

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 
Anna Vilchez	Principal	avilchez@cps.edu
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Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	1/25/23	2/8/23
Reflection: Curriculum & Instruction (Instructional Core)	2/22/23	5/30/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/3/23	5/30/23
Reflection: Connectedness & Wellbeing	5/3/23	5/30/23
Reflection: Postsecondary Success	2/22/23	5/30/23
Reflection: Partnerships & Engagement	5/3/23	5/30/23
Priorities	6/14/23	6/28/23
Root Cause	6/14/23	6/28/23
Theory of Acton	6/28/23	9/6/23
Implementation Plans	6/28/23	9/6/23
Goals	6/28/23	9/6/23
Fund Compliance	8/9/23	9/12/23
Parent & Family Plan	8/9/23	9/12/23
Approval	9/12/23	9/12/23

SY24 Progress Monitoring Schedule

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

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

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/18/2023
Quarter 2	12/13/2023
Quarter 3	3/20/2024
Quarter 4	5/22/2024

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

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	<p>Four Year Grading Trends % of As are up from 2022- 2023 On Average, 10 % 10th grades on track went up Social Science & Science pass rate is up (68->75, 59->76) Math pass rate went up (47->72) 25% of students failing 30% of DL students failing 31% of EL students failing English Pass Rate down (9th 91->83) (10th 78->74) (11th 86->72) 66% of students have <90% Attendance ISS rate UP</p> <p>IB Evaluation Report Students are involved in their own learning Variety of assessments in DP Assessments need to be tied with the IB rubric We need more inquiry based learning Opportunity for more IB training (readily available) Lack of school-wide IB implementation in the MYP & lack of IB policies Strong relationship with Locke from PYP->DP</p> <p>Cultivate Students see relevance in class to future success Students are more invested when there are high goals and expectations More than 50% of students would rather do easy work than hard work Most students don't prepare for assessments More than 50% of students say they are given meaningful work</p> <p>OLCE Have ESL Certified teachers in every content Instruction not provided in every native language Oversized EL classes Current staff do not match student language needs Adding two bilingual positions available</p> <p>PSAT 11th Grade -- Overall mean score ^ 23 -- Went up in reading by 29 points -- Went down in math by 4 points -- Met both benchmarks ^ 1% -- Met both benchmarks down by 3% 10th Grade -- Overall mean score ^ 20 -- Went up in reading by 17 points -- Went down in math by 4 points -- Met both benchmarks ^ 2% -- Met both benchmarks down by 9% 9th Grade -- Overall mean score ^ 12 -- Went up in reading by 8 points -- Went down in math by 3 points -- Met both benchmarks ^ 4% -- Met both benchmarks down by 2%</p>	<p></p> <p>iAR (Math)</p> <p>iAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p>
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		<p>STAR (Reading)</p>
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>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p>
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		<p>Cultivate</p> <p>Grades</p> <p>ACCESS</p>
No	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		<p>TS Gold</p> <p>Interim Assessment Data</p>
No	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document		

What is the feedback from your stakeholders?

Student

Students are more motivated in classes with high goals and expectations. There is a disconnect between the student desire to be challenged and be exposed to high expectations. Preparation for assessments is low.

Teacher

(IB Evaluation) In the DP teachers promote an inquiry based learning and conceptual understanding approach. Students are encouraged to develop social skills and critical thinking by actively interacting in groups. Teachers use a variety of assessment methods, both formative and summative, and different assessment resources such as rubrics and exemplars. In the MYP, students struggle to articulate what they are learning. Assessments do not align with the rubric, and inconsistent assessment practices were identified by both students and teachers.

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?

Restructuring and refocusing on our EL students (restructuring staffing, classes, and hiring additional staff members).

Having TCTs plan in advance for the Fall. This will help to improve alignment and provides time to develop meaningful assessments.

Star360 testing was approved for the Fall and it will be used to progress monitor Tier 2 and Tier 3 in MTSS. st students; impact on specific student groups]

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 receiving differentiated instruction to meet grade-level standards, and assessments are not effectively used to measure student learning, provide actionable evidence, or to inform decision making.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?


References

What are the takeaways after the review of metrics?

Metrics

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	<p>Strengths Academic data is shared weekly via grade level meetings. We have an MTSS team and next year we will be using STAR 360 data to support the work of the team. Branching Minds and MTSS have begun the work of documenting interventions. ESL teachers are working hard to support the influx of migrant students Strong Social works that provides supports to students STAR data will help inform the needs of EL/DL students School wide push to increase Access scores is a possibility. We are intentional about including the WIDA standards in Unit plans to support EL learners</p> <p>Weaknesses: ELL supports (instructional) Utilizing (in house resources and expanding communication) More Proactiveness (more Reactive) STEAM/IB..how are we making this accessible to ALL Identification for MTSS (process) #of ESL teachers/Bilingual Access Scores- not real, don't take seriously Tutoring-program doesn't seem to work-program during the day?</p>	 Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		Quality Indicators of Specially Designed Curriculum EL Program Review Tool
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	<p>What is the feedback from your stakeholders?</p>	
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	<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>	
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.		<p>We have an MTSS team and next year we will be using STAR 360 data to support the work of the team. More targeted student centered surveys. Teacher/staff PD centered on student work and the sharing of best practices. Teachers' assigned support lead throughout the school year as a mentor/thought partner.</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>				
Students are struggling with academic engagement, appropriate interpersonal relationships, and self-efficacy. 				

