utilize data (summative and practice) to differentiate content, process and products in their classrooms. Learning walk data will be used to monitor this goal.	Students are aware of their data and empowered to make decisions about their learning within their classrooms. Learning walk data will be used to monitor this goal.

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
An increased number of students able to access grade level (tier 1) in ELA	MTSS Academic Tier Movement	Overall	44.5	48	Select Status	Select Status	Select Status	Select Status
		English Learners	11	14	Select Status	Select Status	Select Status	Select Status
Decrease in Ds and Fs as evidenced by grades in Aspen	Grades	Students with an IEP	40	38	Select Status	Select Status	Select Status	Select Status
		English Learners	27	24	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 and referral system is created to see at least 75 students receiving tier 2 and 3 interventions in Branching Minds by EOY.	Select Status	Select Status	Select Status	Select Status
I&S:3 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.		Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers utilize data (summative and practice) to differentiate content and process in their classrooms. Learning walk data will be used to monitor this goal.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).
Yes	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).
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).

What are the takeaways after the review of metrics?

Time needs to be spent preparing students for non-college pathways as well as focusing on ATL skills that will allow students to be more successful in college and career

What is the feedback from your stakeholders?

The focus is largely on college, advisory was not an adequate place to give post-sec information

What student-centered problems have surfaced during this reflection?

Persistence through 2 year colleges and persistence of students with 3.5 gpa or higher, young men of color are not persisting at the same rates, There are not a lot of opportunities to prepare students for non-college options, could do better with early

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?

Trying to build out more intentionally the non-college stuff ie creating resources for students, want to do more push in for Juniors and Seniors to give a curriculum to them in English classes. More tours to job training sites.

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Determine Priorities

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

Students...
are not persisting in 2-year colleges at high rates



[Determine Priorities Protocol](#)

Resources:

Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

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

As adults in the building, we...
have not provided sufficient exposure to a variety of postsecondary pathways (Early College practices) have not developed students' self advocacy, decision making, executive functions, and academics to sufficiently prepare them to be successful in their chosen pathway



[5 Why's Root Cause Protocol](#)

Resources:

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....
explicitly teach ATL skills situated within both academic and real-world contexts, provide opportunities in the curriculum for students to think about career options and prepare students with the skills and next steps to pursue those options



[Indicators of a Quality CIWP: Theory of Action](#)

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

Resources:

then we see....
 a universal post-secondary culture in which all adults have shared ownership over helping each student find their appropriate post-secondary path



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...
 an increase in students' early college/career credits, and improved persistence in diverse post-secondary paths.



[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

Dates for Progress Monitoring Check Ins

Q1	10/20/23	Q3	4/1/24
Q2	12/22/23	Q4	6/7/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Create a post-secondary leadership team to increase opportunity for career planning and exposure.			Select Status
Action Step 1	Create a team with regular cadence of meetings with the intention of implementing CIWP goals for this area.	Admin, counseling, studenta and teacher representatives	August 23	Select Status
Action Step 2	Identify local employment/training and other vocational opportunities	PLT	Fall SY24	Select Status
Action Step 3	Refine counseling processes to facilitate early identification of students for such opportunities (Work-force Wednesday) - 9th grade	PLT & Counselors	Planning Fall SY24	Select Status
Action Step 4	Establish PLT committees to target postsecondary goals	PLT	Septemeber 23	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Increasing ECCC opportunities for all students.			Select Status
Action Step 1	Increase dual enrollment registration and completion.	CCC and Counselors	November 23 and May 24	Select Status
Action Step 2	Increase dual credit opportunities.	Admin	Spring SY24	Select Status
Action Step 3	Create EMR certification pathway for health sciences.	Admin and CTE Dept	Planning SY24	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Implement EMR certification in health sciences, see continuous mapping of ATLs into units schoolwide, offer more courses dual credit, begin allowing students early release for dual enrollment or work study, support counseling department and TCTs with post-secondary planning. Support teachers' alignment of classroom learning to post-secondary pathways - ramped up by 10th grade Explicitly build teaching ATLs into vertically aligned curriculum: Professional learning for teachers on incorporating ATLs into instruction. Live IB	
SY26 Anticipated Milestones	All students beginning in 10th grade can name post-secondary goals and what decisions they are making in course selections and enrichment. Continue ATL alignment, curricular and counseling supports.	

