

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
Jeffery Cooks	Principal	jdcooks2@cps.edu
Addison Spear	AP	aspear1@cps.edu
Jodi Weiss	Curriculum & Instruction Lead	jsweiss@cps.edu
Angela Aviles	Curriculum & Instruction Lead	aaviles35@cps.edu
Eleanor McMahon	Curriculum & Instruction Lead	efmcmahon@cps.edu
Charlotte Czerny	Curriculum & Instruction Lead	cklapp@cps.edu
Anna Kordek	Inclusive & Supportive Learning Lead	akordek@cps.edu
Annmarie Handley	English Language Learner Lead	ahandley@cps.edu
Mayra Leyva	Postsecondary Lead	mavega2@cps.edu
Joshua Zepeda	Connectedness & Wellbeing Lead	jszepeda@cps.edu
Brenda Hardge	LSC Member	brenda_hardge@yahoo.com
Whitney Norris	Parent	whitneyanorris@gmail.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	4/26/23	4/26/23
Reflection: Curriculum & Instruction (Instructional Core)	4/26/23	5/10/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	July 10, 2023	7/14/23
Reflection: Connectedness & Wellbeing	July 24, 2023	7/28/23
Reflection: Postsecondary Success	July 10, 2023	7/14/23
Reflection: Partnerships & Engagement	7/17/23	8/4/23
Priorities	7/31/23	8/4/23
Root Cause	7/31/23	8/4/23
Theory of Acton	8/7/23	8/11/23
Implementation Plans	8/16/23	8/25/23
Goals	8/16/23	8/25/23
Fund Compliance	8/23/23	9/1/23
Parent & Family Plan	8/30/23	9/8/23
Approval	9/11/23	9/15/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates

Quarter 1	September 25, 2023
Quarter 2	November 13, 2023
Quarter 3	February 20, 2024
Quarter 4	May 7, 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](#)

[Return to Top](#)

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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

As we review our metrics, it is clear to see that our students are not meeting the benchmark as it relates to math and ELA on standardized assessments. We recognize the need to provide our students with a standards based approach to instruction. We believe that the the adoption of Skyline could aid in providing a rigorous and standards aligned instruction, but have some concerns that the provided content has challenging access points.

What is the feedback from your stakeholders?

Emphasis on data. Interest in in depth learning walks with focus areas. Assessments showed up alot. Interest in shared assessments. EdTech. Vertical and horizontal alignment. Modifying grade level content. Professional development with actionable items. An interest in learning something with specific follow up.

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

We continue to evaluate teacher practice; we are actively seeking opportunities to center adult learning around practice to aid in the improvement of instruction. We have identified the need to provide students authentic learning experiences that will promote connectedness and greater understanding that makes the content more applicable. Student attendance, student agency and attainment are challenges. SY23, our LatinX students both male and female were the most impacted by low attendance and engagement in the classroom.

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

What student-centered problems have surfaced during this reflection?

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

We don't have access to curriculum (i.e. Skyline) that engages and/or incorporates the needs for all (i.e. ELL) of our students. We must create a streamline process to ensure that teachers are provided a space to promote vertical alignment. All must be aligned and held accountable to school-wide norms and practices established by the ILT.

[Return to Top](#)

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
		MTSS Integrity Memo


We believe that we have the right systems in place. We have access to partners such as NewRoot, BAM, and WOW to name a few. We believe that it is important school-wide to understand the resources and how they are available and serve to support our students and families. The key word in this discussion was "Fidelity". We must approach our work to ensure that we utilize the tools and supports with fidelity and consistency.

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


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

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.

We will continue to learn and build capacity in Branching Minds through our MTSS team and initiatives. Weekly TCT check ins will include conversations around IEP fidelity and language objectives bring included 

What is the feedback from your stakeholders?

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

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

This school year, we will have an At-Risk Student Coordinator to help support our MTSS efforts. We will continue to explore the adoption and implementation of Branching Minds. We must explore and determine how and what we do better support and engage our ELL population in learning. We are reviewing how we cohort our EL population. 

