

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 |
|-------------------|--------------------------------|-----------------------|
| Barbara San-Roman | Principal | bsan-roman@cps.edu |
| Marquis Butler | AP | mbutler30@cp.edu |
| Samuel Davis | AP | sjdavis9@cps.edu |
| Chanel Grayson | LSC Member & Interventionist | clgrayson@cps.edu |
| Maria Magallanes | ELPT / PAC & BAC Lead | MGMagallanes1@cps.edu |
| Mike Pestich | Curriculum & Instruction Lead | mjpestich@cps.edu |
| Gabriel Fuentes | Postsecondary Lead | gfuentes@cps.edu |
| Lucie Ann Chen | Connectedness & Wellbeing Lead | lchen@cps.edu |
| | | |
| | | |
| | | |
| | | |

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

| CIWP Components | Planned Start Date | Planned Completion Date |
|--|--------------------|-------------------------|
| Team & Schedule | 6/7/23 | 6/27/23 |
| Reflection: Curriculum & Instruction (Instructional Core) | 8/8/23 | 8/9/23 |
| Reflection: Inclusive & Supportive Learning (Instructional Core) | 8/8/23 | 8/9/23 |
| Reflection: Connectedness & Wellbeing | 8/8/23 | 8/9/23 |
| Reflection: Postsecondary Success | 8/8/23 | 8/9/23 |
| Reflection: Partnerships & Engagement | 8/8/23 | 8/9/23 |
| Priorities | 8/9/23 | 8/9/23 |
| Root Cause | 8/9/23 | 8/9/23 |
| Theory of Acton | 8/18/23 | 8/18/23 |
| Implementation Plans | 8/18/23 | 9/15/23 |
| Goals | 8/18/23 | 9/15/23 |
| Fund Compliance | 9/5/23 | 9/11/23 |
| Parent & Family Plan | 8/18/23 | 9/11/23 |
| Approval | 9/12/23 | 9/22/23 |

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 | 10/27/23 |
| Quarter 2 | 12/22/23 |
| Quarter 3 | 4/1/24 |
| Quarter 4 | 6/7/24 |

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. | CPS High Quality Curriculum Rubrics |
| Yes | Students experience grade-level, standards-aligned instruction. | Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed 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. | Powerful Practices Rubric Learning Conditions |
| Yes | The ILT leads instructional improvement through distributed leadership. | Continuum of ILT Effectiveness Distributed Leadership |
| Yes | 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 |
| Yes | Evidence-based assessment for learning practices are enacted daily in every classroom. | Assessment for Learning Reference Document |

There's been a decrease in attendance overall since returning from Covid. We've prioritized this with the students and have some structures in place to collect our own data, having students monitor their own data, and for students to be more mindful around their own attendance. Data sets with which we have been mostly connected to have been IB Diploma Access and Enrollment numbers along with end of course achievement data. As far as the work with EOS, we often access and work with our district generated equity snapshot. This year we currently have 145 students at the junior level enrolled in one or more IB Diploma Courses. While this is a celebration, the achievement data from the last graduating class definitely created some personal discomfort. Our subject averages dipped, IB Diploma achievement dipped and overall student experiences seemed off (purely anecdotal observations from my perspective. I'm also wondering what is happening that more student feel like they cannot complete the full diploma program.

What is the feedback from your stakeholders?

Parents - I feel parents know of IB. I often hear "I have heard great things about the IB Program..." But I also know that there are gaps in communication. Parents want to know more about what is going on and are surprised of some of the ins and outs of the IB Program.

Teachers - I believe that the inclusion of more teachers in IB has led to a better understanding of the value of the program. One of the many conversations I have had with teachers centers around the culture of expectation setting for students and staff. The courses we offer are extremely rigorous as a team we have to find better ways to communicate the the intensity of the course while providing support for students that feel overwhelmed by the structures of the program.

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

We have strong structures for focusing on our priority groups. Teachers are very mindful of SEL practices, building community, focusing on identity and providing access to all learners. The equitable grading system (grading for equity), mentoring opportunities, check-ins with students, conversations about grades, the tutoring services, and our half-day recovery sessions are strategies that are working.

- [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.

