

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
Jennifer Sutton	Principal	jmsutton@cps.edu
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Jerome Thomas	Teacher Leader	jthomas@cps.edu
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Deidre Wess	Other [MTSS Lead]	dlwess@cps.edu
Cynthia Vargas Gomez	Teacher Leader	cmvargas-gomez@cps.edu
Miles Loh	Teacher Leader	mploh@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	3/22/23	3/22/23
Reflection: Curriculum & Instruction (Instructional Core)	4/12/23	5/15/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/12/23	5/15/23
Reflection: Connectedness & Wellbeing	4/12/23	5/15/23
Reflection: Postsecondary Success	4/12/23	5/15/23
Reflection: Partnerships & Engagement	4/12/23	5/15/23
Priorities	4/12/23	5/15/23
Root Cause	5/15/23	5/23/23
Theory of Action	5/25/23	6/13/23
Implementation Plans	6/25/23	8/23/23
Goals	8/9/23	8/23/23
Fund Compliance		
Parent & Family Plan		
Approval		8/24/23

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	10/06/23
Quarter 2	12/1/23
Quarter 3	2/9/23
Quarter 4	4/5/23

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

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Learning Walk Data - Majority of classroom practices are focused on level 1 & 2 on each learning walk 	iAR (Math) iAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	Student P/SAT and Grade Data - Diverse learners, College prep, and black and brown students makeup the majority of students who receive failing grades - Diverse learners, College prep, and black and brown students more consistently perform below grade level on standardized assessments EOS Data - Students do not feel connected to their classwork as much as they do to their peers Cultivate Survey - Student survey showed that there is a need for more relevant and meaningful work (score 46) - Growth mindset score for students was lower than other mindset scores (score 27)	STAR (Reading) STAR (Math)
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	What is the feedback from your stakeholders? Students remain dependent learners because they continue to see mostly level 1 and 2 tasks.  Students do not feel connected to their classwork because they don't see the tasks as relevant. Students do feel connected to their peers, which is an opportunity to engage in less teacher-directed activities and increased productive struggle.	iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Interim Assessment Data
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	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? Cycles of Learning anchored in CRT, differentiation, and cognitive demand. Our EOS work to recruit students into college credit (AP/DC) coursework has increased access for marginalized students to more rigorous coursework. Department work on demonstrated honors and more honors-level courses has also increased the number of sections of these classes so that is more of the norm for students to be in an honors or advanced level class. 	
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document		

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.

- 1) Students are dependent learners. 
- 2) Students see a higher frequency of level 1 and 2 tasks.
- 3) Students see a very low level of productive struggle.
- 4) College prep students have a higher frequency of failing a class.
- 5) Negative growth factors for students of color are greater than students in majority subgroups.

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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	EOS, Cultivate, and 5Es data shows that students feel strong trust in their 	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		MTSS Integrity Memo		

No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

What student-centered problems have surfaced during this reflection?

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

- Students (college-prep) are not achieving at the same level as students in our scholars program. Students aren't always given consistent access to rigorous AND differentiated instruction.
- Students are encountering obstacles to improve their grades. Students are not always given a consistent grading policy/philosophy from class to class.
- Students' are giving up on improving class grades (completing homework, trying on tests, etc.). Students do not have access to growth opportunities consistently from class to class (pathways to remediation - revisions, retakes, flexible late policy etc.)

What is the feedback from your stakeholders?

Student interviews show that students do not think they have a hard catching up if they fall behind.

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?

Student participation in PAWS tutoring is more prevalent with high achieving students
Higher numbers of EL learners whose achievement is falling below median
Extended Division Goal-setting is intended to support creation of success plans
Student Conference Days are another opportunity for students to receive specific feedback and to understand their next steps

MTSS Pilot is showing correlation between students who are lower achieving and Star 360 scores performance with some exceptions
Many teachers are providing retakes and redos and utilizing blended learning and/or more mastery performance grading opportunities to students (what does this look like from classroom to classroom?)

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

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

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

Last year our attendance did increase by 4%, we also reduced truancy by 16%. But we did see a dip in attendance in the second semester as well as chronic absenteeism in our 11th and 12th grade students.

Use of suspensions decreased by almost 50% and overall SCC violations decreased by almost 25%.

The MTSS, BHT, Restorative work with the Student Support team and attendance work with the Attendance team is making progress and moving us in the direct direction.