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	Several teams in place BHT/CCT Support groups OST grant of 72K for summer programming . Some weaknesses are certain things require extra staff. Systems and structures need to be more organized. The communication throughout the building needs to be improved for goals to be met. Staff need follow-up to feel heard. Infraction DATA has a significant decrease for all target and priority groups from the previous year. 	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		

Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<p>What is the feedback from your stakeholders?</p> <p>Feedback was taken from the Culture and Climate data survey as well as the Cultivate student survey. A percentage of students indicated that they did not feel safe in all areas of the building. Cultivate also revealed that our biggest opportunity for growth would be in helping students develop Growth Mindset.</p>	<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</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>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</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>	
Students do not feel connected to the school community which leads them to lack in engagement, relationships, participation, academics, and even attendance.		SCS polls school community and offers programming based on interest, SVC was formed and will be meeting regularly, student-led leadership through class officers will begin, Senior Seminar Leadership class, CCT surveying students through reflections	


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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	<p>College and Career Competency Curriculum (C4)</p> <p>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).</p>	<p>According to the school report card, the graduation rate for the SY 2022 was 73%. In SY 2023 there were 201 and 85% of them graduated.</p> <p>33% of 12th grade students earned ECC (Early college and career certification) in year 2022. The majority of the ECC attainment came from dual credit, 15.85% JROTC also had 12.5% ECC attainment. 98% LPS (Learn/Plan/Succeed) completion. 52% of students enrolled in a post secondary institution SY 2021. SY 2020 53% students enrolled in postsecondary education. 74% freshman on track rate. 64% sophomore on track rating. Teachers report that parents need to be more involved in their students progress and learning in school.</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECC</p> <p>3 - 8 On Track</p>
Yes	<p>Individualized Learning Plans</p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p>
Partially	<p>Work Based Learning Toolkit</p> <p>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).</p>	<p>What is the feedback from your stakeholders?</p> <p>School needs to create opportunities to promote intrinsic motivation. School needs provide experiences that demonstrate student success. School builds relationships with outside community. School uses assessments that varied and fit for purpose of the curriculum.</p>	<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
No	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	<p>ECCE Certification List</p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		
	<p>PLT Assessment Rubric</p> <p>There is an active Postsecondary Leadership Team (PLT)</p>		

Partially	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). Alumni Support Initiative One Pager

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?


Increasing the number of dual credit classes. 
 Expanding the current CTE program.
 Training other teachers CCCAC.
 Adding different year group teachers to the PLT.
 SAT score average - students need certain average for dual credit requirement.
 ELL barriers - immigration status, access to citizenship, finances, language.
 Attendance data is at 90% for dual credit classes.
 LPS compliance: Is the plan real or is it being filled out just to comply?
 Senior seminar teachers are inconsistent and too many.
 CCCAC training - Make sure senior seminar teachers are trained.

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 reporting interest and plans via ILPs and LPS, however, our college enrollment rate and ECCC attainment show that students execute plans at lower percentages than reported. 
 Students have challenges following through on tasks.

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Using the associated references, is this practice consistently implemented?	References
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals. Spectrum of Inclusive Partnerships
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. Reimagining With Community Toolkit
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

What are the takeaways after the review of metrics? 

[takeaways reflecting most students; takeaways reflecting specific student groups]
 Strengths. One of the strongest SCS Model in the city. Students & parents-led programming. Building mindset to prepare students for 21st skills. Strong partnership with parents. relationship between parents & admin improving. Partnership and support from colleges, universities, and organizations. LSC engagement. Parent university strong relationship with parents. SCS strong model in the city. NWC organization Weaknesses. The following are areas of improvement: PAC (parent advisory committee BAC Bilingual advisory committee. Student Voice. Student Committee. Student Councils. Community partnership. CACS. ODLSS family advisory office of diverse learner supports & services. Developing student leaders. The impact of Covid on the community. Obstacle with communication (lack of technology literacy. 24 % of students engage in afterschool steam learning programs. 50-74% of students engage in project based learning. 4 family community events during the year. Language barrier. Lack of in-person meetings with parents. Lack of interest

Metrics

[Cultivate](#)

[5 Essentials Parent Participation Rate](#)

[5E: Involved Families](#)


[5E: Supportive Environment](#)


Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)


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

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

[problems experienced by most students; problems experienced by specific student groups] Student voice is limited to just student representatives in the LSC. As adults in the building, we have not ensured students be made aware of opportunities to participate in committees, such as BAC and a student voice committee. When these opportunities have been presented, we have not been consistent in maintaining these committees. 

What is the feedback from your stakeholders? 

[feedback trends across stakeholders; feedback trends across specific stakeholders] Work as a team with the school, parents, teachers, students, and the community to have more involvement and engagement of our students and parents within the school. -in the cultivate data, students reported 74% belonging, 81% identity safety, and 65% agency in reference to the classroom community. In the culture and climate survey, teachers expressed difficulty getting parents involved. Parents have expressed challenges accessing the information shared by the school via email, the most used mean of communication by 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? 

[impact on most students; impact on specific student groups] The process for creating a student voice committee has begun. There is a staff member that is committed to leading the committee. This will increase student voice, engagement, and agency in the school. BAC/PAC lead has partnered with Parent University lead to collaborate on parent engagement. This will increase parent engagement and voice.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
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.
Partially	The ILT leads instructional improvement through distributed leadership.
No	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.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

Four Year Grading Trends
 % of As are up from 2022- 2023
 On Average, 10 % 10th grades on track went up
 Social Science & Science pass rate is up (68->75, 59->76)
 Math pass rate went up (47->72)
 25% of students failing
 30% of DL students failing
 31% of EL students failing
 English Pass Rate down (9th 91->83) (10th 78->74) (11th 86 ->72)
 66% of students have <90% Attendance
 ISS rate UP

IB Evaluation Report
 Students are involved in their own learning
 Variety of assessments in DP
 Assessments need to be tied with the IB rubric
 We need more inquiry based learning
 Opportunity for more IB training (readily available)
 Lack of school-wide IB implementation in the MYP & lack of IB policies
 Strong relationship with Locke from PYP->DP

Cultivate
 Students see relevance in class to future success
 Students are more invested when there are high goals and expectations
 More than 50% of students would rather do easy work than hard work
 Most students don't prepare for assessments
 More than 50% of students say they are given meaningful work

OLCE
 Have ESL Certified teachers in every content
 Instruction not provided in every native language
 Oversized EL classes
 Current staff do not match student language needs
 Adding two bilingual positions available

PSAT
 11th Grade -- Overall mean score ^ 23
 -- Went up in reading by 29 points
 -- Went down in math by 6 points
 -- Met both benchmarks ^ 1%
 -- Met both benchmarks down by 3%
 10th Grade -- Overall mean score ^ 20
 -- Went up in reading by 17 points
 -- Went down in math by 4 points
 -- Met both benchmarks ^ 2%
 -- Met both benchmarks down by 9%
 9th Grade -- Overall mean score ^ 12
 -- Went up in reading by 8 points
 -- Went down in math by 3 points
 -- Met both benchmarks ^ 4%
 -- Met both benchmarks down by 2%

What is the feedback from your stakeholders?