Special education students need additional support with being on track for graduation, attending and completing a full year of post-secondary education and/or obtaining and sustaining employment following high school graduation. Feeling a sense of community in the academic program/track to which they are a member. Whether it is College Track, IB, Dual Credit, or AP, students want to be seen and connected to others.

[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

| | | |
|-----|--|---|
| Yes | 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 |
|-----|--|---|


One area that is disturbing is that we have not look, analyzed, or used SAT data to drive instruction and monitor progress of students' skill attainment and growth as a school. This would not only be beneficial for the special education department who are working on necessary academic goals, but to the entire school. Analyzing SAT data can support team leaders narrow instructional focus and support instructors to develop differentiated curriculum to meet the needs of students. Having checkpoints throughout the year to ensure curriculum, assessments, and outcomes are still aligning to school's vision and mission.

Case management team provides RAG reports every 5 weeks

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

| Jump to... | Curriculum & Instruction | Inclusive & Supportive Learning | Connectedness & Wellbeing | Postsecondary | Partnerships & Engagement |
|--|--|--|--|---|---|
| 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. | MTSS Integrity Memo | Case management team provides BAG reports every 3 weeks to ensure that special education students are not being left behind. This data sets provides a bird eye view of students behavior, attendance, and grades. | | ACCESS |
| 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 | Although the 50% grading policy is intended to support students school wide, it can be detrimental to accuracy of collecting accurate data on a special education students' success. The special education team will be looking for other ways to determine classroom success, i.e. observations, teacher feedback, skill attainment, etc. | | MTSS Academic Tier Movement |
| Yes | Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. | IDEA Procedural Manual | What is the feedback from your stakeholders? The team would like to see special education data that is linked to goals, i.e. standards, skills, so we can track progress towards achievement. We need training on how to access Learning Branching Minds and to use STAR360. |  | Annual Evaluation of Compliance (ODLSS) |
| Yes | Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. | | Special education department need time during the day to meet to work on special education priorities. Special education department need time during the day to meet with bilingual specialist to ensure IEP/ELL students are served appropriately. These times need to be structured and monitored. | | Quality Indicators of Specially Designed Curriculum |
| 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 | Some staff members need additional support with developing their expertise in how to support diverse learners through the IEP writing, implementing the IEP in the classrooms, and collecting data as evidence of student growth. | | EL Program Review Tool |
| Partially | There are language objectives (that demonstrate HOW students will use language) across the content. | | Parent interactions through the case management office is a strength and has been positive. Parents feel comfortable asking for support and additional services for their child. Case management will work on linking parent to an array of outside resources to support their understanding of the IEP process and IDEA, i.e. parent university classes. Former special education students and parents are comfortable reaching out for help or updating us on their child's progress. Communication between special education and general education teachers and special education students' families need some improvement or consistencies. Parents often share that they didn't know something was occurring in their child's class. Having bilingual support (Ms. Maria Garcia) allows us to support our community and ensure services are provided and needs are met. | | |
| 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. | | | | | |
| Through my research, observation, and work with high school age students, students need to work on their mental toughest and grit working towards achieving their goals. I think it would be extremely beneficial to include students in their understanding of school-wide data and discussions in order to encourage them to be apart of school improvement efforts, i.e. attendance, grades, SAT growth, college/career attainment. | | |  | | |
| Special education students need additional support with being on track for graduation, attending and completing a full year of post-secondary education and/or obtaining and sustaining employment following high school graduation. | | | Being intentional about caseload assignments is working as it supports relationships building between student and GWHS personnel. | | |
| What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? | | | | | |
| There are some supports in place for these groups; strong collection of data is needed to really track how students are doing at GWHS. We should definitely be tracking student growth through SAT, IB, AP, attendance data. Black female girls need to also be an immediate add to priority group. | | |  | | |
| In terms of Diverse Learners, being intentional with co-teaching pairings and assigning special education teachers to the content they believe they are an expertise in is a strength. Co-teacher pairings need to be consistent year after year so the relationships between GenEd and SpEd teachers are strengthen. There needs to more opportunities for safe practice of the various co-teaching styles with feedback for improvement. Through PLC time, co-teachers should work together to create differentiate lessons, determine co-teaching style, and monitor student progress towards mastery of goals. | | | | | |

