

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Mark Grishaber	Principal	mgrishaber@cps.edu
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Hilda Diaz	LSC Member	HCandelaria-rive@cps.edu
Alexis Covarrubias	Connectedness & Wellbeing Lead	amcovarrubias2@cps.edu
Hannah Rajkovich	Case Manager	HMRajkovich@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/26/23	7/15/23
Reflection: Curriculum & Instruction (Instructional Core)	6/26/23	7/15/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/26/23	7/15/23
Reflection: Connectedness & Wellbeing	6/26/23	7/15/23
Reflection: Postsecondary Success	6/26/23	7/15/23
Reflection: Partnerships & Engagement	6/26/23	7/15/23
Priorities	6/26/23	7/15/23
Root Cause	7/17/23	7/21/23
Theory of Acton	8/7/23	8/11/23
Implementation Plans	8/7/23	8/11/23
Goals	8/7/23	8/11/23
Fund Compliance	8/11/23	8/11/23
Parent & Family Plan	8/11/23	8/11/23
Approval		

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	09/20/23
Quarter 2	11/29/23
Quarter 3	02/07/23
Quarter 4	04/03/23

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

Students at Taft struggle with motivation and growth mindset. While all staff have access to high quality curriculum, based on student data, not all students are accessing this curriculum to the same degree. Alignment of the student experience is important.

What is the feedback from your stakeholders?

After reviewing the data with the ILT, the administration, and all secondary leadership (50+ teacher leaders and coordinators), the overall takeaway was the same: students need support with Growth Mindset. As a school, we need to make sure the learning conditions in all classrooms, all levels, are intentionally supporting students and aligning to their post secondary aspirations.

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?

As we have opened access to advanced courses, we are focusing more on the daily student experience. How are students supported on a daily basis? How are they connecting to being an IB student?

- [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.

Lack of Growth Mindset. Across the Cultivate survey students are not reporting strong levels of growth mindset regardless of type of classroom.

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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
		MTSS Integrity Memo

There are gaps in our metrics for students with IEPs

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

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
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 is the feedback from your stakeholders?

We have strong systems in place to ensure proper placement of IEP and ELL students. We have protected time for staff to review IEPs. With Branching Minds being a new platform for our school, SY23 will be a learning year on tiered interventions and tracking in academic classes. 🍌

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?

There is a focus on closing the gaps between students with IEPs in our other CIWP priorities. Primarily through Connectedness and Wellbeing. If students feel connected to school, their attendance is better. Students in attendance have better learning outcomes. 🍌

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

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.

There is a gap in all metrics between students with IEPs and students without. 🍌

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

Using the associated references, is this practice consistently implemented?	References
Partially	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.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

What are the takeaways after the review of metrics?

Attendance: Attendance decreases from grade 7 to grade 12. Student attendance overall as a school is 82%. Seniors have the lowest percentage of attendance which is 72%.
Behavior: The majority of misconducts were group 1 and 2 and take place in the hallway. Restorative conversations is the highest percentage of consequences across all grade levels. SOAR and T-Birds tier one universals were implemented school wide across that addressed attendance and school principles during SY22-23. Less than 5% of overall has ISS or OSS. **OST:** 37% of students enrolled in an OST program. 23% of students with an IEP, 26% of ELL, 26% Black/LatinX male participated in an OST program. **Athletics:** Students who are athletes have better attendance in comparison to students who are not athletes. Over 90% attendance for student athletes during their in season sport. **MYP:** 39% of 10th graders completed the personal projects. **CP:** Students have voiced they like the smaller cohort with the program

What is the feedback from your stakeholders?