What is the feedback from your stakeholders?

Students looking for more opportunities for student voice, activities, events and opportunities to see themselves in their school. More Student choice.

Parents looking for more ways to support their students, opportunities for mental health support, paths for communication

Staff looking for support around tardy students, communication around attendance, and support around use of cell phones, as well as support for differentiation and tier one supports.

- 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)

Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		<p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>Students are experiencing an increase in anxiety and isolation from the pandemic Students who would greatly benefit from OST programming, including tutoring, do not take advantage Our students who are often in need of academic and social emotional support are not connecting with their resources at school Students need to be able to identify a trusted adult in the building Many resources available to students are not offered during the school day Students are not able to remediate or accelerate their skills during the school day Male students are not engaging in Tier 2 or 3 services at the same rate as their peers Male students are more likely to participate in the disciplinary process and less likely to engage in BHT services</p>		<p>Improvement Efforts: 1) Increased FOT with the support of MTSS 2) Increase overall Attendance 3) decrease Truancy Rate 4) decrease Chronic Absenteeism</p> <p>Impact will be increased FOT, increased B's or Better, increase attendance rate, increase culture and climate</p> <p>Our efforts focus on groups that are high risk.</p>	

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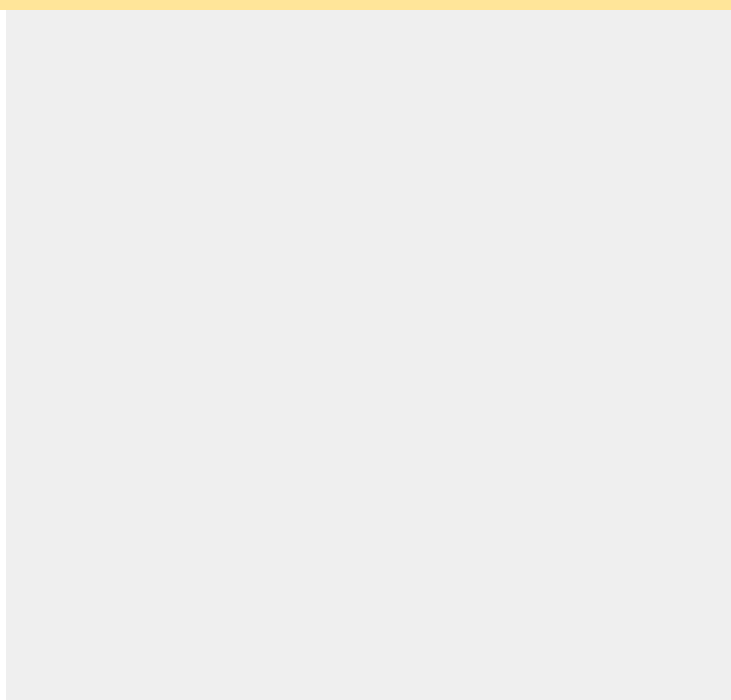
Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.

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
Yes	College and Career Competency Curriculum (C4)	We have had the highest percent of students achieve early college credentials but the number is still significant lower for black and latino students. EL learners are only achieving at 30% in advanced courses. Enrollment and persistence rates have remained stable with an increase in more recent years due to transition work during the summer	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC
Yes	Individualized Learning Plans		Learn, Plan, Succeed
Yes	Work Based Learning Toolkit		% of KPIs Completed
Yes			9th and 10th Grade On Track
Yes	ECCE Certification List		Cultivate (Relevance to the Future)
Partially	PLT Assessment Rubric		
Yes	Alumni Support Initiative One Pager		
<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 is the feedback from your stakeholders? <i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i></p>	
<p>Students in priority groups are achieving early college credentials at a lower rate than other groups because they are not encouraged to take the courses that offer these.</p> <p>Students in priority groups are not as successful in honors and advanced courses due to a lack of appropriate scaffolding that would provide them increased access.</p> <p>Students do not believe they will be successful in advanced courses or in college because they are told it will be hard, challenging, unattainable.</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? <i>[impact on most students; impact on specific student groups]</i></p>	

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
	Spectrum of Inclusive Partnerships	<i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i>	Cultivate

Yes	<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>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p style="text-align: right;">Reimagining With Community Toolkit</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 & CIWP).</p> <p style="text-align: right;">Student Voice Infrastructure Rubric</p>



[5 Essentials Parent Participation Rate](#)

[5E: Involved Families](#)

[5E: Supportive Environment](#)

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

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

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

What is the feedback from your stakeholders?

