

## 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
Dawn Ramos	Principal	
Kiara Jones	AP	knjones30@cps.edu
Mark Coogan	Curriculum & Instruction Lead	
Evangelina Saucedo	Inclusive & Supportive Learning Lead	
Crystle Saylor	LSC Member	
Bria Hudson	Postsecondary Lead	
Adriana Rivera	Partnerships & Engagement Lead	
Dajanae Tate	Connectedness & Wellbeing Lead	
Christina Almazan	Teacher Leader	
Alexandra Lopez	Teacher Leader	
Jhonatan Martinez	Postsecondary Lead	

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	7/25/23	8/14/23
Reflection: Curriculum & Instruction (Instructional Core)	7/26/23	8/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/14/23	8/18/23
Reflection: Connectedness & Wellbeing	8/14/23	8/18/23
Reflection: Postsecondary Success	7/26/23	8/14/23
Reflection: Partnerships & Engagement	8/14/23	8/21/23
Priorities	8/14/23	8/21/23
Root Cause	8/14/23	8/21/23
Theory of Acton	8/14/23	8/21/23
Implementation Plans	8/14/23	8/28/23
Goals	8/14/23	8/28/23
Fund Compliance	8/21/23	8/28/23
Parent & Family Plan	8/21/23	8/28/23
Approval	9/8/23	9/8/23

## SY24 Progress Monitoring Schedule

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

### CIWP Progress Monitoring Meeting Dates

Quarter 1	10/20/23
Quarter 2	12/18/23
Quarter 3	3/18/23
Quarter 4	6/3/23

**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](#)

[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**

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>
No	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>
Yes	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.	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>
Yes	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>
No	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>

1. There is a disconnect between grades and scores from standardized test.

2. There is a need for vertical and horizontal alignment through grade level & cross curricular discussions/meetings. For example math and science and culinary working together / english , history, & arts/music.

3. Teachers need to design lessons that practice persistence.

4. Areas of growth that were reflected on is grading equity that reflect the same standards.

**What is the feedback from your stakeholders?**

5- E survey rates academic engagement as very strong but academic press as neutral. \*Data shows that there positive relationships among teachers and students, which needs to be leveraged to class instruction and rigor. Internal Learning Walk data suggests that students are engaged but not being asked to own the work in all classes. (Students own cognitive load in 9/15 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?**

\*Having students carry cognitive load during classes.  
 \*Growth in cognitive load being carried from first semester to second semester.   
 \*Intentional grouping with students of different academic levels to support student growing. \*

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

**What student-centered problems have surfaced during this reflection?**

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

Students aren't able to measure personal academic growth and don't feel like they're asked to do rigorous work. Students are not sure on how to monitor their work/progress/growth.

[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.	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>
		<a href="#">MTSS Integrity Memo</a>

Grade level success teams review student data to determine additional supports.   
 MTSS lead was entering interventions in Branching Minds. Once position is filled, this practice will resume again at Tilden. Care Team enters SEL MTSS interventions in Branching Minds.

- 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.	<a href="#">LRE Dashboard Page</a>
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

**What is the feedback from your stakeholders?**

Stakeholders acknowledge we are embedding MTSS supporting efforts into already established teams. As a school, stakeholders agree that while we are embedding MTSS supports, it's important for us to develop common language, understanding and approaches to progress monitoring that are universal.

**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?**

SY24 efforts are underway to socialize school teams taking up MTSS work, share interventions and enrichment platforms available to all stakeholders in the school community. A universal intervention/enrichment school-level communication tool has been drafted and shared with school staff. Additionally, staff participated in round table discussions about MTSS at Tilden, teaming structures and MTSS embedded work within those structures. We are currently addressing barriers of communication, understanding and implementation of MTSS supports for students.

- [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.

Students have not been in discussion about MTSS in a way that helps students come with us along their support journey. As a staff, we feel it's critical to include students in conversations about their current needs and strengths.