Student
 Students are more motivated in classes with high goals and expectations. There is a disconnect between the student desire to be challenged and be exposed to high expectations. Preparation for assessments is low.

Teacher
 (IB Evaluation) In the DP teachers promote an inquiry based learning and conceptual understanding approach. Students are encouraged to develop social skills and critical thinking by actively interacting in groups. Teachers use a variety of assessment methods, both formative and summative, and different assessment resources such as rubrics and exemplars. In the MYP, students struggle to articulate what they are learning. Assessments do not align with the rubric, and inconsistent assessment practices were identified by both students and teachers.

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?

Students are not receiving differentiated instruction to meet grade-level standards, and assessments are not effectively used to measure student learning, provide actionable evidence, or to inform decision making.

Restructuring and refocusing on our EL students (restructuring staffing, classes, and hiring additional staff members).

Having TCTs plan in advance for the Fall. This will help to improve alignment and provides time to develop meaningful assessments.

Star360 testing was approved for the Fall and it will be used to progress monitor Tier 2 and Tier 3 in MTSS. st students; impact on specific student groups]

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

Resources: 

Students...

Students are not receiving grade-level appropriate instruction to meet grade-level standards, and assessments are not effectively used to measure student learning, provide actionable evidence, or to inform decision making.

[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?

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

As adults in the building, we...

As adults in the building, we need to provide a curriculum that is culturally relevant and sustaining, learn how to differentiate instruction, and create assessments that reflect various levels of rigor and real-world application.



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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What is your Theory of Action?

Resources:

If we....

provide staff with professional learning on the development of IB/STEAM units and culturally relevant assessments, along with coaching on differentiation within approaches to teaching and learning (ATTs and ATLS) and the use of assessments to measure student learning to inform instruction



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....

teachers using local and global context to establish relevant curriculum, engaging students in rigorous and differentiated instruction to meet grade-level targets, and using assessment feedback to improve the instructional core ... students actively participating in critical thinking about content, developing the attitudes and skills to take ownership of their learning experience; teacher differentiating for EL and DL students based on their modifications and accommodations



which leads to...

A 5% increase in students grades 9-11 meeting or exceeding EBRW and a 3% increase in Math SAT and PSAT from Fall to the Spring cohort.



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Resources:

Indicators of a Quality CIWP: Implementation Planning

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

Team/Individual Responsible for Implementation Plan

SLT and ILT

Dates for Progress Monitoring Check Ins

Q1 10/18/2023 Q2 12/13/2023 Q3 3/20/2024 Q4 5/22/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers, coordinators, and classroom support staff will be trained in Skyline/IB/STEAM/AP/JROTC/CTE Curriculum	Admin	10/20/2023	Not Started
Action Step 1	Week 0 PD in IB/STEAM/AP	Perez/Jackson/Rezny/Vel a	8/18/2023	Completed
Action Step 2	Ensure that teachers attend CPS Skyline Professional Training for Courses & Content; JROTC & CTE will attend professional learning provided by respective district curriculum leaders	Admin	10/20/2023	In Progress
Action Step 3	AP Coordinator will ensure that all AP teachers are enrolled into AP training and AP Portal to ensure that coursework is aligned to specific career pathways.	AP Coordinator	10/20/2023	In Progress
Action Step 4	Skyline and additional curriculum (i.e. non-Skyline courses) training will be incorporated into department and TCT meetings	Dept. Leads/ISLs/Admin	10/20/2023	In Progress
Action Step 5	SLT will review units and provide feedback based on the the program requirements/rubrics for units with specifics to EL and DL requirements and a cycle for peer review (ie. ILT Institutes)	SLT		In Progress
Implementation Milestone 2	100% of teachers, coordinators, and classroom support staff will be trained in engagement and differentiation strategies for curriculum.			In Progress
Action Step 1	Week 0 Marzano One Day PD (The New Art and Science of Teaching and Learning)	Marzano training attendees & Mrs. Rodriguez	8/18/2023	Completed
Action Step 2	Quarterly PD and Coaching will be provided through Marzano the New Art and Science of Teaching (consulting), EL/DL department meetings and ISBE Action Plan	Marzano team (out of house)	10/27 & 04/01, 2023	In Progress
Action Step 3	Implementation of coaching and safe practice with feedback cycles (quarterly) on instructional strategies from PD plan (i.e. Marzano, CPS Summits) student engagement, rigor, and assessment	SLT, Coordinators, ELPT, Case Manager	May 17, 2024	In Progress