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

What student-centered problems have surfaced during this reflection?

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

Availability, consistency, and quality of out of school time programming is dependent on individual staff members. 🍌
 Students in priority groups are not able to stay after school for programming that will support their academic or SEL growth.

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

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

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
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.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Learning Walk Data
- Majority of classroom practices are focused on level 1 & 2 on each learning walk

Student P/SAT and Grade Data
- Diverse learners, College prep, and black and brown students makeup the majority of students who receive failing grades
- Diverse learners, College prep, and black and brown students more consistently perform below grade level on standardized assessments

EOS Data
- Students do not feel connected to their classwork as much as they do to their peers

Cultivate Survey
- Student survey showed that there is a need for more relevant and meaningful work (score 46)
- Growth mindset score for students was lower than other mindset scores (score 27)

What is the feedback from your stakeholders?

Students remain dependent learners because they continue to see mostly level 1 and 2 tasks.

Students do not feel connected to their classwork because they don't see the tasks as relevant.

Students do feel connected to their peers, which is an opportunity to engage in less teacher-directed activities and increased productive struggle.

What student-centered problems have surfaced during this reflection?

1) Students are dependent learners.
2) Students see a higher frequency of level 1 and 2 tasks.
3) Students see a very low level of productive struggle.
4) College prep students have a higher frequency of failing a class.
5) Negative growth factors for students of color are greater than students in majority subgroups.

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?

Cycles of Learning anchored in CRT, differentiation, and cognitive demand. Our EOS work to recruit students into college credit (AP/DC) coursework has increased access for marginalized students to more rigorous coursework. Department work on demonstrated honors and more honors-level courses has also increased the number of sections of these classes so that is more of the norm for students to be in an honors or advanced level class.

Return to Top Determine Priorities

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

Students...

Students are dependent learners.
Students see a higher frequency of level 1 and 2 tasks.
Students see a very low level of productive struggle.
College prep students have a higher frequency of failing a class.
Negative growth factors for students of color are greater than students in majority subgroups.

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...

If we expose them to differentiated level 3 and 4 tasks, then their ability and willingness to learn independently will grow.

Level 1 and 2 tasks rarely feel relevant to students. Replacing some level 1 and 2 tasks with 3 and 4 would make the classwork feel more relevant.

If we create time and space for students to collaborate on challenging tasks, they can productively struggle and will feel supported in a less teacher-directed environment.

ROOT CAUSES ADDRESSED:
1) Students are dependent learners.
2) Students see a higher frequency of level 1 and 2 tasks.
3) Students see a very low level of productive struggle.

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...

If we differentiate instruction to grade-level standards

Resources:

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

then we see...
then we will see all students access complex tasks



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.

which leads to...
which leads to more independent learning and student growth for our priority groups of students and growth for all students overall.



[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 10/06/23 Q3 2/9/23
Q2 12/1/23 Q4 4/5/23