Houses/TCTs: House leads and TCT leads had wonderings about how to instill growth mindset. Overall lack of celebrating and focusing on students that are doing what they are supposed to do. 🍌

Stakeholders believe that focusing on strategies that work for athletes and student leaders to increase engagement can be used to improve attendance for the whole community. **Staff Diversity:** 8% of staff is Latino despite having over 41% of Latino students

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

No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
<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>Non-athletes/club members can slip through the cracks and present a feeling of lack of belonging.</p> <p>Students who seem to fade into the background can easily be missed. 1st interaction is not a positive experience: "Get your ID out" Lack of overall celebrations and school pride attire. Student not feeling like they have a trusted adult in the building.</p>	<p>One of the efforts already in place is to incentivize attendance and behavior. Reset expectations and recommit to universal expectations. Celebrate students and staff. Build reconnections systems. Build a climate and culture team with various stakeholders such as students across programs, staff and parents.</p>		

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	College and Career Competency Curriculum (C4) 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>Graduation rates have steadily increased (91.1% for 2022 vs. 88.2% in 2021). Slight decrease in 2020. 10% jump overall since 2018. Dropout rates have decreased (4.5% for 2022 vs. 5.2 for 2021). Dropout rate has been cut in half since 2017. 23rd highest grad rate in 2022 CPS wide.</p> <p>95% students in a ECCC program currently. 50% in 2017. AP exams over a 3 - 21% in 2017, 28% in 2022</p> <p>>70% students in the IB Language and Literature Cohort 1 received a 4 or higher on the IB exam. >60% of IB exam scores in Spring 2023 were a 4 or higher.</p>	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Yes	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	<p>Majority of students elect 4-year pathway over 2-year (almost 75% vs 25%). Few student choose other pathways, consistent with Network 14 Trends (Trades, military, etc). 5-years ago the ration of students choosing 4-year and 2-year school was about 50/50.</p> <p>District 73.1, 3+ / 1 math 74.7 / 1 acceptance 82.6%: Taft 77 3+ / 79.3 1 match 88.5 1 acceptance. Passing the network on all. Black Males low applications met metric goal for acceptances and match. Latino Males at district level and higher on acceptances. Diverse learners: Higher than district. ELL: Higher than the district, 2.0-2.9 District 71%, 74%/87% Taft 76%/78%/90%</p> <p>2021 Graduates 759 Enrollments 558 73.5% 2020 712 Graduates Enrollments 536 75.3% 2019 Graduates 651 Enrollments 502 77.1% Prior to 2019 College enrollments was lower.</p>	Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Partially	Work Based Learning Toolkit 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>What is the feedback from your stakeholders?</p> <p>Feedback from Senior Seminar classes and the PLT is that while the vast majority of students choose the 4-year college LPS pathway, there is a need to develop a better roadmap to exploring the other pathways, especially the trades and military.</p>	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Yes	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
Partially	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
Yes	PLT Assessment Rubric 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>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	Alumni Support Initiative One Pager 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>For SY24 students are tiered into Senior Seminar classes based on GPA band.. This will allow teachers to better tier their LPS support to match student post secondary options.</p> <p>The PLT is also expanding its subcommittee model to help increase student exploration of all LPS pathways.</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.

- Need to increase the percentage of students applying to 1+ match school. 🍌
- There is a significant need to bolster Sophomore on Track, which impacts student post secondary options.
- There is also a need to improve access to the non-college LPS pathways.

[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	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	We need to increase parent participation in all areas. We need better participation in events and the 5 essentials survey in order to get feedback 🍌	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)
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		Formal and informal family and community feedback received locally. (School Level Data)
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	<p>What is the feedback from your stakeholders?</p> Continue to build partnership with the SVC. Offer a larger variety of parent engagement activities. 🍌	
	<p>What student-centered problems have surfaced during this reflection?</p> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP. Family involvement is inconsistent across various programs. Attendance at events is usually low and decreases after 9th grade. 🍌		<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> New and expanded IB coordinator team has a variety of differentiated parent engagement activities planned for SY23. 🍌	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Students at Taft struggle with motivation and growth mindset. While all staff have access to high quality curriculum, based on student data, not all students are accessing this curriculum to the same degree. Alignment of the student experience is important.