Action Step 4	SCS will be supporting coaching of teachers through allocation of resources for implementation of the New Art and Science of Teaching	SCS Lead and Principal	September 2023	Completed
Action Step 5	Dept book PLCs around The New Art and Science of Teaching and Learning (i.e. subject specific)	Dept Chairs	May 16, 2024	In Progress
Implementation Milestone 3	100% of teachers develop assessments that align to the standards and captures students' abilities to meet expected learning objectives/goals for instructional improvement/decisions reflective of balanced rigor levels.	Admin, Specialists, Teachers	Quarterly	Select Status
Action Step 1	PD for writing effective standard based assessments (IB/STEAM), rigor, and EL/DL needs	IB Coordinators/STEAM Coordinators/ELPT/Case Managers	Semester 1	Not Started
Action Step 2	100% feedback on unit plan and assessments via admin and/or Dept. head	Admin and/or Dept. head	Quarterly	Not Started
Action Step 3	TCT peer analysis and feedback on units and assessments with TCT support from IB, STEAM, ELPT, and Case Managers	Dept. head & TCTs	Quarterly	Not Started
Action Step 4	Get feedback via Student Perspective Data	MTSS Coordinator	Within each semester	Not Started
Action Step 5	Prepare IB/AP/DC students for EOY Assessments	AP/IB/DC teachers and coordinators	April 19, 2024	Not Started
Implementation Milestone 4	100% of teachers observed in the instructional core using differentiation and engagement strategies with curriculum.	ILT		Select Status
Action Step 1	Rigor Walks to discuss the implementation of curriculum monthly	ILT & Admin	End of each month	Not Started
Action Step 2	Host Curriculum Nights/Exhibitions/Quarterly Showcases & Post Secondary	Rezny, Counseling team, post secondary team	September 2023	Not Started
Action Step 3	Non-evaluative observations / coaching	Admin, coordinators	Quarterly	Not Started
Action Step 4	Peer observations / Pineapple classrooms	Depts / TCTs	Quarterly	Not Started
Action Step 5	Individualized PD based on non-evaluative and rigor walks to continue the cycle of feedback	ILT / Depts / TCTs	Quarterly	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	100% of teachers and coordinators will be trained on how to develop interdisciplinary IB units. The school provides opportunities for teachers to use collaborative planning and reflection to develop interdisciplinary understanding. Teachers plan and reflect collaboratively to consider connections and relationships between different areas, and reinforce shared concepts, content, and skills. 100% of teachers will include Marzano strategies in units. ... Students will independently identify connections between content areas. Coaching will continue to be strengthened for EL and DL teachers through our ISBE Action Plan.	
SY26 Anticipated Milestones	Teachers will implement a coherent learning experience for students in accordance with the IB programme documentation. Teachers use the MYP planning process to collaboratively design, plan, deliver, and document student inquiry. Teachers use local and global contexts to establish the relevance of the curriculum. Learning aims to develop student readiness for further education and life beyond the classroom.	

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
5% increase in P/SAT EBRW	No	PSAT (EBRW)	Overall	PSAT 8/9: 27% PSAT 10: 25% SAT: 18%	PSAT 8/9: 32% PSAT 10: 30% SAT: 23%	PSAT 8/9: 37% PSAT 10: 35% SAT: 28%	PSAT 8/9: 42% PSAT 10: 40% SAT: 33%
			Other [Specify]	White PSAT 8/9: 29% PSAT 10: 33% SAT: 11%	White PSAT 8/9: 34% PSAT 10: 38% SAT: 16%	White PSAT 8/9: 39% PSAT 10: 43% SAT: 21%	White PSAT 8/9: 43% PSAT 10: 48% SAT: 26%
3% increase in P/SAT Math	No	PSAT (Math)	Overall	PSAT 8/9: 14% PSAT 10: 7% SAT: 2%	PSAT 8/9: 17% PSAT 10: 10% SAT: 5%	PSAT 8/9: 20% PSAT 10: 13% SAT: 8%	PSAT 8/9: 23% PSAT 10: 16% SAT: 11%
			Latinx	PSAT 8/9: 14% PSAT 10: 7% SAT: 2%	PSAT 8/9: 17% PSAT 10: 10% SAT: 5%	PSAT 8/9: 20% PSAT 10: 13% SAT: 8%	PSAT 8/9: 23% PSAT 10: 16% SAT: 11%

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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Characteristics of effective implementation of units are arranged according to a developmental scale that moves from emergent to capable as measured by unit review cycles of IB requirements for learning, teaching, and assessment.	Teachers review each other's units to provide feedback and support, to help move the developmental scale of reading from capable to exemplary as measured by unit review cycles of IB requirements for learning, teaching, and assessment.	Teacher leaders and admin support teachers in adjusting units to move to exemplary on the developmental scale through meetings and one-on-one work.
C&I:2 Students experience grade-level, standards-aligned instruction.	The school rates as "agree and above" on standards based evidence as measured by the Instructional Core Rigor Walks (classroom visits).	Teachers visit each other's classrooms in a peer walk through to look at students' experiencing grade-level, standards-aligned instruction while using the Instructional Core Rigor Walk tool to provide feedback and plan for upcoming professional development for continuous growth. The school rates as "agree and above" on standards based evidence as measured by the Instructional Core Rigor Walks (classroom visits) in 75% of classrooms.	Implement professional development that was targeted in the teacher walkthroughs to provide growth for staff. The school rates as "agree and above" on standards based evidence as measured by the Instructional Core Rigor Walks (classroom visits) in 100% classrooms.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	The school rates as "agree and above" on "Organizing Students to Achieve the Standard & Monitoring to Take Action Within a Lesson" as measured by the Instructional Core Rigor Walks (classroom visits).	Teachers share best practices in grouping, monitoring, and having students take action in their work through professional development sessions. The school rates as "agree and above" on "Organizing Students to Achieve the Standard & Monitoring to Take Action Within a Lesson" as measured by the Instructional Core Rigor Walks (classroom visits) in 75% of classrooms.	Teachers visit each other's classrooms to view the best practices in action. The school rates as "agree and above" on "Organizing Students to Achieve the Standard & Monitoring to Take Action Within a Lesson" as measured by the Instructional Core Rigor Walks (classroom visits) in 100% classrooms.

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
5% increase in P/SAT EBRW	PSAT (EBRW)	Overall	PSAT 8/9: 27% PSAT 10: 27%	PSAT 8/9: 32% PSAT 10: 32%	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		Other [Specify]	White PSAT 8/9: 29% PSAT 10: 29%	White PSAT 8/9: 34% PSAT 10: 34%	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
3% increase in P/SAT Math	PSAT (Math)	Overall	PSAT 8/9: 14% PSAT 10: 7%	PSAT 8/9: 17% PSAT 10: 7%	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		Latinx	PSAT 8/9: 14% PSAT 10: 7%	PSAT 8/9: 17% PSAT 10: 7%	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Characteristics of effective implementation of units are arranged according to a developmental scale that moves from emergent to capable as measured by unit review cycles of IB requirements for learning, teaching, and assessment.	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
C&I:2 Students experience grade-level, standards-aligned instruction.	The school rates as "agree and above" on standards based evidence as measured by the Instructional Core Rigor Walks (classroom visits).	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	The school rates as "agree and above" on "Organizing Students to Achieve the Standard & Monitoring to Take Action Within a Lesson" as measured by the Instructional Core Rigor Walks (classroom visits).	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="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.
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
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.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