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

Implementation Milestone 1	100% of teachers will create a priority skills maps that explicitly describe: (1) the cognitive demand within formative and summative assessments of a unit; and (2) learning environment (affect).	All teachers	End of Q1	Select Status
Action Step 1	Teacher learning will be led by department chairs and ILT members with respect to Webb's DoK (cognitive demand) and affect (differentiation).			Select Status
Action Step 2	Identify formative and summative assessments and analyze cognitive demand (DOK) level. Intentionally provide students with Level 3+ rigor.			Select Status
Action Step 3	Teachers plan differentiation practices with respect to differentiation strategies on priority skills maps.			Select Status
Action Step 4	ILT reviews priority skills maps and provides staff with feedback.			Select Status
Action Step 5	Teachers conduct learning walks / peer observations and LASW protocols to inform practice.			Select Status
Implementation Milestone 2	100% of teachers will create a priority skills maps that explicitly describe: (1) the cognitive demand within formative and summative assessments of a unit; and (2) learning environment (affect), and process differentiation.		End of Q2	Select Status
Action Step 1	Teacher learning will be led by department chairs and ILT members with respect to cognitive demand (Webb's DoK) and differentiation (affect and product).			Select Status
Action Step 2	Identify formative and summative assessments and analyze cognitive demand (DOK) level. Intentionally provide students with Level 3+ rigor.			Select Status
Action Step 3	Teachers plan differentiation practices with respect to differentiation strategies on priority skills maps.			Select Status
Action Step 4	ILT reviews priority skills maps and provides staff with feedback.			Select Status
Action Step 5	Teachers conduct learning walks / peer observations and LASW protocols to inform practice.			Select Status
Implementation Milestone 3	100% of teachers will create a priority skills maps that explicitly describe: (1) the cognitive demand within formative and summative assessments of a unit; and (2) learning environment (affect), product, and process differentiation.		End of Q3	Select Status
Action Step 1	Teacher learning will be led by department chairs and ILT members with respect to cognitive demand (Webb's DoK) and differentiation (affect, product, and process).			Select Status
Action Step 2	Identify formative and summative assessments and analyze cognitive demand (DOK) level. Intentionally provide students with Level 3+ rigor.			Select Status
Action Step 3	Teachers plan differentiation practices with respect to differentiation strategies on priority skills maps.			Select Status
Action Step 4	ILT reviews priority skills maps and provides staff with feedback.			Select Status
Action Step 5	Teachers conduct learning walks / peer observations and LASW protocols to inform practice.			Select Status
Implementation Milestone 4	100% of teachers will create a priority skills maps that explicitly describe: (1) the cognitive demand within formative and summative assessments of a unit; and (2) learning environment (affect), product, process, and content differentiation.		End of Q4	Select Status

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

Action Step 1	Teacher learning will be led by department chairs and ILT members with respect to cognitive demand (Webb's DoK) and differentiation (affect, product, process, and content).			<input type="text" value="Select Status"/>
Action Step 2	Identify formative and summative assessments and analyze cognitive demand (DOK) level. Intentionally provide students with Level 3+ rigor.			<input type="text" value="Select Status"/>
Action Step 3	Teachers plan differentiation practices with respect to differentiation strategies on priority skills maps.			<input type="text" value="Select Status"/>
Action Step 4	ILT reviews priority skills maps and provides staff with feedback.			<input type="text" value="Select Status"/>
Action Step 5	Teachers conduct learning walks / peer observations and LASW protocols to inform practice.			<input type="text" value="Select Status"/>

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones As a result of our instructional cycles of learning we aim to see 30% growth in rigor based classroom observations, looking at student work, and lesson plans for instruction and assessment from SY24 to SY25. 85% of teachers will be proficient at creating a priority skills maps that explicitly describe: (1) the cognitive demand within formative and summative assessments of a unit; and (2) differentiation.

SY26 Anticipated Milestones As a result of our instructional cycles of learning we aim to see 30% growth in rigor based classroom observations, looking at student work, and lesson plans for instruction and assessment from SY24 to SY26. 100% of teachers will be proficient at creating a priority skills maps that explicitly describe: (1) the cognitive demand within formative and summative assessments of a unit; and (2) differentiation.

[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
GPA growth for students based on differentiation (Latinx, African American, English Learners, and Students with IEP).	Yes <input type="text" value=""/>	Grades <input type="text" value=""/>	Other [Specify] <input type="text" value=""/>				
			Select Group or Overall <input type="text" value=""/>				
Growth on cultivate survey data in both mindsets (relevance to the future, growth mindset, and academic risk-taking) and learning conditions (feedback for growth and meaningful work).	Yes <input type="text" value=""/>	Cultivate <input type="text" value=""/>	Overall <input type="text" value=""/>				
			Select Group or Overall <input type="text" value=""/>				

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.	All staff will create one priority skill map per quarter to standards-aligned instruction.		
C&I:3 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.	All staff will continue to include in their priority skill map planning the learning of Culturally Responsive Teaching by Zaretta Hammond and prioritize developing a community of learners & learning environment which will be observed in learning walks.		
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT and department representatives will advocate for colleagues, support sense-making, and serve as facilitators of learning in regularly scheduled staff meetings.		