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

| Using the associated references, is this practice consistently implemented? | References | What are the takeaways after the review of metrics? | Metrics |
|---|--|--|--|
| Yes | BHT Key Component Assessment SEL Teaming Structure | BAG reports and on-track data in collaboration with the MTSS and Culture and Climate teams, BHT referral and services data. |  % of Students receiving Tier 2/3 interventions meeting targets |
| Yes | Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team. | Looking at the referrals, we often get referrals for students who present with behavioral challenges - there have been concerning behaviors observed by staff who then fill out the form (changes in hygiene, outbursts, disinterest or sudden change in mood, etc.). What about the students who need support but don't show any outward signs? (think: the high achievers, the students who don't have behavioral concerns, those who are seen as the "good kids") | Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) |
| Yes | Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices. | Who is flying under the radar and suffering in silence? How do we outreach to the whole student population so students know where to go in order to get support? When looking at student discipline data, are we asking ourselves why students are fighting/acting out? Do we spend enough time talking to the student to see what additional supports they might need in order to be successful in school? | Access to OST Increase Average Daily Attendance |

| | | | |
|-----|--|--|---|
| | | | Increased Attendance for Chronically Absent Students |
| Yes | All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs. | <p>What is the feedback from your stakeholders?</p> <p>While we have added additional community partners and mental health services in the building, we still have gaps we are not able to close due to space and funding constraints.</p> <p>Students would like to see more groups offered on various topics - managing stress/anxiety, social skills groups, etc.</p> <p>Parents really appreciated the workshops CISC was able to provide during report card pick-up. This is something we should continue to do in order to build stronger relationships with our parents and bring more awareness around the importance of mental health and wellbeing.</p> | <p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p> |
| Yes | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. | | |

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

We also need to offer more services in Spanish since we are seeing more enrollment of ELL students. We do not currently have any community partners in the building who speak Spanish and only one social worker who does.

More focused programming and groups for the male-identified students in the building. But no space for additional groups. BAM is an option but that would mean finding another office for another full-time community partner.

Inadequate space available to hold groups regularly. The conference room in the library is not sufficient and moving from classroom to classroom does not create the "safe space" that is necessary for students to really feel comfortable opening up in a group.

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 think that there is a barrier when it comes to communicating out to students what services are available in the building. We do a presentation for staff at the beginning of the year about the BHT and what we do, but nothing for students. When they need help, they often don't know where to go or who to turn to.

Students also need consistency and structure -- too many teacher openings last year, which definitely had an impact on classroom management. Even though they say they liked not having work to do, they also said it was hard having periods where they were not doing anything productive. This led to them wandering the building, get into arguments with other students, etc.

[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 |
|---|---|---|--|
| Yes | College and Career Competency Curriculum (C4) | At Washington, when we look at metrics of success, our preferred evidence for LPS was higher than SY23 target (77.43%), the total percentage of Juniors who took the SAT was higher than the target percentage (district goal 95%) (actual percentage 99%), our 10th grade LPS progress report Target was 30%, (actual number was 62.63%), and the My Strengths and Career Cluster results higher than 50% target (actual 70.56%). These metrics indicate as a team (Counselors & College Coaches) have done an exceptional job with our students with processing, college applications, FAFSA, and LPS. Our scheduling of students grades (9-12) for classes has improved, as we have been student centered and have include student voice. An area of needed growth is the process of identifying students for certain classes. (Teachers need to recruit better) | <p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCE</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p> <p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p> |
| Yes | Individualized Learning Plans | | |
| Yes | Work Based Learning Toolkit | <p>What is the feedback from your stakeholders?</p> <p>Our stakeholders are happy about that the Postsecondary Success that is occurring at our school. He hold space for parents, students, and community members during parent nights, decision day, and other community events. Students are able to attend college visits multiple times throughout the year and keep track of their "learn, plan, succeed" mission with our schoolwide practices and cafe events. What we hear about most improving is the opportunities for students to take dual credit courses of campus as well as improved communication with trade programs and other non-traditional college paths.</p> | |
| Yes | | | |
| Yes | ECCE Certification List | | |

| | | |
|-----|---|---|
| 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). | PLT Assessment Rubric |
| Yes | Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni). | Alumni Support Initiative One Pager |

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

Sharing transcript evaluations with case managers to support Diverse Learners with graduation requirements. We have assigned two counselors for our English Language Learners, one counselor met with all black males to support them with graduation requirements and post-secondary goals. For this year we will pull data to reflect our three priority groups and counselors will lead groups.