Strengths
 Academic data is shared weekly via grade level meetings.
 We have an MTSS team and next year we will be using STAR 360 data to support the work of the team.
 Branching Minds and MTSS have begun the work of documenting interventions.
 ESL teachers are working hard to support the influx of migrant students
 Strong Social works that provides supports to students
 STAR data will help inform the needs of EL/DL students
 School wide push to increase Access scores is a possibility.
 We are intentional about including the WIDA standards in Unit plans to support EL learners

Weaknesses:
 ELL supports (instructional)
 Utilizing (in house resources and expanding communication)
 More Proactiveness (more Reactive)
 STEAM/IB...how are we making this accessible to ALL
 Identification for MTSS (process
 #of ESL teachers/Bilingual

What is the feedback from your stakeholders?

Feedback area for stakeholders.

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?

Students are struggling with academic engagement, appropriate interpersonal relationships, and self-efficacy.

We have an MTSS team and next year we will be using STAR 360 data to support the work of the team. More targeted student centered surveys. Teacher/staff PD centered on student work and the sharing of best practices. Teachers' assigned support lead throughout the school year as a mentor/thought partner.

Return to Top **Determine Priorities**

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

Resources:

Students...
 Students are struggling with academic engagement, appropriate interpersonal relationships, and self-efficacy.

[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?

Resources:

As adults in the building, we...
 have not yet developed proficient systems and a conceptual understanding of MTSS (Shared Leadership, Problem Solving Process, Curriculum & Instruction, Progress Monitoring, Family and Community Engagement, and Evaluation of MTSS), need a deeper understanding of the roadblocks to learning, and are unsure on how to collaborate with stakeholders to increase engagement and learning outcomes.

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

Indicators of a Quality CIWP: Root Cause Analysis
 Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.
 The root cause is based on evidence found when examining the student-centered problem.
 Root causes are specific statements about adult practice.
 Root causes are within the school's control.

Return to Top **Theory of Action**

What is your Theory of Action?

If we....
 develop proficient systems and a conceptual understanding of the MTSS Framework (Shared Leadership, Problem Solving Process, Curriculum & Instruction, Progress Monitoring, Family and Community Engagement, and Evaluation of MTSS)

Resources:

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

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then we see....
 staff demonstrating a deeper understanding of the MTSS process and procedures, teachers differentiating instruction, and implementation of T2 and T3 interventions for academics and SEL with ongoing progress monitoring; students engaging in learning that is targeted to support acceleration and access to grade-level content

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...
 10% movement across tiers from red to yellow, and yellow to green for academics and SEL; STAR 360 benchmark movement resulting in a 5% increase of students at or above benchmark; higher on-track rates, overall student growth in Literacy and Math, and a reduction in future dropout rates. Teachers utilizing targeted SEL strategies to improve teacher-to-student trust and teacher-to-teacher trust on the 5 Essentials.

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			
Admin/MTSS Team/Culture and Climate/Counseling		Q1	10/18/2023	Q3	3/20/2024
		Q2	12/13/2023	Q4	5/22/2024
SY24 Implementation Milestones & Action Steps		Who	By When	Progress Monitoring	
Implementation Milestone 1	MTSS will develop processes and procedures with supporting documentation for staff	Admin/MTSS Team/Culture	June 2024	Select Status	
Action Step 1	Create referral form, process, and menu of interventions	Admin/MTSS Team/Culture and Cli	June 2024	Select Status	
Action Step 2	MTSS will create flowchart/graphic organizer/visual for staff to use	Admin/MTSS Team/Culture and Cli	June 2024	Select Status	
Action Step 3	MTSS will have established interventionists/support personnel	Admin/MTSS Team/Culture and Cli	June 2024	Select Status	
Action Step 4	Week 0 PD	Admin/MTSS Team/Culture and Cli	August 2023	Completed	
Action Step 5	Quarterly PD/Follow up/check-in prior to grades being due for consistency	Admin/MTSS Team/Culture and Cli	June 2024	Select Status	
Implementation Milestone 2	All stakeholders will receive Professional development to enhance their learning on the process to MTSS and differentiation strategies for ELL students	Admin/MTSS Team/Culture	June 2024	Select Status	
Action Step 1	PD for MTSS team on STAR 360 and progress monitoring (will be open to all staff)	Admin	June 2024	Select Status	
Action Step 2	PD for all staff on: navigation of IEPs, analyzing EL can-do descriptors in grading, EL policies and procedures, and inclusivity in the classroom	Admin, ELPT, DL head	June 2024	In Progress	
Action Step 3	PD for Whole Staff on MTSS data literacy and MTSS for ELs (7 Integral Factors that May Influence ELs' Linguistic and Academic Development)	Admin, MTSS	June 2024	Select Status	
Action Step 4	Townhall for students explaining MTSS, processes, resources, and available supports.	ELPT,CCT,MTSS and BHT	June 2024	Select Status	
Action Step 5	PAC/BAC: informational Session on MTSS, processes and Resources/Supports with specifics on linguistic and academic development	ELPT,CCT,MTSS and BHT	June 2024	Select Status	
Implementation Milestone 3	Strengthen the fidelity of MTSS progress monitoring and implementation indicators.	Admin, MTSS Coordinator, CCT, On track teams	June 2024	Select Status	
Action Step 1	Defining teaming structures and create team meeting schedule	Admin, MTSS Coordinator, CCT	September 5 2023	Select Status	
Action Step 2	Create and implement a reflective evaluation of the progress monitoring process for the students	Admin, MTSS Coordinator, CCT	September 5 2023	Select Status	
Action Step 3	Create a progress monitoring schedule with usage reporting and STAR360 Custom to support T2, T3, EL, and DL students	MTSS Coordinator and team	October 1 2023	Select Status	
Action Step 4	Complete BOY, MOY, EOY MTSS Continuum to inform improvement of MTSS of each cycle	MTSS Coordinator and team	June 2024	Select Status	
Action Step 5	Complete STAR360 analysis at BOY, MOY, and EOY for reading and math	MTSS Coordinator and team	June 2024	Select Status	
Implementation Milestone 4	Continual evaluation of family partnerships to support MTSS implementation (providing tier 2 or tier 3 supports, PAC/BAC)	ELPT and Scolire	June 2024	Select Status	
Action Step 1	Creating an inclusive environment that identifies and promotes parents as partners in the MTSS development and implementation process.	MTSS, CCT, BHT	June 2024	Select Status	
Action Step 2	Creation of surveys to evaluate family partnerships	CCT	September 15	Select Status	
Action Step 3	Implementing surveys to evaluate family partnerships	CCT	By October 1 2023	Select Status	
Action Step 4	Implementing surveys to evaluate family partnerships	CCT, Admim	October 30 2023	Select Status	
Action Step 5	Creating workshops (BAC/PAC/Parent University/SCS) on MTSS, IEPs, 504, EL Supports for families in English and Spanish	AP, ELPT, Case Managers	June 2024	Select Status	