What is the feedback from your stakeholders?

After reviewing the data with the ILT, the administration, and all secondary leadership (50+ teacher leaders and coordinators), the overall takeaway was the same: students need support with Growth Mindset. As a school, we need to make sure the learning conditions in all classrooms, all levels, are intentionally supporting students and aligning to their post secondary aspirations.

What student-centered problems have surfaced during this reflection?

Lack of Growth Mindset. Across the Cultivate survey students are not reporting strong levels of growth mindset regardless of type of classroom.

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

As we have opened access to advanced courses, we are focusing more on the daily student experience. How are students supported on a daily basis? How are they connecting to being an IB student?

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Determine Priorities

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

Students...
report having a fixed mindset and are more focused on points and their final grades.

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.

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Root Cause

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

As adults in the building, we...
have inconsistent implementation of inquiry based instruction and actionable, bite sized feedback for learning/growth.

Resources:

[5 Whys Root Cause Protocol](#)



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

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Theory of Action

What is your Theory of Action?

If we....
provide professional development centered on inquiry and feedback for learning

Resources:



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

Jump to... [Priority Reflection](#) [TOA Root Cause](#) [Goal Setting Implementation Plan](#) [Progress Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

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....

a change in students' mindsets and a greater sense of belonging



which leads to...

increase in academic risktaking and success in rigorous course work.



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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

ILT

Dates for Progress Monitoring Check Ins

Q1 09/20/23

Q3 02/07/23

Q2 11/29/23

Q4 04/03/23

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1	all staff has reviewed SY 23 Cultivate Survey Data	All	August 15, 2023	In Progress
Action Step 1	Admin Cultivate Data Reivew	Admin team	June 26, 2023	Completed
Action Step 2	Teacher Leader Data Reivew	Teacher Leadership	August 8, 2023	Completed
Action Step 3	Department Led Data review	Departments	August 15, 2023	Completed
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Professional Learning for actionable and bite sized feedback.	All teachers	All Year	Not Started
Action Step 1	Vertical team planning and training	All core Vertical Teams	Week of Sept 11, 2023	Completed
Action Step 2	TCT Lead training through ILT Institutes	All TCT leads	Week of Sept 18, 2023	Completed
Action Step 3	TCT learning cycles- Powerful practices and peer observation/feedback (Approaches to Teaching)	All TCTs	Q2 Learning Cycle	In Progress
Action Step 4	Vertical team meeting - Reflect and plan for Q3	Vertical Teams	November 2023	Not Started
Action Step 5	Review Mid-year Cultivate Data	Vertical Teams & IB Coordinators	January 2024	Not Started
Implementation Milestone 3	Increase instructional capacity in inquiry based learning strategies	TCT Leads	All year	In Progress
Action Step 1	Host IB Investigating Inquiry Workshop	TCT Leads	October 2023	Not Started
Action Step 2	TCT Leads plan for Q3 Learning Cycle	TCT Leads	Q3 Learning Cycle	Not Started
Action Step 3	TCT Leads create Inquiry Look fors	TCT Leads	Q3 Learning Cycle	Not Started
Action Step 4	TCT training by TCT Leads	TCT Leads	Q3 Learning Cycle	Not Started
Action Step 5	TCTs complete Peer Observations	TCTs	Q4 Learning Cycle	Not Started
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Increase differentiation through IB Professional Learning for all DL Staff; Continue to Reflect & Refine the Professional Learning Cycles

SY26 Anticipated Milestones Continue to Reflect & Refine the Professional Learning Cycles

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Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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
Shift students self reported growth mindset.	Yes	Cultivate	Overall	19			
			Other [Grade Level]				
	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&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.	TCTs will implement the standardization of grading, data protocols, and they select powerful practices and participate in Peer Observation. Teachers will engage in professional learning to develop strategies for actionable, bite-sized feedback for growth.	Established TCT learning cycles	Balanced assessment system is routine.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Professional learning on actionable and bite sized feedback for growth	TCT Learning cycles focused on refining feedback/assessment for learning practices	Routine use of assessment practices
Select a Practice			