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

Students are receiving miscommunication on (graduation requirements, FAFSA, LPS, etc..) due to lack of collaboration with departments. Students are not being held accountable to expectations set in our curriculums. 🍌

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

| Using the associated references, is this practice consistently implemented? | References |
|--|---|
| Select Rating The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals. | Spectrum of Inclusive Partnerships |
| Select Rating Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit |
| Select Rating School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). | Student Voice Infrastructure Rubric |

What are the takeaways after the review of metrics?

Open communication and support. Celebrate their involvement in their child's education, their dedication, and their effort to to create a positive home environment. Also, acknowledge their role in fostering personal growth, resilience, and the pursuit of passions in their children's lives. 🍌

What is the feedback from your stakeholders?

Parents are expecting accurate tracking of attendance records, timely notifications for absences or tardiness, transparent communication about attendance policies, easy-to-easy systems for marking attendance, and efficient methods for requesting and documenting leave or absences. 🍌

- Metrics**
- [Cultivate](#)
 - [5 Essentials Parent Participation Rate](#)
 - [5E: Involved Families](#)
 - [5E: Supportive Environment](#)
 - Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)
 - Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
 - Formal and informal family and community feedback received locally. (School Level Data)

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

They are facing academic pressure, and finding balance between extracurricular activities and personal life. 🍌

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?

In the field of attendance, it is important to culturally relevant curriculum, and positive behavior reinforcement. Diverse learners benefit from personalized support and collaborative partnerships with teachers and specialists. English learners are more successful with assistance programs, bilingual resources, and culturally inclusive classrooms. 🍌

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. |
| Yes | 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. |
| Yes | 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?

There's been a decrease in attendance overall since returning from Covid. We've prioritized this with the students and have some structures in place to collect our own data, having students monitor their own data, and for students to be more mindful around their own attendance. Data sets with which we have been mostly connected to have been IB Diploma Access and Enrollment numbers along with end of course achievement data. As far as the work with EOS, we often access and work with our district generated equity snapshot. This year we currently have 145 students at the junior level enrolled in one or more IB Diploma Courses. While this is a celebration, the achievement data from the last graduating class definitely created some personal discomfort. Our subject averages dipped, IB Diploma achievement dipped and overall student experiences seemed off (purely anecdotal observations from my perspective. I'm also wondering what is happening that more student feel like they cannot complete the full diploma program.

What is the feedback from your stakeholders?

Parents - I feel parents know of IB. I often hear "I have heard great things about the IB Program..." But I also know that there are gaps in communication. Parents want to know more about what is going on and are surprised of some of the ins and outs of the IB Program.

Teachers - I believe that the inclusion of more teachers in IB has led to a better understanding of the value of the program. One of the many conversations I have had with teachers centers around the culture of expectation setting for students and staff. The courses we offer are extremely rigorous as a team we have to find better ways to communicate the the intensity of the course while providing support for students that feel overwhelmed by the structures of the program.

What student-centered problems have surfaced during this reflection?

Special education students need additional support with being on track for graduation, attending and completing a full year of post-secondary education and/or obtaining and sustaining employment following high school graduation. Feeling a sense of community in the academic program/track to which they are a member. Whether it is College Track, IB, Dual Credit, or AP, students want to be seen and connected to others.

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

We have strong structures for focusing on our priority groups. Teachers are very mindful of SEL practices, building community, focusing on identity and providing access to all learners. The equitable grading system (grading for equity), mentoring opportunities, check-ins with students, conversations about grades, the tutoring services, and our half-day recovery sessions are strategies that are working.

[Return to Top](#)

Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

While we know that our male students are currently performing at a different rate in comparison to our female students (GPS, graduation, college enrollment, and college persistence), we also understand that we must examine our own biases in order to interrupt inequities in our school and community. With our proposal to shift from a 9-12 postsecondary support to 8-16 cohort model; deepen the connection between the high school experience and careers; and promoting accountability and collective supports for student transitions (and scaffolding the soft-skills training necessary to be successful) across grade levels, we intend to close that gap between our male students while at the same time deepening our community ties and truly becoming the key driver for economic mobility in the neighborhood.