[MTSS Academic Tier Movement](#)


[Annual Evaluation of Compliance \(ODLSS\)](#)

[Quality Indicators of Specially Designed Curriculum](#)


[EL Program Review Tool](#)

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

Using the associated references, is this practice consistently implemented?	References
Yes	BHT Key Component Assessment SEL Teaming Structure
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.

What are the takeaways after the review of metrics? 

BAM, NewRoot and BAM are actively used in supporting our Culture & Climate. We have been able to be pre-emptive in a lot situation before they rise to the issue of Incident Reports. Our Use of restorative practices is not accurately tracked. We did see an increase in the use of Suspension, but they were in the form of In-school; In-school allowed to ensure no learning lose as students would have work collected to be completed during that time. We also utilized detentions. OSS was used in very extreme situations or where we had repeated behaviors that raised to the level to justify such a decision. Our goal ultimately with discipline was to reduce exclusion in the manner of OSS.

What is the feedback from your stakeholders? 

Transparency, reentry, general protocols, chronic absenteeism, tutoring for 11th and 12th, communication school to home, communication between organizations and teachers, restorative consequences

We need transparent procedures and protocols

Metrics

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

Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		<p>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>	
<p>We have defined connectedness as a sense of community, a sense of routine/consistency in the building, and a sense of pride/ownership in school activities. We believe that going forward we need to work on finding identity for the various grade level routines/events, we need to build towards Tier 1 routines/events/activities that help build pride, and help energize staff to model enthusiasm and pride, as well as empower them to help lead or support activities that build community and find opportunities to celebrate our successes with the school.</p>		<p>We seek to continue to be proactive in our approach. Continue to utilize methods such as ISS and detentions over the OSS. Most of our suspensions involved the same cohort of students. As we approach our second year, we will continue to push consistency and high expectations building both student and adult accountability.</p>	





[Return to Top](#) **Postsecondary Success**

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	<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><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i></p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p> <p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
Partially	<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>		
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>		
Partially	<p>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).</p>		
Yes	<p>ECCE Certification List</p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		
Yes	<p>PLT Assessment Rubric</p> <p>There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).</p>		
Yes	<p>Alumni Support Initiative One Pager</p> <p>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).</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><i>[problems experienced by most students; problems experienced by specific student groups]</i></p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p><i>[impact on most students; impact on specific student groups]</i></p>	

[Return to Top](#)

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>[takeaways reflecting most students; takeaways reflecting specific student groups] </p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Yes	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>[feedback trends across stakeholders; feedback trends across specific stakeholder groups] </p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>We need to find additional creative solutions to authentically connect with our English Learner families. </p>		<p>[impact on most students; impact on specific student groups] </p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
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.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

As we review our metrics, it is clear to see that our students are not meeting the benchmark as it relates to math and ELA on standardized assessments. We recognize the need to provide our students with a standards based approach to instruction. We believe that the the adoption of Skyline could aid in providing a rigorous and standards aligned instruction, but have some concerns that the provided content has challenging access points.

What is the feedback from your stakeholders?

Emphasis on data. Interest in in depth learning walks with focus areas. Assessments showed up alot. Interest in shared assessments. EdTech. Vertical and horizontal alignment. Modifying grade level content. Professional development with actionable items. An interest in learning something with specific follow up.

What student-centered problems have surfaced during this reflection?

We don't have access to curriculum (i.e. Skyline) that engages and/or incorporates the needs for all (i.e. ELL) of our students. We must create a streamline process to ensure that teachers are provided a space to promote vertical alignment. All must be aligned and held accountable to school-wide norms and practices established by the ILT.

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

We continue to evaluate teacher practice; we are actively seeking opportunities to center adult learning around practice to aid in the improvement of instruction. We have identified the need to provide students authentic learning experiences that will promote connectedness and greater understanding that makes the content more applicable. Student attendance, student agency and attainment are challenges. SY23, our LatinX students both male and female were the most impacted by low attendance and engagement in the classroom.

[Return to Top](#)

Determine Priorities

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

Students... are not able to make the connection between learning and application.