SY25 Anticipated Milestones	100% of teachers are implementing all components of MTSS with consistency and fidelity so that all students, including EL and DL students are receiving robust academic and behavioral support that will ensure that they have equitable access that will lead to improved student outcomes. 100% of interventions are entered into BM. Teachers will be able to support their students and remove barriers to success by creating a shared understanding among staff, parents, and students about the importance of MTSS and the role it plays in supporting student success. Regular professional development and training will be provided to equip educators with the knowledge and skills necessary to implement MTSS effectively.	
SY26 Anticipated Milestones	Steinmetz will have comprehensive MTSS process that encompasses all tiers of support and has a clear structure that all teachers understand and are able to implement. The MTSS model will have flexible delivery of services and staffing, specialized curriculum, universal data collection, and a master schedule that accommodates all students, including those with disabilities, in core instruction.	

[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
3% increase for On-track (monitored in 5 week cycles)	Yes	Grades	Overall	Week 40 - 69%	Week 40 - 72%	Week 40 - 75%	Week 40 - 78%
			English Learners	Week 40 - 70%	Week 40 - 73%	Week 40 - 76%	Week 40 - 79%
5% increase BOY -MOY- EOY in students' STAR 360 Math scaled scores	Yes	STAR (Math)	Overall	27.56% at or above benchmark	32.56% at or above benchmark	37.56% at or above benchmark	42.56% at or above benchmark
			English Learners	13.46% at or above benchmark	18.46% at or above benchmark	23.46% at or above benchmark	28.46% at or above benchmark

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The admin team created a schedule to monitor BM usage, and AP and Principal in charge meet with team leads regularly to progress monitor (student groups, entry and exit, meeting schedule)	Increased implementation of MTSS interventions as evidenced by BrM usage reports and Star Custom.	Families have a clear understanding of the MTSS process as evidenced by a rating of fully operational for: Student Level MTSS team in partnership with teachers and/or parent(s)/guardian(s) analyze multiple data sets to develop and revise plans for students who may need additional individualized intervention supports on the MTSS Continuum
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.	We as a school strive for operational excellence including, but not limited to, MTSS Framework and Branching Minds monitoring. The admin team will continually work with the Deans, Counselors, and MTSS Coordinator to ensure that groups are created in BM, progress is monitored, and entry/exit criteria is established and used	The MTSS Leadership team rates as "developed" or higher in most components as measured by the MTSS continuum.	100% of Academic/SEL interventions recorded in BM monitored by our progress monitoring calendar and usage reports. BOY to BOY improvement leading to fully operational on all key components and domains on the MTSS Continuum.
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Implement ISBE Action Plan for EL and DL to ensure development and implementation of IEPs and 504 to ensure improvement in DL Scheduling (Total Students Special Education Instruction, Total Students Paraprofessional Support, Max Minutes Special Education Instruction & Para Support, Total Minutes Sped Instruction, Total Minutes Para support IEP (Total % students IEPs & % Children with Primary Disability) ISBE Dashboard (ISBE Indicators: Evaluation Compliance for Indicators 5a, 11, & 13	An effective and streamlined approach for clear communication and accountability for the implementation of IEPs and 504 plans as evidenced by: DL Scheduling (Total Students Special Education Instruction, Total Students Paraprofessional Support, Max Minutes Special Education Instruction & Para Support, Total Minutes Sped Instruction, Total Minutes Para support	100% I.E.P.s and 504 plans followed and implemented with fidelity' DL Scheduling (Total Students Special Education Instruction, Total Students Paraprofessional Support, Max Minutes Special Education Instruction & Para Support, Total Minutes Sped Instruction, Total Minutes Para support IEP (Total % students IEPs & % Children with Primary Disability)

[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
3% increase for On-track (monitored	Grades	Overall	Week 40 - 69%	Week 40 - 72%	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 =>
Reflection	Root Cause	Implementation Plan			

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in 5 week cycles)	Grades	English Learners	Week 40 - 70%	Week 40 - 73%	Select Status	Select Status	Select Status	Select Status
5% increase BOY -MOY- EOY in students' STAR 360 Math scaled scores	STAR (Math)	Overall	27.56% at or above benchmark	32.56% at or above benchmark	Select Status	Select Status	Select Status	Select Status
		English Learners	13.46% at or above benchmark	18.46% at or above benchmark	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The admin team created a schedule to monitor BM usage, and AP e	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.	We as a school strive for operational excellence including, but not li	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.	Implement ISBE Action Plan for EL and DL to ensure development of IEP (Total % students IEPs & % Children with Primary Disability) ISBE Dashboard (ISBE Indicators: Evaluation Compliance for Indica	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.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
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?

Several teams in place BHT/CCT Support groups OST grant of 72K for summer programming . Some weaknesses are certain things require extra staff. Systems and structures need to be more organized. The communication throughout the building needs to be improved for goals to be met. Staff need follow-up to feel heard. Infraction DATA has a significant decrease for all target and priority groups from the previous year.