Indicators of a Quality CIWP: Determine Priorities

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

[Return to Top](#)

Root Cause

Resources: 

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

One key challenge that we have focused on for the last 2-3 years are the gaps in performance across GPA, graduation rate, and college persistence between our male and female students. With support from the Crown Foundation, Washington would build capacity and secure the resources needed to take on this challenge and promote equitable outcomes and experiences for all students. Our work to address inequitable outcomes has been primarily focused on learning the research, problem identification, and leadership development.



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....

prioritize our social justice framework and narrowing our focus on priority groups achieving a 3.0 GPA or higher through a multi-tiered approach and regular data deep dives, the provision of timely and targeted student interventions and providing intentional



Resources: 

Indicators of a Quality CIWP: Theory of Action

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

instructional in-class supports/routines on the non-cognitive skills that serve as scaffolded opportunities that empower students (i.e. agency, positive academic identity) to be more involved in their own learning and become members of a learning community to increase the percent of students who are on track to graduate

then we see....

empowered students that understand themselves as learners and members of a learning community while providing the organizational processes that strengthen teachers, and families and a more comprehensive picture of student learning and progress, with a deeper connection between what is taught and what is learned



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...

Students have a strong sense of belonging as members of the school community (as measured by Cultivate), a consistent 95% FOT rate, a consistent 93% SOT rate, and a 60% of our priority groups at a 3.0 GPA



[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 / MTSS TEAM (will lead to department and grade-level PLC)

Dates for Progress Monitoring Check Ins

Q1 10/27/23

Q3 4/1/24

Q2 12/22/23

Q4 6/7/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

| | | Who | By When | Progress Monitoring |
|-----------------------------------|---|----------------------|------------------|----------------------------|
| Implementation Milestone 1 | The MTSS team will develop a series of data collection and early interventions for Tiers 1-3. | MTSS Team | End of Q1 | Completed |
| Action Step 1 | Socializing the data with teachers and implementing MTSS strategies and tools to support students in achieving proficient skill levels in core classes. | Grade level leads | Throughout Q1 | Completed |
| Action Step 2 | | | | Select Status |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 2 | The MTSS will develop a series of check points to monitor the effectiveness of early interventions | MTSS | Q2 | In Progress |
| Action Step 1 | Providing intensive support for students with high amounts of tardies and cuts | Attendance Team | Throughout Q1-Q4 | Select Status |
| Action Step 2 | Tracking and Providing Tier 1 and 2 support for students using formal and informal data points. | Teachers | | Select Status |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 3 | The MTSS team will implement tier 2 interventions to increase on track rates. | MTSS | Q3 | In Progress |
| Action Step 1 | Supporting/tutoring students to improve grades. End goal is for students to have a deeper comprehension of their course. | Academic center lead | | Select Status |
| Action Step 2 | | | | Select Status |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 4 | The MTSS team will implement tier 3 interventions to increase on track rates. | MTSS | Q4 | Select Status |
| Action Step 1 | Connecting Tier 3 students with partnered support for social and emotional needs as expressed by teachers, parents, or self-identified students. | BHT | Q1-Q4 | 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 By the end of SY25, we expect to see an increase in On-Track rates and GPA distribution by priority group. We also expect to see 100% of Tier 3 students paired with support, 95% FOT/ 93% SOT Goals, and 85% of ALL students have a strong sense of belonging/Cultivate survey.

SY26 Anticipated Milestones

By the end of SY25 we expect to see an increase in academic levels through the increase in on track rates at this point the focus will also shift to identifying priority groups with extensive needs to develop a plan to better support the individual needs. Below are the expected milestones for SY25.