Resources:

[Determine Priorities Protocol](#)



Indicators of a Quality CIWP: Determine Priorities

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

[Return to Top](#)

Root Cause

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

As adults in the building, we... will explore how we are able to engage our students in authentic learning experiences through the tenets of Personalized learning. We believe that this will lead to greater student engagement and agency.

Resources:

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



Indicators of a Quality CIWP: Root Cause Analysis

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

[Return to Top](#)

Theory of Action

What is your Theory of Action?

If we.... facilitate authentic learning experiences through personalized learning

Resources:



Indicators of a Quality CIWP: Theory of Action

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

then we see....
student connectedness



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...
higher levels of student engagement and ownership of learning



[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

Instructional Leadership Team (ILT) & Administration

Dates for Progress Monitoring Check Ins

Q1 [September 21, 2023](#) Q3 [February 20, 2024](#)
Q2 [November 13, 2023](#) Q4 [May 7, 2024](#)

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Staff has effectively used multiple student data points to strategically plan instruction and assessment as seen through the Grade Level Learner Profiles	ILT, Dept. Chairs	November 13, 2023	Select Status
Action Step 1	Create learner profiles that are staff and student facing	ILT, Dept. Chairs	September 20, 2023	Select Status
Action Step 2	Quarter one department learning cycle around student specific data (STAR, Learner Profile, Pre-Assessment, Formative Assessment, Quarterly assessment, etc)	ILT, Dept. Chairs	September 27, 2023	Select Status
Action Step 3	Collect STAR data BOY, MOY, and EOY and/or review ACCESS data	Dept Chairs	September 20, 2023	Select Status
Action Step 4	Create specific student facing personal data check ins	All Teachers	September 20, 2023	Select Status
Action Step 5	Implement grade level and department protocols that allow for updating learner profile information, discussing best practices with horizontal teams, and passing information up vertically	ILT, Dept. Chairs	October 11, 2023	Select Status
Implementation Milestone 2	Creating a learning cycle around formative and summative assessments including implementation strategies, meaningful and manageable data collection strategies, data analysis practices, and data response ideas	ILT, Dept. Chairs	February 20, 2024	Select Status
Action Step 1	Invite Network Support to facilitate learning around MTSS strategies	ILT, Dept. Chairs	Ongoing	Select Status
Action Step 2	Build time in Department meetings to look at student work	ILT, Dept. Chairs	Ongoing	Select Status
Action Step 3	Create a learning cycle around formative assessment and using data to inform instruction and summative assessment. As part of the learning cycle teacher will create diverse methods of reading, understanding, and analyzing the data collected, to summarize and disseminate the information collected	ILT, Dept. Chairs	September 30, 2023	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Creating successful partnerships between teachers, Co-teaching SECAs, Outside Partners (City Year, New Root, SAGA, etc.) that result in meaningful instructional practices	Admin	May 7, 2024	Select Status
Action Step 1	Invite ODLSS to facilitate learning for co teaching teams and adult student supports	ILT, Dept. Chairs	Ongoing	Select Status
Action Step 2	Preserve time in the staff schedule to regularly meet with the adults that are in their spaces. Ex: TCT time built in to every Thursday Agenda with built in normed protocols	ILT, Dept. Chairs	Ongoing	Select Status
Action Step 3	Dedicate time for peer to peer learning walks to look for meaningful co teacher models and instructional practices	ILT, Dept. Chairs	January 10, 2024	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25 Anticipated Milestones	All classrooms are implementing at least two pillars of Personalized Learning through their instructional Practices, Creating a teacher-lead Learning Cycle for best practices regarding Formative Assessments and Summative Assessments through the lens of Personalized Learning.	
SY26 Anticipated Milestones	All four pillars of Personalized Learning will be present in all learning spaces as determined by stakeholder voice and academic data.	