What is the feedback from your stakeholders?

Feedback was taken from the Culture and Climate data survey as well as the Cultivate student survey. A percentage of students indicated that they did not feel safe in all areas of the building. Cultivate also revealed that our biggest opportunity for growth would be in helping students develop Growth Mindset.

What student-centered problems have surfaced during this reflection?

Students do not feel connected to the school community which leads them to lack in engagement, relationships, participation, academics, and even attendance.

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?

SCS polls school community and offers programming based on interest, SVC was formed and will be meeting regularly, student-led leadership through class officers will begin, Senior Seminar Leadership class, CCT surveying students through reflections

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Determine Priorities

Resources: 

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

Students...
 Struggle to make strong connections in the school with peers, staff, and curriculum, resulting in not meeting benchmarks for academics and attendance as well as low participation in school functions and activities (as noted on Cultivate, 5E, and Dashboard data).



[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources: 

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

As adults in the building, we...
 struggle to build positive relationships with students and one other because of inconsistent Tier 1 SEL instruction and integration*, and staff is unclear in our delivery of schoolwide and classroom SEL systems, structures, and expectations.



[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.

*5 SEL standards: Self-Awareness, Social-Awareness, Responsible Decision Making, Self-Management, and Relationship Skills.

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Theory of Action

What is your Theory of Action?

If we...
 Create staff opportunities for professional learning around SEL/IB competencies and understanding of Tier 1 SEL instruction, clear schoolwide expectations, and tiered SEL systems and structures



Resources: 

Indicators of a Quality CIWP: Theory of Action

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

then we see....

Teachers implementing Tier I SEL instruction within their classrooms, all staff modeling SEL/IB competencies to strengthen adult and student relationships, and consistent implementation and communication of schoolwide expectations; students applying SEL skills to identify and foster healthy relationships, develop an understanding of shared responsibility, and the ability to collaborate effectively



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

which leads to...

Students growing in their ability to make informed, reasoned, and ethical judgments, resulting in 4% improvement in attendance metrics, 5% increase in on-track data, and an increase in our 5E/Cultivate data, as well as a sense of community among staff built on supportive relationships, mutual care and respect, and interpersonal connections, resulting in an increase in our 5E data ranging from "Very Weak" and Neutral in the following metrics: Supportive Environment, Collaborative Teachers, and Effective Leaders - to a "Neutral" score.



[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

Admin/CCT/BHT/IB Coordinators

Dates for Progress Monitoring Check Ins

Q1 10/18/2023 Q3 3/20/2024
 Q2 12/13/2023 Q4 5/22/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Create clear School-wide expectations around school connectedness and wellbeing	De Jesus, CC Team	September 15 2023	In Progress
Action Step 1	Create a CCT & BHT meeting calendar	All staff	August 25, 2023	Select Status
Action Step 2	Streamline flow charts, policy, visual documents around student behavior and attendance expectations	All teaching staff	August 21, 2023	Select Status
Action Step 3	Collaborate with the IB Coordinator(s) to communicate and review the IB policies around school culture in which IB philosophy can thrive	CCT & IB Coordinator	End of Quarter 1 SY 23-24	Select Status
Action Step 4	Create an implementation plan for all of the policies	CCT & IB Coordinator	September 2023	Select Status
Action Step 5	Quarterly town halls for students and on-track teams will be used to communicate and re-teach expectations	CC Coordinator and Deans	June 2024	Select Status
Implementation Milestone 2	Cycles of learning around tier 1 SEL instruction and practices	AP and CCC	October, 2023	Select Status
Action Step 1	Quarterly professional development around the 5 SEL standards	Ocampo/De Jesus	June 2024	Select Status
Action Step 2	Create/review observation tool to be used in IB/SEL classroom walks	De Carlo/Ocampo.De Jesus	September 15th 2023	Select Status
Action Step 3	Create a schedule for IB/SEL instruction from the counselor and culture climate team lead for 9th and 10th	Ocampo, Rezny, and DeJesus	Schedule completed by Friday, September 1st	Select Status
Action Step 4	Peer observations to observe calm classroom and IB Learner Profile in action	Ocampo	June 2024	Select Status
Action Step 5	Create student experiences that will reinforce SEL and relationships (i.e. SCS, assemblies, trips)	GL Leads, CC Team, SCS	October 2023	Select Status
Implementation Milestone 3	Curate learning experiences that propel adult SEL and help adults in our school community to feel supported, valued, and connected through: supporting educator well-being and self care, build adult capacity for SEL, and create systems of support for educators	Admin and CCC	June 2024	Select Status
Action Step 1	Partner with outside partners through OSEL to support healing centered trauma for adult SEL	Sub committee of the CC team	October 2023	Select Status
Action Step 2	Establish a social committee to rebuild community and connectedness among staff - as a sub committee of the Culture Climate team (i.e. well-being Fridays)	Sub committee of the CC team	October 2023	Select Status
Action Step 3	Provide PD through our community partners that promote emotional well-being	BHT	June 2024	Select Status
Action Step 4	Create a calendar of events for staff community building	Sub committee of the CC team	October 2023	Select Status
Action Step 5	Professional learning plan will reflect adult SEL threaded through different meeting times to enhance indicators of emotional intelligence in team settings	CCT	October 2023	Select Status
Implementation Milestone 4	Actively integrate student feedback and perspectives into decision-making processes, policies, and initiatives to enhance the overall student experience to create a more inclusive and responsive learning environment.	Admin and CCT	June 2024	In Progress
Action Step 1	Form an SVC consisting of diverse student representatives that serves as a bridge between the student body and administration.	Admin, CCT	September 2023	In Progress
Action Step 2	Conduct regular surveys to collect student feedback on various aspects of their student experience.	Admin, CCT	October 2023	Not Started
Action Step 3	Appoint a dedicated team to analyze feedback received from students to identify trends, areas of improvement and opportunities for enhancement	Admin, CCT	October 2023	Not Started

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	<i>Select the Priority Foundation to pull over your Reflections here =></i>	Connectedness & Wellbeing	
Reflection	Root Cause	Implementation Plan					
Action Step 4	Work with the SVC and other stakeholders to generate actionable recommendations based on the feedback and survey results.			Admin, CCT	Dec 2023	Not Started	
Action Step 5	Continuously evaluate the effectiveness of implemented changes and make adjustments as needed.			Admin, CCT	June 2024	Not Started	

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Continue to curate learning experiences that propel Adult SEL and will help adults in our school community to feel supported, valued, and connected through: supporting educator well-being and self care, build adult capacity for SEL, and create systems of support for educators. The SVC will help our school build an inclusive, democratic, and collaborative school culture where every student, teacher, and parent feels a sense of belonging and ownership.
SY26 Anticipated Milestones	Further develop the SVC to assist teachers in strengthening curriculum and instruction by building affirming and inclusive classroom practices and communities.