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
GPA growth for students based on differentiation (Latinx, African American, English Learners, and Students with IEP).	Grades	Other [Specify]			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
		<i>Select Group or Overall</i>			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
Growth on cultivate survey data in both mindsets (relevance to the future, growth mindset, and academic risk-taking) and learning conditions (feedback for growth and meaningful work).	Cultivate	Overall			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
		<i>Select Group or Overall</i>			<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
C&I:2 Students experience grade-level, standards-aligned instruction.	All staff will create one priority skill map per quarter to standards-aligned instruction.	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
C&I:3 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.	All staff will continue to include in their priority skill map planning the learning of Culturally Responsive Teaching by Zaretta Hammond and prioritize developing a community of learners & learning environment which will be observed in learning walks.	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT and department representatives will advocate for colleagues, support sense-making, and serve as facilitators of learning in regularly scheduled staff meetings.	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

EOS, Cultivate, and 5Es data shows that students feel strong trust in their teachers and with each other; Grade data and MTSS pilot interviews with students show that there are still need for academic intervention and differentiation based on clarity of expectations; Students in our priority subgroups (black & brown students, EL students, students with IEPs & College Prep level classes have lower GPAs and academic growth: Significant gap between students earning Bs and better in Scholars vs College Prep

What is the feedback from your stakeholders?

Student interviews show that students do not think they have a hard catching up if they fall behind.

What student-centered problems have surfaced during this reflection?

Students (college-prep) are not achieving at the same level as students in our scholars program. Students aren't always given consistent access to rigorous AND differentiated instruction.

Students are encountering obstacles to improve their grades. Students are not always given a consistent grading policy/philosophy from class to class.

Students' are giving up on improving class grades (completing homework, trying on tests, etc.). Students do not have access to growth opportunities consistently from class to class (pathways to remediation - revisions, retakes, flexible late policy etc.)

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?

Student participation in PAWS tutoring is more prevalent with high achieving students Higher numbers of EL learners whose achievement is falling below median Extended Division Goal-setting is intended to support creation of success plans Student Conference Days are another opportunity for students to receive specific feedback and to understand their next steps

MTSS Pilot is showing correlation between students who are lower achieving and Star 360 scores performance with some exceptions Many teachers are providing retakes and redos and utilizing blended learning and/or more mastery performance grading opportunities to students (what does this look like from classroom to classroom?)


Return to Top Determine Priorities

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

Students...

Students (college-prep) are not achieving at the same level as students in our scholars program.

Students feel like they do not have the ability to raise their grade once they have fallen behind which diminished the

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...

-are not providing targeted intervention support for students based on data.
 -provide limited or inconsistent opportunities for students to show mastery/growth.

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....

If we review student data to diagnose student academic/behavior needs,

Resources: 

Indicators of a Quality CIWP: Theory of Action

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

Inclusive & Supportive Learning Environment

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

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

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

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

then we see....

teachers progress monitor students in a multi-tiered system of support (MTSS),

which leads to...

which will lead to 95% on-track rates, student growth in GPAs and Star 360 / (P)SAT / ACCESS in prioritized groups of 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

MTSS Team / Grade Level Teams / MTSS Coordinator(s)


Dates for Progress Monitoring Check Ins


Q1 10/06/23 Q3 2/9/23
 Q2 12/1/23 Q4 4/5/23

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Develop a system for collecting student academic data including mastery and growth data. 100% of 9th and 10th grade teachers will administer a universal screening tool (3x's per year), a literacy and math diagnostic tool and formative assessments (every 3 weeks or as needed) in o to progress monitor student mastery and growth.			Select Status
Action Step 1	Provide STAR 360 Training for 9th and 10th grade teachers	MTSS Lead	9/8/23	In Progress
Action Step 2	Administer STAR 360 to all 9th and 10th grade students	ELA and Math Teachers	9/11-9/15	In Progress
Action Step 3	Diagnostic Tool administered to students in Tier II and III	MTSS Lead and Interventionist	9/17-9/22	In Progress
Action Step 4	Send communication to parents regarding testing procedures and purposes	Division Teachers	9/7/23	In Progress
Action Step 5				Select Status
Implementation Milestone 2	100% of 9th and 10th grade teachers will implement a data based problem solving protocol to utilize during grade level team meetings. This proces will include progress monitoring for all students and those identified at Tier 2 & 3.	Ongoing, beginning 9/22		Completed
Action Step 1	Establish common planning time for grade level teams to examine academic data	8/21/23		Completed
Action Step 2	Create data analysis protocol for MTSS team members to lead grade level data meetings	8/22/23		Completed
Action Step 3	Teachers will engage in a cycle of data based problem solving in order to identify priority students that need academic intervention or enrichment.			In Progress
Action Step 4	100% of teachers will engage in a cycle of data based problem solving in order to identify priority students that need academic intervention or enrichment.	9/22/23		In Progress
Action Step 5				In Progress
Implementation Milestone 3	MTSS Teaming and Teacher Leadership: The MTSS team is made up of a variety of staff members including administrators, interventionists, classroom teachers, special education teachers, and special service providers. MTSS involves a team of different staff members who work together to problem-solve which strategies or interventions would be most effective for your student to grow academically or behaviorally. Our MTSS team reviews students' intervention data to determine if they are making progress.	9/11/23		In Progress
Action Step 1	Establish a meeting cadence for the Leadership Team and the Teacher Team	8/14/23		Completed
Action Step 2	Develop a protocol fro teacher leaders to lead grade level meetings	8/21/23		Completed
Action Step 3	Select an anchor text to establish a common understanding and foundation for MTSS.			Completed
Action Step 4	Develop a running agenda that identifies key components of the MTSS process and procedures for the MTSS leadership team			In Progress
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 [What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?] 