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

Using the associated references, is this practice consistently implemented?	References
Yes	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>
Yes	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?**

Tilden High School has a BHT that meets weekly and is led by the full-time school social worker and includes other staff such as the dean of students, restorative justice coordinator, assistant principal, STLS coordinator and the case manager. Community partners are also included in bi-weekly BHT meetings. Community partners include Alternatives Youth, SGA Trip, SGA (clinical), GRO, and Youth Guidance (BAM program). The BHT receives referrals and then connects students with staff and/or community agencies which provide support to students, their families, and staff. Tilden High School also has a Climate and Culture Team that is led by the school dean. The School Dean Develops and administers disciplinary procedures in accordance with organizational policies, and applicable laws and Communicates high expectations for both staff and students and provides appropriate motivation to reach expectations. Students receive Tier 1 supports to restorative practices that are led by the restorative justice coordinator. The restorative Justice coordinator provided restorative communication, restorative conversations, talking circles, peace circles to avoid student discipline. Tier 1 supports are also provided by a new community partner agency, Communities in School (CIS), which can provide SEL workshops and afterschool programs to students.

**What is the feedback from your stakeholders?**

Students who have a sense of connectedness and well-being are more likely to be more engaged in student-centered enrichment programs in and out of school. Students with extended absences will also follow suit in engaging in enrichment programs when there are provided with resources through the BHT, and the attendance coordinator. The attendance coordinator and administration team provides a re-entry plan for students who have been absent from school to help them reintegrate into the school setting.

- 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](#)

Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		<a href="#">Student Voice Infrastructure</a>  <a href="#">Reduction in number of students with dropout codes at EOY</a>
<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		<b>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?</b>	
Students' who have difficulty with their school attendance also struggle to attend the resources that they have been connected to within the school setting.		The attendance issue impacts their accessibility to resources. Therefore, a full-time attendance clerk has been designated to follow up with students and their families to help improve their attendance which will increase their accessibility to resources. Re-entry plans also help students reintegrate into the school setting.	

[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	<a href="#">College and Career Competency Curriculum (C4)</a>  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).	[takeaways reflecting most students; takeaways reflecting specific student groups]  1.) Lack of students enrolled in Dual enrollment, Dual Credit, CTE, AP courses 2.) Discrepancy between PR grades, RP Grades and Semester Grades 3.) KPI rate is great BUT compliance Based 4.) HOW are we grading and WHAT are we grading? 5. Intentional placement on school trips 6.) College Persistence	<a href="#">Graduation Rate</a>  <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a>  <a href="#">3 - 8 On Track</a>
Partially	<a href="#">Individualized Learning Plans</a>  Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		<a href="#">Learn, Plan, Succeed</a>  <a href="#">% of KPIs Completed (12th Grade)</a>  <a href="#">College Enrollment and Persistence Rate</a>
No	<a href="#">Work Based Learning Toolkit</a>  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).	<b>What is the feedback from your stakeholders?</b> [feedback trends across stakeholders; feedback trends across specific stakeholder groups]  Students who are eligible from their GPA data are offered advanced courses during the school day, however, there are mixed responses from students with their desire to persist in courses. If given the option to opt out of advanced courses, a vast number of students are asking to opt out.	<a href="#">9th and 10th Grade On Track</a>  <a href="#">Cultivate (Relevance to the Future)</a>  Freshmen Connection Programs Offered (School Level Data)
Partially	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
Partially	<a href="#">ECCE Certification List</a>  Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
Yes	<a href="#">PLT Assessment Rubric</a>  There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).		
Yes	<a href="#">Alumni Support Initiative One Pager</a>  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).		

<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.  [problems experienced by most students; problems experienced by specific student groups] --Students don't feel confident in their ability to persist in beyond high school --Some students have expressed that they had limited opportunities to go out on field trips outside of school -- More advanced courses for high achieving/CCR students (gifted as defined by SAT scores, GPA) -- 9th-10th grade students lacking exposure to post secondary opportunities (colleges, careers etc.)	<b>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?</b>  [impact on most students; impact on specific student groups]  <b>Improvements in Progress</b> 1.) Just hired dedicated College and Career coach 2.) College and Career Coach + Counselor intentional planning around Annual Plan and ILPs ----Planning and thinking through student career/post sec. exposure 3) Intentional exposure and dialogue with students in 9th and 10th grade as a way to build up understanding awareness to gauge student interest and a desire to participate in advanced level courses in grades 11 and 12. 4) Strategic divide of grade levels between counselor and college/career coach to build rapport with students so they know who they can go to for questions  <b>Impact:</b> -- Hiring fulltime Coach creates more opportunities for
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-- 7th-10th grade students lacking exposure to post-secondary opportunities (colleges, careers etc.)  
 -- Lack of fidelity with post-secondary plans 9th-11th grade students  
 -- Things being done based on compliance  
 -- Lack of intentional help provided to ELL students and undocumented students  
 -- Fear because of lack of exposure

... Having fulltime ELL creates more opportunities for intentional planning, collaboration etc.