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
School ADA will trend 3% higher than SY 22/23	Yes	Increase Average Daily Attendance	Overall	75	78	81	84
			Students with an IEP	71	74	77	80
School will see a decrease of 10% of OSS per 100 Total	Yes	Reduction in OSS per 100	Overall	164	148	134	121
			African American Female	48	44	40	36

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.	CCT and BHT will complete all action items in the SY24 Culture & Climate and Behavioral Health Team Supports; 100% school leads attendance to all District PLCs for CCT and BHT	Highly effective climate team with evidence to support a rating of effective in all School Climate Effectiveness Rubric components and indicators and BHT Effectiveness Rubric and a rating of partial to yes on all Behavioral Health Team (BHT) Key Components Assessment & Monitoring Tool	Highly effective climate team with evidence to support a rating of highly effective in all School Climate Effectiveness Rubric components and indicators and BHT Effectiveness Rubric and a rating of yes on all Behavioral Health Team (BHT) Key Components Assessment & Monitoring Tool
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.	Enrollment and attendance in after-school opportunities through SCS, OST, Credit Recovery, and Athletics. Participation will be monitored in City-Span attendance - Use DB for SEL and students that sign up for programs noted in Aspen Outreach and CPS MTSS SEL Dashboard	Teachers, Parents, and all stakeholders will continue to support student enrichment opportunities outside of the school day and continue to provide and expand programming and activities for the students that meet their needs by surveying their interests each year and aligning them with programming options, resulting enrollment increases captured in City Span attendance of students	School-wide evidence to support a rating of yes in all-student school climate domain key indicators for OSEL Student School Climate Assessment (additional measures of progress: SCS Student Needs Survey and Cultivate).
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	SEL walks will be conducted by the CC team and will be tracked and monitored with an SEL tool. The CC Coordinator will work directly with teachers to focus on SEL curricula and support for students. TIER 1 will be evident in classrooms - through use of the calm classroom observation tool - 50% of classrooms participating in Calm Classroom - observation look for the CCT - cultivate data has SEL - use those indicators	SEL walks will be conducted by the CC team and will be tracked and monitored with a tool (forthcoming). The CC coordinator will work directly with teachers to focus on SEL curricula and support for students.	SEL walks will be conducted by the CC team and will be tracked and monitored with an SEL tool. The CC Coordinator will work directly with teachers to focus on SEL curricula and support for students. TIER 1 will be evident in classrooms - through use of the Calm Classroom observation tool - 50% of classrooms participating in Calm Classroom - observation look for the CCT - cultivate data has SEL - use those indicators

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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
School ADA will trend 3% higher than SY 22/23	Increase Average Daily Attendance	Overall	75	78	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	71	74	Select Status	Select Status	Select Status	Select Status
School will see a decrease of 10% of OSS per 100 Total	Reduction in OSS per 100	Overall	164	148	Select Status	Select Status	Select Status	Select Status
		African American Female	48	44	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:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	CCT and BHT will complete all action items in the SY24 Culture & C	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.	Enrollment and attendance in after-school opportunities through SC	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.	SEL walks will be conducted by the CC team and will be tracked and	Select Status	Select Status	Select Status	Select Status

If Checked:



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

Complete IL-Empower Section below

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:



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

No action needed

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

Required Math Goal

PSAT (Math): 3% increase in P/SAT Math

Required Reading Goal

PSAT (EBRW): 5% increase in P/SAT EBRW

Optional Goal

Select a Goal

Student Groups	Baseline	SY24	SY25	SY26
Overall	PSAT 8/9: 14% PSAT 10: 7% SAT: 2%	PSAT 8/9: 17% PSAT 10: 10% SAT: 5%	PSAT 8/9: 20% PSAT 10: 13% SAT: 8%	PSAT 8/9: 23% PSAT 10: 16% SAT: 11%
Latinx	PSAT 8/9: 14% PSAT 10: 7% SAT: 2%	PSAT 8/9: 17% PSAT 10: 10% SAT: 5%	PSAT 8/9: 20% PSAT 10: 13% SAT: 8%	PSAT 8/9: 23% PSAT 10: 16% SAT: 11%
Overall	PSAT 8/9: 27% PSAT 10: 25% SAT: 18%	PSAT 8/9: 32% PSAT 10: 30% SAT: 23%	PSAT 8/9: 37% PSAT 10: 35% SAT: 28%	PSAT 8/9: 42% PSAT 10: 40% SAT: 33%
Other [Specify]	White PSAT 8/9: 29% PSAT 10: 33% SAT: 11%	White PSAT 8/9: 34% PSAT 10: 38% SAT: 16%	White PSAT 8/9: 39% PSAT 10: 43% SAT: 21%	White PSAT 8/9: 43% PSAT 10: 48% SAT: 26%

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.

To foster a more inclusive and supportive educational environment for all students, particularly EL and DL students, our goal is to provide parents with a common understanding of what MTSS is and to explore ways that parents can support student learning at home so that they can help reinforce and support school-wide interventions. We hope to accomplish this by establishing a collaborative relationship and partnership with parents by providing them with MTSS training: Workshops to educate parents about MTSS and how it supports EL/DL learners and provide them with strategies to support their students at home, learning materials, for DL/EL, and parent training for technology or ESL classes. 

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