[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
Strengthen Collaboration between staff	Yes	Other	Overall				
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
<i>C&I:5 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.</i>	Staff will dedicate time to collaborate weekly as progress monitored through our Collaboration Log	Staff will increase the amount of time collaborating along with the amount of staff that they collaborate with as progress monitored through our Collaboration Log.	Staff will collaborate on a cross-curricular capstone project.
C&I:2 Students experience grade-level, standards-aligned instruction.	Staff communicate learning goals with students, help students choose and set their learning goals, and guide students through self-monitoring these goals.	Students are assisted with tracking their own progress in their standards-aligned curriculum to help start the process of student ownership.	Students track their own progress in standards-aligned curriculum independently to show ownership.
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
--------------------	--------	-----------------------------	----------	------	-----------	-----------	-----------	-----------

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	<i>Select the Priority Foundation to pull over your Reflections here =></i>				<i>Curriculum & Instruction</i>					
Reflection	Root Cause	Implementation Plan												
Strengthen Collaboration between staff	Other	Overall			Select Status	Select Status	Select Status	Select Status						
		<i>Select Group or Overall</i>			Select Status	Select Status	Select Status	Select Status						
	<i>Select Metric</i>	<i>Select Group or Overall</i>			Select Status	Select Status	Select Status	Select Status						
		<i>Select Group or Overall</i>			Select Status	Select Status	Select Status	Select Status						

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:5 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.	Staff will dedicate time to collaborate weekly as progress monitored through our Collaboration Log	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Staff communicate learning goals with students, help students choose and set their learning goals, and guide students through self-monitoring these goals.	Select Status	Select Status	Select Status	Select Status
<i>Select a Practice</i>		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?

BAM, NewRoot and BAM are actively used in supporting our Culture & Climate. We have been able to be pre-emptive in a lot situation before they rise to the issue of Incident Reports. Our Use of restorative practices is not accurately tracked. We did see an increase in the use of Suspension, but they were in the form of In-school; In-school allowed to ensure no learning lose as students would have work collected to be completed during that time. We also utilized detentions. OSS was used in very extreme situations or where we had repeated behaviors that raised to the level to justify such a decision. Our goal ultimately with discipline was to reduce exclusion in the manner of OSS.

What is the feedback from your stakeholders?

Transparency, reentry, general protocols, chronic absenteeism, tutoring for 11th and 12th, communication school to home, communication between organizations and teachers, restorative consequences

We need transparent procedures and protocols

What student-centered problems have surfaced during this reflection?

We have defined connectedness as a sense of community, a sense of routine/consistency in the building, and a sense of pride/ownership in school activities. We believe that going forward we need to work on finding identity for the various grade level routines/events, we need to build towards Tier 1 routines/events/activities that help build pride, and help energize staff to model enthusiasm and pride, as well as empower them to help lead or support activities that build community and find opportunities to celebrate our successes with the school.

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

We seek to continue to be proactive in our approach. Continue to utilize methods such as ISS and detentions over the OSS. Most of our suspensions involved the same cohort of students. As we approach our second year, we will continue to push consistency and high expectations building both student and adult accountability.

[Return to Top](#)

Determine Priorities

Resources: 

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

Students...

Students do not see the connection/importance of the content in relation to what they aspire for post-secondary Options



[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

[Return to Top](#)

Root Cause

Resources: 

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

As adults in the building, we...



[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....

effectively foster relationships



Resources: 

Indicators of a Quality CIWP: Theory of Action

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

then we see....
healthy systems of support



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...
a supportive learning environment



[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


MTSS; Culture & Climate; ILT;


Dates for Progress Monitoring Check Ins

Q1 [September 2](#) Q3 [February 20, 2024](#)
Q2 [November 13,](#) Q4 [May 7, 2024](#)