Develop creative programming options for students to participate in external learning experiences during the school day for 11th and 12th graders

[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
Increase dual enrollment registration and retention.	Yes	Program Inquiry: Programs/participation /attainment rates of % of ECCC	Overall	1	10	20	30
			Select Group or Overall				
Increase 2 year college persistence.	No	College Enrollment and Persistence Rate	Overall	39	39	45	50
			Male	27	27	35	40

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
PS:4 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).	Increase dual enrollment and dual credit opportunities.	Continue increasing dual enrollment and dual credit opportunities, see consistent use of post secondary language in student classes.	Students can articulate their post-secondary goals by the end of 10th grade and why they are making registration choices they are making.
PS:6 There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	Build the team with a regular cadence and access to improving counseling conversations, reflecting on EOS and Cultivate data, building a relationship with CCC to increase dual enrollment.	Work with TCTs to include post secondary language inside of classes.	Create and manage a system for documenting 10th grade post secondary goals.
Select a Practice			

[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
Increase dual enrollment registration and retention.	Program Inquiry: Programs/participation/ attainment rates of % of ECCC	Overall	1	10	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase 2 year college persistence.	College Enrollment and Persistence Rate	Overall	39	39	Select Status	Select Status	Select Status	Select Status
		Male	27	27	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
PS:4 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).	Increase dual enrollment and dual credit opportunities.	Select Status	Select Status	Select Status	Select Status
PS:6 There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	Build the team with a regular cadence and access to improving cour	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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.
No	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.
No	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?

We need shared language, expectations and values as well as systems for following up when those expectations are not followed ie. restorative practices in order to build a connected and supportive environment. Systems for attendance and behavior need to be updated to be more transparent and consistent.

What is the feedback from your stakeholders?

Staff morale is low, there is not a strong Senn identity, systems for attendance and behavior are not working, there are not clear consequences, there is student perception of a lot of fights

What student-centered problems have surfaced during this reflection?

Students are struggling to get to class, our chronic absenteeism this year is above 55%. Staff do not have confidence that students are followed up with after behavior infractions. We do not have shared training in restorative practices or SEL to support students. We do not have tier 2 and 3 supports for SEL challenges that are employed with fidelity.

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?

Surveying staff, students, parents and community members on values to ground our work in writing tier 1 behavioral expectations around the school. Working with New Roots and Alternatives to get all staff and student leaders trained on restorative practices. Working with the teacher led RP team and discipline office to make recommendations on structures for next year. Working with the attendance office to develop systems for attendance contracts, parent conferences and absences notification.

Return to Top Determine Priorities

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

Students...
57% of students are chronically absent (attendance is lower than 89%)

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...
Lack of a positive culture and connectedness in the building

Other Potential Root Causes: Avoidance (both in and out of school) | Lack of perseverance | Accessibility | Lack of Consistency in teachers / systems | Feels 'good' in class

Resources:

[5 Whys 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...
train all staff and students in comprehensive restorative practices including a more robust approach to student belonging, culturally relevant teaching / innovative practices, and

Resources:

[Indicators of a Quality CIWP: Theory of Action](#)

shared learning around courageous conversations.

then we see....

consistent language and expectations being enforced by students and adults, consistent follow up when school values are not followed as well as curriculum that is engaging and reflective of student identities



which leads to...

Long term reduction in student referrals, an increase in student attendance as well as a school culture that reflects shared ownership, belonging and joy



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.

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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