[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><a href="#">Spectrum of Inclusive Partnerships</a></p>	<p>Parent engagement continues to be an area of development for our school community. Parent participation in school events continues to be limited. 📌</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p> <p><a href="#">5E: Supportive Environment</a></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>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p><a href="#">Reimagining With Community Toolkit</a></p>		<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
Partially	<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 &amp; CIWP).</p> <p><a href="#">Student Voice Infrastructure Rubric</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Staff continue to consider creative ways and varying events to host in order to attract parent participation and involvement in school events. 📌</p>	
<p><b>What student-centered problems have surfaced during this reflection?</b>                  If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Team meetings are usually after school, and it's difficult for students to attend. Historically speaking, students have not been in adult conversations about school, therefore, they don't always know their voice is important and critical to our school programs and development. 📌</p>		<p><b>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?</b></p> <p>We created a new student voice and activities club inclusive of students in grades 9-12. Students meet two times per week with a staff moderator, and they are currently planning school-wide events and providing feedback on the CIWP curriculum and instruction priority as well as the post-secondary priority. 📌</p>	

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.
No	Students experience grade-level, standards-aligned instruction.
Yes	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.
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

1. There is a disconnect between grades and scores from standardized test.
2. There is a need for vertical and horizontal alignment through grade level & cross curricular discussions/meetings. For example math and science and culinary working together / english, history, & arts/music.
3. Teachers need to design lessons that practice persistence.
4. Areas of growth that were reflected on is grading equity that reflect the same standards.

What is the feedback from your stakeholders?

5- E survey rates academic engagement as very strong but academic press as neutral. \*Data shows that there positive relationships among teachers and students, which needs to be leveraged to class instruction and rigor. Internal Learning Walk data suggests that students are engaged but not being asked to own the work in all classes. (Students own cognitive load in 9/15 classes).

What student-centered problems have surfaced during this reflection?

Students aren't able to measure personal academic growth and don't feel like they're asked to do rigorous work. Students are not sure on how to monitor their work/progress/growth.

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?

- \*Having students carry cognitive load during classes.
- \*Growth in cognitive load being carried from first semester to second semester.
- \*Intentional grouping with students of different academic levels to support student growing. \*

Return to Top Determine Priorities

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

**Students...**  
Students are not given resources with which to measure personal academic growth, don't feel like they're asked to do rigorous work, and exhibit a discrepancy between grades earned and skills mastered

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...**  
-do not offer enough opportunity for students to track their own progress  
-overscaffold do not allow opportunities for students to own their own learning  
-do not plan rigorous, grade-level standards aligned work for all students  
-hold beliefs about student abilities that underestimate the level of work they are capable of

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....**  
Plan and implement standards and skills aligned instruction with activities designed for students to take ownership of their learning, and provide resources for students to track their progress and communicate their current work level.

Resources:

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

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

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

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

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

then we see....

Students owning the cognitive load in the classroom, being appropriately challenged by standards and skills aligned work, and tracking their own progress as they work so they are able to articulate that appropriate challenge level.



which leads to...

closing the gap between grades earned and skills mastered and an increased feeling of "rigor" for students.