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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
Shift students self reported growth mindset.	Cultivate	Overall	19		Select Status	Select Status	Select Status	Select Status
		Other [Grade Level]			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I: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.	TCTs will implement the standardization of grading, data protocols, and they select powerful practices and participate in Peer Observation. Teachers will engage in professional learning to develop strategies for actionable, bite-sized feedback for growth.	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Professional learning on actionable and bite sized feedback for growth	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Attendance: Attendance decreases from grade 7 to grade 12. Student attendance overall as a school is 82%. Seniors have the lowest percentage of attendance which is 72%. Behavior: The majority of misconducts were group 1 and 2 and take place in the hallway. Restorative conversations is the highest percentage of consequences across all grade levels. SOAR and T-Birds tier one universals were implemented school wide across that addressed attendance and school principles during SY22-23. Less than 5% of overall has ISS or OSS. OST: 37% of students enrolled in an OST program. 23% of students with an IEP, 26% of ELL, 26% Black/LatinX male participated in an OST program. Athletics: Students who are athletes have better attendance in comparison to students who are not athletes. Over 90% attendance for student athletes during their in season sport. MYP: 39% of 10th graders completed the personal projects. CP: Students have voiced they like the smaller cohort with the program

What is the feedback from your stakeholders?

Houses/TCTs: House leads and TCT leads had wonderings about how to instill growth mindset. Overall lack of celebrating and focusing on students that are doing what they are supposed to do.

Stakeholders believe that focusing on strategies that work for athletes and student leaders to increase engagement can be used to improve attendance for the whole community. Staff Diversity: 8% of staff is Latino despite having over 41% of Latino students

What student-centered problems have surfaced during this reflection?

Non-athletes/club members can slip through the cracks and present a feeling of lack of belonging.

Students who seem to fade into the background can easily be missed. 1st interaction is not a positive experience: "Get your ID out" Lack of overall celebrations and school pride attire. Student not feeling like they have a trusted adult in the building.

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?

One of the efforts already in place is to incentivize attendance and behavior. Reset expectations and recommit to universal expectations. Celebrate students and staff. Build reconections systems. Build a climate and culture team with various stakeholders such as students across programs, staff and parents.

Return to Top Determine Priorities

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

Students...
 Students (9th-12th) attendance to school decreases across their four years at Taft High School. 10% gap between students with IEPs, Latinox and Black students are participating in OST activities in comparison to students who are in different demographics

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...
 limit the celebrations for students who are doing Tier 1 universals without problems. As adults in the building, we do not have a common adult practice that is completed with fidelity. As adults in the building, we can foster safe spaces within the school for students to voice their concerns. As adults in the building, we have limited availability.

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....
 implement deliberate strategies to improve student belonging across all aspects of Taft High School (classroom, OST, athletic, etc.) including establishing universal expectations, expanding restorative practices, student celebrations and providing all students an equitable opportunity to develop a sense of belonging.

Resources: [Indicators of a Quality CIWP: Theory of Action](#)
 Theory of Action is grounded in research or evidence based practices.

then we see....
a culture that emphasizes student inclusivity and positive relationships inside and outside of the classroom

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...
the increase of positive climate and culture of connectedness and belonging for students Taft High School which will be measured in overall increase of attendance, involvement in extracurriculars and decrease in misconducts.