SY26 Anticipated Milestones [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] 

[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
95% of students on-track with an increase in on-track rates for students who are identified for tier 2/3 interventions	Yes <input type="checkbox"/>	9th and 10th Grade On Track	Latinx <input type="checkbox"/>				
			African American <input type="checkbox"/>				
100% of students show growth on BOY to EOY Star 360 assessments in Math, particularly Latinx and AA students	Yes <input type="checkbox"/>	STAR (Math)	Latinx <input type="checkbox"/>				
			African American <input type="checkbox"/>				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 	Specify your practice goal and identify how you will measure progress towards this goal. 		
	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.			
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.			
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.			

[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
95% of students on-track with an increase in on-track rates for students who are identified for tier 2/3 interventions	9th and 10th Grade On Track	Latinx			Select Status	Select Status	Select Status	Select Status
		African American			Select Status	Select Status	Select Status	Select Status
100% of students show growth on BOY to EOY Star 360 assessments in Math, particularly Latinx and AA students	STAR (Math)	Latinx			Select Status	Select Status	Select Status	Select Status
		African American			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.		Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		Select Status	Select Status	Select Status	Select Status
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	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.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Last year our attendance did increase by 4%, we also reduced truancy by 16%. But we did see a dip in attendance in the second semester as well as chronic absenteeism in our 11th and 12th grade students.

Use of suspensions decreased by almost 50% and overall SCC violations decreased by almost 25%.

The MTSS, BHT, Restorative work with the Student Support team and attendance work with the Attendance team is making progress and moving us in the direct direction.

What is the feedback from your stakeholders?

Students looking for more opportunities for student voice, activities, events and opportunities to see themselves in their school. More Student choice.

Parents looking for more ways to support their students, opportunities for mental health support, paths for communication

Staff looking for support around tardy students, communication around attendance, and support around use of cell phones, as well as support for differentiation and tier one supports.

What student-centered problems have surfaced during this reflection?

Students are experiencing an increase in anxiety and isolation from the pandemic. Students who would greatly benefit from OST programming, including tutoring, do not take advantage. Our students who are often in need of academic and social emotional support are not connecting with their resources at school. Students need to be able to identify a trusted adult in the building. Many resources available to students are not offered during the school day. Students are not able to remediate or accelerate their skills during the school day. Male students are not engaging in Tier 2 or 3 services at the same rate as their peers. Male students are more likely to participate in the disciplinary process and less likely to engage in BHT services.

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?

Improvement Efforts:
 1) Increased FOT with the support of MTSS
 2) Increase overall Attendance
 3) decrease Truancy Rate
 4) decrease Chronic Absenteeism

Impact will be increased FOT, increased B's or Better, increase attendance rate, increase culture and climate

Our efforts focus on groups that are high risk.

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Determine Priorities

Resources:

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

Students...

Students are experiencing an increase in anxiety and isolation from the pandemic. Students who are often in need of academic and social emotional support are not connecting with their resources and extracurriculars at school

[Determine Priorities Protocol](#)

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

[Return to Top](#)

Root Cause

Resources:

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

As adults in the building, we...

We are not fully engaging students based on their needs and building trust, mentorship that leads to higher achievement, college and career, connectedness and belonging.