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

[Resources:](#)

**Indicators of a Quality CIWP: Implementation Planning**

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

**Team/Individual Responsible for Implementation Plan**

ILT

**Dates for Progress Monitoring Check Ins**

Q1 10/20/23 Q3 3/18/23  
Q2 12/18/23 Q4 6/3/23

**SY24 Implementation Milestones & Action Steps** **Who** **By When** **Progress Monitoring**

<b>Implementation Milestone 1</b>	Socialize CIWP with all teaching staff	ILT	9/22/23	Not Started
<b>Action Step 1</b>	ILT meeting to review CIWP	ILT team	Sept 13th	Not Started
<b>Action Step 2</b>	Staff meeting to discuss and unpack CIWP	All Staff	9/22	Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Determine next steps for implementation after receiving feedback	ILT	October	Select Status
<b>Action Step 1</b>	Draft progress monitoring template to socialize with staff for feedback	PLCs	October	Select Status
<b>Action Step 2</b>	Solicit and then review feedback from all staff on CIWP goals	PLCs	October	Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones** 5Essentials will show a "very strong" response for student feeling of rigor

**SY26 Anticipated Milestones** Closing of the gap between grades and skills mastered.

[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
Create opportunities to practice independent progress monitoring within all classes. In 75% of classes observed, teachers will have routines in place for independent student progress monitoring of learning.	Yes	Department created progress monitoring sheets that are held in student portifilos	Overall				
			Overall				
Creating a sense rigor for students that can be measured via student panels and reassessment of 5 Essentials Survey. Given a practice survey with questions aligned to the 5 Essentials questions, 50% of students will report "academic press" as strong.	No	5 Essentials Survey	Overall				
			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:2 Students experience grade-level, standards-aligned instruction.	In 50% of students surveyed, students will report experiencing a sense of rigor in classrooms. The survey used will include questions aligned to those in the 5 Essentials survey.		
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.	In 50% of classrooms observed, students have access to a progress monitoring tool in order to track their own learning towards goals.		

[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
Create opportunities to practice independent progress monitoring within all classes. In 75% of classes observed, teachers will have routines in place for independent student progress monitoring of learning.	Department created progress monitoring sheets that are held in student portifilos	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
Creating a sense rigor for students that can be measured via student		Overall			Select Status	Select Status	Select Status	Select Status



<a href="#">Jump to...</a>	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction			
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>							
panels and reassessment of 5 Essentials Survey. Given a practice survey with questions aligned to the 5 Essentials questions, 50% of students will report "academic press" as strong.		5 Essentials Survey		Overall		Select Status	Select Status	Select Status	Select Status

Identified Practices	Practice Goals	Progress Monitoring				
		SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	In 50% of students surveyed, students will report experiencing a sense of rigor in classrooms. The survey used will include questions aligned to those in the 5 Essentials survey.		Select Status	Select Status	Select Status	Select Status
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.	In 50% of classrooms observed, students have access to a progress monitoring tool in order to track their own learning towards goals.		Select Status	Select Status	Select Status	Select Status
			Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
No	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).
Partially	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).
Partially	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).

What are the takeaways after the review of metrics?

*[takeaways reflecting most students; takeaways reflecting specific student groups]*

- 1.) Lack of students enrolled in Dual enrollment, Dual Credit, CTE, AP courses
- 2.) Discrepancy between PR grades, RP Grades and Semester Grades
- 3.) KPI rate is great BUT compliance Based
- 4.) HOW are we grading and WHAT are we grading?
5. Intentional placement on school trips
- 6.) College Persistence

What is the feedback from your stakeholders?

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

Students who are eligible from their GPA data are offered advanced courses during the school day, however, there are mixed responses from students with their desire to persist in courses. If given the option to opt out of advanced courses, a vast number of students are asking to opt out.

What student-centered problems have surfaced during this reflection?

*[problems experienced by most students; problems experienced by specific student groups]*

- Students don't feel confident in their ability to persist in beyond high school
- Some students have expressed that they had limited opportunities to go out on field trips outside of school
- More advanced courses for high achieving/CCR students (gifted as defined by SAT scores, GPA)
- 9th-10th grade students lacking exposure to post secondary opportunities (colleges, careers etc.)
- Lack of fidelity with post-secondary plans 9th-11th grade students
- Things being done based on compliance
- Lack of intentional help provided to ELL students and undocumented students
- Fear because of lack of exposure

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?