Dates for Progress Monitoring Check Ins

Q1 10/20/23

Q3 4/1/24

Q2 12/22/23

Q4 6/7/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Establish sustainable schoolwide expectations, policies and procedures for behavior.			Select Status
Action Step 1	Create and post universal expectations and policies by incorporating staff and student feedback	Admin and Staff	8/21/23	Select Status
Action Step 2	Establish systems for tracking and sharing data on behavior	Admin	8/21	Select Status
Action Step 3	Establish a process for feedback on disciplinary process	Admin and Staff	9/22	Select Status
Action Step 4	Discipline training for deans	CPS Department of Discipline, OSEL and New Roots	SY23-25	Select Status
Action Step 5	Quarterly data reflections on referrals and behavior with	Admin and Staff	On Going	Select Status
Implementation Milestone 2	Establish schoolwide restorative practices to build connectedness.			Select Status
Action Step 1	All Staff Training on RJ Foundations and Restorative Conversations	Security and Discipline Team, New Roots	6/9/23 and 8/16/23	Select Status
Action Step 2	Coaching and learning walks around RJ practices in the classroom	RJ Teacher team and Alternatives Rep	SY24-26	Select Status
Action Step 3	Implicit Bias and LGBTQAI+ Training	All Staff and New Roots	S1 SY24	Select Status
Action Step 4	Ongoing coaching for discipline and CCT on restorative practices and ISS structures	New Roots, Discipline Team and CCT	SY24 and 25	Select Status
Action Step 5	Quarterly data review and feedback with staff to revise and make adjustments	Admin and All Staff	On Going	Select Status
Implementation Milestone 3	Develop student leadership in supporting peers with promoting school norms and values.			Select Status
Action Step 1	Student leader training	Students and New Roots	Summers Beginning '23	Select Status
Action Step 2	Create a system for including trained students in restorative consequences during and after school	Discipline and CCT	October 20	Select Status
Action Step 3	Establish system for identifying, training and retaining student leaders that are effective in supporting students	CCT	Summer '24	Select Status
Action Step 4	Establish a functioning peer jury that can consistently respond to referrals.	Students and CCT	SY24	Select Status
Action Step 5				Select Status
Implementation Milestone 4	Develop supportive attendance interventions and systems to reduce chronic absenteeism.			Select Status
Action Step 1	Notify parents and students daily of period absences the previous day with opportunity for corrections.	Attendance office	Q1 SY24	Select Status
Action Step 2	Implement attendance contracts.	Attendance office	Q2 SY24	Select Status
Action Step 3	Develop systems for follow up for class skips and excessive tardies.	Discipline and Climate and Culture Team	S1 SY24	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
Continue reviewing implementation of RJ practices and development of a consistent discipline systems and follow up on referrals for behavior. Begin training teacher leaders on creation of culturally responsive practices. Train more teachers in circle facilitation. Continue student leader training. Continue attendance supports.

SY26 Anticipated Milestones
Schoolwide learning and implementation of culturally responsive practices within the MYP framework and IB curriculum. Have a consistent student led process for responding to behavioral referrals to work in coordination with the discipline team. Continue attendance supports.

[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
By providing these increased supports, we will see an increase attendance rates for all students including students with IEPs	Yes <input type="checkbox"/>	Increase Average Daily Attendance	Overall	78.11	81	83	85
			Students with an IEP	69.6	75	78	80
We also will see a reduction in the number of group 4-6 behaviors.	Yes <input type="checkbox"/>	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	54	54	50	44
			African American	51	51	45	40

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Have all staff and student leaders trained in restorative practices in order to see consistent follow up on behaviors and common language of school values and expectations.	Continue refining restorative practices and discipline systems in order to see a reduction in behavioral incidents and referrals.	Build student leadership to see a student run process for processing behavioral referrals in conjunction with the discipline team to see a reduction in the number of students requiring tier 3 behavioral services.
<input type="text"/>			
<i>Select a Practice</i>			

[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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Reflection	Root Cause	Implementation Plan	Monitoring	Select the Priority Foundation to pull over your Reflections here =>
By providing these increased supports, we will see an increase attendance rates for all students including students with IEPs	Increase Average Daily Attendance	Overall	78.11	81
		Students with an IEP	69.6	75
We also will see a reduction in the number of group 4-6 behaviors.	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	54	54
		African American	51	51

Connectedness & Wellbeing

Select Status	Select Status	Select Status	Select Status
Select Status	Select Status	Select Status	Select Status
Select Status	Select Status	Select Status	Select Status
Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Have all staff and student leaders trained in restorative practices in c	Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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)**



Grades: Decrease in Ds and Fs as evidenced by grades in Aspen					
MTSS Academic Tier Movement: An increased number of students able t...					
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.

We'll be focused on teaching literacy strategies to parents so they can utilize those same strategies with their students, as well as post-secondary informational sessions. We'll also provide learning around substance abuse and mindfulness practices, in addition to other workshops that may be requested.



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