[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....

increase opportunities and encourage students to build effective, meaningful relationship and experiences focused on student interests/goals in the classroom, recruitment for advanced coursework, and through OST time programs

Resources:

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

then we see....
increased students' sense of belonging, confidence in their futures, and connection with others,

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...
increase early college credentials, attendance metrics, and discipline metrics.

[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
PLT, Student Support Team, OST Lead

Dates for Progress Monitoring Check Ins
Q1 10/06/23 Q3 2/9/23
Q2 12/1/23 Q4 4/5/23

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Increase opportunities for 80% students participation in OST and early college programming that includes enrichment and intervention.	OST Lead, Principal, SLT, select staff	End of Q3	In Progress
Action Step 1	Start Sem 1 OST programming through staff proposals based on intervention and enrichment	OST Lead & OST Program Leads	October 1st	Completed
Action Step 2	Review student data and determine programming opportunities that match student interests using student focus groups (students not in extracurriculars)	SLT member, select staff	Q2, before S2	Select Status
Action Step 3	Develop partners and programming for S2 that matches needs, including intervention supports	MTSS Team	Q2, before S2	Select Status
Action Step 4	Ongoing student and staff survey/feedback	SLT	ongoing	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Integration of college and career experiences throughout the curriculum through ILPs, college and career awareness and prioritizing experiences based on student need/profile.	PLT, select staff	End of Q3	In Progress
Action Step 1	Share vision for PLT work with staff, gather input	PLT Lead & members	9/29/2023	Completed
Action Step 2	Form PLT and create action plan for goals, including plan for extended	PLT Lead & members	11/1/2023	In Progress
Action Step 3	Send out interest and survey based on planned events	PLT Lead & members, student & staff	Q2	Select Status
Action Step 4	Plan Career Fair / Day event(s)	Staff Committee	During Q3	Select Status
Action Step 5	Complete curriculum plan for intergration of ILP lessons	Staff Committee	During Q3	Select Status
Implementation Milestone 3	Implement a tiered attendance system for incentives and interventions that address individual student needs and gets them on track to improve attendance	Student Support Team		Select Status
Action Step 1	Establish clear schoolwide expectations with all stakeholders, including attd and tardy eligibility	Student Support Team, Admin	First weeks of school	Completed
Action Step 2	Develop Incentives for attd each quarter	Student Support Team, Admin	Each quarter	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5	Revisit schoolwide expectations at beginning of Sem 2			Select Status
Implementation Milestone 4	Recruit underrepresented students for advanced coursework based on peer and trusted adult supports			Select Status
Action Step 1	Administer EOS survey			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

SY26 Anticipated Milestones

[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]



[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 OST participation for priority groups of students by 25%	Yes <input type="checkbox"/>	Enrichment Program Participation: Enrollment & Attendance	English Learners	15%			
			Overall	27%			
Meet our recruitment goals for underrepresented students 75% in DC/AP (focus: low-income) and show growth in ECCC attainment	Yes <input type="checkbox"/>	Program Inquiry: Programs/participation/attainment rates of % of ECCC	Latinx	71%			
			African American	56%			

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:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Develop programming based on student interest that supports their development towards college & career goals while giving them the opportunity to build effective relationships		
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Implement a tiered attendance system for incentives and interventions that address individual student needs and gets them on track to be improve attendance		
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.	Re-establish our Culture and Climate Team to support universal expectations		

[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 OST participation for priority groups of students by 25%	Enrichment Program Participation: Enrollment & Attendance	English Learners	15%		On Track	Select Status	Select Status	Select Status
		Overall	27%		On Track	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Connectedness & Wellbeing			
Reflection	Root Cause	Implementation Plan							
Meet our recruitment goals for underrepresented students 75% in DC/AP (focus: low-income) and show growth in ECCC attainment	Program Inquiry: Programs/participation/attainment rates of % of ECCC	Latinx	71%		On Track	Select Status	Select Status	Select Status	
		African American	56%		On Track	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:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Develop programming based on student interest that supports their	On Track	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Implement a tiered attendance system for incentives and interventio	On Track	Select Status	Select Status	Select Status
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.	Re-establish our Culture and Climate Team to support universal exp	Limited Progress	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



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

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Parent Workshops on topics selected by the PAC have included parenting supports for Student Mental Health, online safety, postsecondary planning, enrichment programming, and academic interventions.



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