*[impact on most students; impact on specific student groups]*

Improvements in Progress

- 1.) Just hired dedicated College and Career coach
- 2.) College and Career Coach + Counselor intentional planning around Annual Plan and ILPs
- Planning and thinking through student career/post sec. exposure
- 3) Intentional exposure and dialogue with students in 9th and 10th grade as a way to build up understanding awareness to gauge student interest and a desire to participate in advanced level courses in grades 11 and 12.
- 4) Strategic divide of grade levels between counselor and college/career coach to build rapport with students so they know who they can go to for questions

Impact:

- Hiring fulltime Coach creates more opportunities for intentional planning, collaboration etc.

Return to Top Determine Priorities

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

Students...

Students not having access to a clear path for post secondary planning at each stage of their high school career.

Students exhibit a level of fear that prohibits them from accepting an invitation to an advanced opportunity, coursework or program offered to them. Part of the fear comes from having to expose deficiencies, uncertainty about skill level, and lack of understanding for how the opportunity fits in their post-secondary pathway.

Students are not persisting in college or career paths after high school

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...

As adults in the building, we have not developed a clear four year post secondary roadmap for Tilden students and staff to implement as we build out post-secondary interest and choices. Students are not experiencing the same level of rigor they'd be expected independently maintain in college or career.

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.... Resources:

If we develop a school-wide post secondary initiative that promotes access, opportunities and experiences to allow for students to explore self identity, interest and career paths for post-secondary possibilities beginning in 9th grade



**Indicators of a Quality CIWP: Theory of Action**

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

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

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

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

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

then we see....

an increase in student confidence, agency, and understanding of the specific career standards for success within professions



which leads to...

a higher level of college and/or career persistence.



[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**

Post-Secondary Leadership Team (PLT)

**Dates for Progress Monitoring Check Ins**

Q1	10/20/23	Q3	3/18/23
Q2	12/18/23	Q4	6/3/23

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	PLT to flush out a concrete post-secondary initiative by grade level	PLT	10/20/2023	Select Status
<b>Action Step 1</b>	Team meets to develop end goals for each grade level	PLT	09/22/2023	Select Status
<b>Action Step 2</b>	Team meets to develop visual initiative inclusive of specific milestones per grade	PLT	10/06/2023	Select Status
<b>Action Step 3</b>	Socialize concrete specific plan to each grade level	PLT	10/20/2023	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Enact initiative plan with students at each grade level	PLT	11/3/23	Select Status
<b>Action Step 1</b>	Socialize concrete grade level passports	PLT	12/18/23	Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Evaluate initiative for year 2 iterations	PLT	3/18/24	Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

SY25 Anticipated Milestones

**SY26 Anticipated Milestones**

[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
By the end of SY 24, 50% of ninth-grade students will complete targeted post-secondary milestones through Schoolinks, to be monitored by a ninth-grade post-secondary checklist (passport)	Yes	Reduction in number of students with dropout codes at EOY	Overall	0%	50%	75%	100%
By the end of SY24, Tilden staff will be able to articulate and support concrete grade level milestones as indicated on grade level passports.	Yes	Learn, Plan, Succeed	Overall <i>Select Group or Overall</i>				

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
PS:6 There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	90% of ninth grade students will complete interest inventories and assesments on Schoolinks to be monitored through Schoolinks task completion reports		
PS:4 Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	50% of students eligible for advanced courses, pathways, or opportunities will enroll and participate in those available opportunities.		
<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
By the end of SY 24, 50% of ninth-grade students will complete targeted post-secondary milestones through Schoolinks, to be monitored by a ninth-grade post-secondary checklist (passport)	Reduction in number of students with dropout codes at EOY	Overall	0%	50%	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
					<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
By the end of SY24, Tilden staff will be able to articulate and support	Learn, Plan, Succeed	Overall			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

### Practice Goals

### Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
PS:6 There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	90% of ninth grade students will complete interest inventories and assesments on Schoolinks to be monitored through Schoolinks task completion reports	Select Status	Select Status	Select Status	Select Status
PS:4 Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	50% of students eligible for advanced courses, pathways, or opportunities will enroll and participate in those available opportunities.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

## Parent and Family Plan

If Checked:



### Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

### SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

### SCHOOL & FAMILY COMPACT

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

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

### PARENT & FAMILY ENGAGEMENT BUDGET

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



In order to 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