[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
Climate & Culture Team/MTSS Team

Dates for Progress Monitoring Check Ins
Q1 09/20/23 Q3 02/07/23
Q2 11/29/23 Q4 04/03/23

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Promoting a shared sense of responsibility for creating a safe and welcoming school environment	Culture & Climate Team	Ongoing	In Progress
Action Step 1	Contracts	Culture & Climate Team	Ongoing/ 9/20	In Progress
Action Step 2	Universal Presentation	Administration and members of the Climate and Culture team	8/25/23 (TFA) 8/28-29/23 (VC)	Completed
Action Step 3	Promoting school universals throughout the school year; Showcase teacher experts in RP/best practices;	Culture & Climate Team	Ongoing	In Progress
Action Step 4	Celebrating students who have displayed the values of Taft (IB Learner/Restorative)	Culture & Climate Team/Attendance Team/MTSS	Ongoing	In Progress
Action Step 5	Continue to Celebrate 90% of student while reengaging 10% - NEED TO REVISE	Culture & Climate Team/Attendance Team/MTSS	Ongoing	In Progress
Implementation Milestone 2	Build Eagle Spirit	Culture & Climate Team	04/03/24	In Progress
Action Step 1	Design Taft apparel, gear, and accessories	Admin/Culture & Climate Team	9/13/2023	Not Started
Action Step 2	Order apparel	Operations Manager	9/20/2023	Not Started
Action Step 3	Determine distribution criteria	Culture & Climate Team	9/20/2023, 11/29/2023	Not Started
Action Step 4	Plan for distribution	Administration	9/29/2023	Not Started
Action Step 5	Incentives for wearing apparel	Culture & Climate Team	Ongoing	Not Started
Implementation Milestone 3	Building a sense of community through celebration and awareness of our diversity.	Culture & Climate Team	Ongoing	Not Started
Action Step 1	Identify what makes up our diversity as a Taft School	Culture & Climate Team	9/5/2023	Not Started
Action Step 2	Reaching out to Club Sponsors/Student focus groups to assist in planning the celebrations	Culture & Climate Team	9/8/2023	Not Started
Action Step 3	Generating a school calendar with the events	Culture & Climate Team	Ongoing/Last Monday of the month	Not Started
Action Step 4	Outlining expectations of staff with the determined events	Administration/Culture & Climate Team/Club Sponsors	Ongoing	Not Started
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
Facilitating trainings for staff on Tier 1 interventions of restorative justice and culturally responsive practices to increase positive relationships between staff and students. (Staff-Students)

Increase opportunities between staff members to build positive, professional, and productive relationships. (Staff-Staff)

SY26 Anticipated Milestones
 Building off of staff's new relationships, similar strategies will be implemented to build stronger connections and a sense of belonging amongst the student population. We will increase opportunities for students to build community amongst one another.



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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Increase cumulative students attendance in SY24 to 85%.	Yes	Increase Average Daily Attendance	Overall	80%	85%	87%	>90%
			Students with an IEP	73%	80%	85%	>90%
Increase student participation in OST Programs in SY24 to 45%.	Yes	Enrichment Program Participation: Enrollment & Attendance	Students with an IEP	23%	33%	43%	50%
			English Learners	26%	36%	46%	50%

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Improve student sense of belonging with the school community. We will use EOS and Cultivate data to monitor progress.	Improve sense of belonging in classrooms as led by teachers and staff. We will monitor progress through EOS and 5Essentials.	Improve student-student relationships and sense of community. We will use student-student misconducts and OSP reports.
<input type="text"/>			
<i>Select a Practice</i>			

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

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase cumulative students attendance in SY24 to 85%.	Increase Average Daily Attendance	Overall	80%	85%	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
		Students with an IEP	73%	80%	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

[Jump to...](#)
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[Reflection](#)
[Root Cause](#)
[Implementation Plan](#)
[Monitoring](#)

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

Connectedness & Wellbeing

Increase student participation in OST Programs in SY24 to 45%.	Enrichment Program Participation: Enrollment & Attendance	Students with an IEP	23%	33%	Select Status	Select Status	Select Status	Select Status
		English Learners	26%	36%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Improve student sense of belonging with the school community. We	Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



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

Parent and Family Plan

If Checked:

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



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.

If Checked:

No action needed



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