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Create and maintain protocols that build on strong relationships to respond to absenteeism	MTSS; Culture & Climate; ILT;	September 30	Select Status
Action Step 1	Review current protocols, systems and structures in place to address absenteeism	MTSS	September 15	Select Status
Action Step 2	Provide space and guidance for grade levels to norm around late work, retakes and one-on-one check-ins and implement this on a regular basis	ILT	September 20	Select Status
Action Step 3	Time will be given during Departmental meetings weekly to make calls home	ILT	September 20, 2023	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Intentional SEL learning will be incorporated into each grade level via New Root, Counselors, Social Workers, and other community partners in order to make sure that all students will receive Tier-1 support and students will receive other Tiered supports as needed.	MTSS; Culture & Climate; IL	November 13	Select Status
Action Step 1	Grade level leads will coordinate with our outside partners to preserve minimum push-in time for SEL Lessons per grade	ILT	November 15	Select Status
Action Step 2	A recommendation form will be edited and shared out with staff to refer students for Tier 2 & 3 SEL Support. The Behavioral Health Team (BHT) will close the loop when they can for these referrals.	MTSS	September 20, 2023	Select Status
Action Step 3	Quarterly updates on PD days from community partners to share out student success and give suggestions based on data and/or trends to better support our students.	MTSS; Culture & Climate; IL	November 13, 2023	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Student and family facing communication systems will be updated to empower students	Culture & Climate	February 20, 2024	Select Status
Action Step 1	Create a newsletter template by partnering with student and staff stakeholders	Culture & Climate, Admin	January 10, 2024	Select Status
Action Step 2	Monthly newsletter for each content area to send home to families	ILT	January 10, 2024	Select Status
Action Step 3	Develop a student owned form of communication in the form of a blog, social media, or newsletter format.	Culture & Climate, Student Voic	January 17, 2024	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Create routines and procedures that will serve to establish open lines of communication and build unity between staff.	Admin/Culture & Climate	May 7, 2024	Select Status
Action Step 1	Admin will create safe spaces where staff can share out their communication concerns	Admin	Ongoing	Select Status
Action Step 2	Assign Tiger Times (weekly staff update) to mid-level leaders for ownership and updates	Admin/ILT	Ongoing	Select Status
Action Step 3	Senior Leadership Team (SLT) pushing into grade level and departmental meetings at least once a week.	Admin	Ongoing	Select Status
Action Step 4	Department and grade level agendas will be aligned to ensure consistent communication.	ILT	Ongoing	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Introducing stakeholder driven routines and procedures that will help to open lines of communication between staff and the community. 

SY26 Anticipated Milestones Full implementation of stakeholder driven routines and procedures that would maintain lines communication that foster the building of a stronger school community 

[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
Staff will norm on logging their consistent communications to families and students.	Yes	Other	Overall				
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 

Specify your practice goal and identify how you will measure progress towards this goal. 

	SY24	SY25	SY26
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.	School will establish the Climate & Culture Team to help coincide with our BHT.	BHT/Climate and Culture Team will push into staff meetings to provide more collaborative opportunities and open lines of communication.	BHT & Culture/Climate Team work with Student Voice Committee to develop tier 1 practices and student-lead SEL supports.
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	BHT will create a protocol for re-entry plans for students.	BHT will implement the protocol for re-entry and collaborate with the MTSS Team to norm responses for chronic re-entry meetings.	BHT & MTSS will evaluate this re-entry protocol to allow for more student input and staff advocacy.
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

Resources: 

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Staff will norm on logging their consistent communications to families and students.	Other	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

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.	School will establish the Climate & Culture Team to help coincide with	Select Status	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	BHT will create a protocol for re-entry plans for students.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



<p>Select a Goal</p>					
<p>Select a Goal</p>					
<p>Select a Goal</p>					

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections

If Checked:



Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

ESSA, Title I, Part A law requires schools to develop a parent and family policy that reflects their commitment to develop best engagement practices and maximizes meaningful consultation. Checking the boxes below indicates that your school understands and complies with each requirement listed.

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.


SCHOOL & FAMILY COMPACT

Your school shall jointly develop, with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Checking off the statements below indicates your school will develop a compact that complies with each requirement. Compact statements will be housed at the school and shared with all parents.

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

The overarching goal for Title I Parent & Family Engagement funds is to increase student academic achievement through parental and family engagement and supporting skills development. In the box below, identify the academic priority areas around which your parent engagement & skills development will be aligned. As a reminder, use of your funds must occur in consultation with parents.

In cooperation with our PAC, we will seek to utilize Title I funding for parent based learning. Activities ranging from how to support your student's academic journey to resume writing to financial literacy. 

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