70% Bs or Better (58.6% in SY23)

9th: 59.04% ➡ 79.04%

10th: 58.10% ➡ 78.10%

11th: 57.18% ➡ 77.18%

12th: 60.31% ➡ 80.31%

DL: 52.06% ➡ 72.06%

EL: 53.99% ➡ 73.99%

Latino Male: 52.66% ➡ 73.66%

Black Male: 41.53% ➡ 61.53%

[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 |
| Increase the number of students achieving a 3.0 or above for our priority groups | Yes | MTSS Academic Tier Movement | African American Male | | | | |
| | | | Latino Male | | | | |
| Increase sense of identity, connectedness, and belonging as measured by student surveys and cultivate | Yes | Cultivate | Latino Male | | | | |
| | | | African American Male | | | | |

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. | 100% of Tier 3 students paired with support | 100% of Tier 3 students paired with support | 100% of Tier 3 students paired with support |
| 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. | 70% Bs or Better (58.6% in SY23) 9th: 59.04% ➡ 69.04% 10th: 58.10% ➡ 68.10% 11th: 57.18% ➡ 67.18% 12th: 60.31% ➡ 70.31% DL: 52.06% ➡ 62.06% EL: 53.99% ➡ 63.99% Latino Male: 52.66% ➡ 63.66% Black Male: 41.53% ➡ 51.53% 95% FOT/ 93% SOT Goals | 70% Bs or Better (58.6% in SY23) 9th: 59.04% ➡ 79.04% 10th: 58.10% ➡ 78.10% 11th: 57.18% ➡ 77.18% 12th: 60.31% ➡ 80.31% DL: 52.06% ➡ 72.06% EL: 53.99% ➡ 73.99% Latino Male: 52.66% ➡ 73.66% Black Male: 41.53% ➡ 61.53% 95% FOT/ 93% SOT Goals | 70% Bs or Better (58.6% in SY23) 9th: 59.04% ➡ 89.04% 10th: 58.10% ➡ 88.10% 11th: 57.18% ➡ 87.18% 12th: 60.31% ➡ 90.31% DL: 52.06% ➡ 82.06% EL: 53.99% ➡ 83.99% Latino Male: 52.66% ➡ 83.66% Black Male: 41.53% ➡ 71.53% 100% of Tier 3 students paired with support 97% FOT/ 95% SOT Goals |
| C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices. | 85% of ALL students have a strong sense of belonging/Cultivate survey | 90% of ALL students have a strong sense of belonging/Cultivate survey | 95% of ALL students have a strong sense of belonging/Cultivate survey |

[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 the number of students achieving a 3.0 or above for our priority groups | MTSS Academic Tier Movement | African American Male | | | Select Status | Select Status | Select Status | Select Status |
| | | Latino Male | | | Select Status | Select Status | Select Status | Select Status |
| Increase sense of identity, connectedness, and belonging as measured by student surveys and cultivate | Cultivate | Latino Male | | | Select Status | Select Status | Select Status | Select Status |
| | | African American Male | | | 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. | 100% of Tier 3 students paired with support | 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. | 70% Bs or Better (58.6% in SY23) 9th: 59.04% → 69.04% 10th: 58.10% → 68.10% 11th: 57.18% → 67.18% 12th: 60.31% → 70.31% DL: 52.06% → 62.06% EL: 53.99% → 63.99% Latino Male: 52.66% → 63.66% Black Male: 41.53% → 51.53% 95% FOT/ 93% SOT Goals | Select Status | Select Status | Select Status | Select Status |
| C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices. | 85% of ALL students have a strong sense of belonging/Cultivate survey | Select Status | Select Status | Select Status | Select Status |

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

| | |
|-----|---|
| Yes | 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). |
| Yes | Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). |
| Yes | 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). |
| Yes | Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th). |
| Yes | 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?

At Washington, when we look at metrics of success, our preferred evidence for LPS was higher than SY23 target (77.43%), the total percentage of Juniors who took the SAT was higher than the target percentage (district goal 95%) (actual percentage 99%), our 10th grade LPS progress report Target was 30%, (actual number was 62.63%), and the My Strengths and Career Cluster results higher than 50% target (actual 70.56%.) These metrics indicate as a team (Counselors & College Coaches) have done an exceptional job with our students with processing, college applications, FAFSA, and LPS. Our scheduling of students grades (9-12) for classes has improved, as we have been student centered and have include student voice. An area of needed growth is the process of identifying students for certain classes. (Teachers need to recruit better)

What is the feedback from your stakeholders?

Our stakeholders are happy about that the Postsecondary Success that is occurring at our school. He hold space for parents, students, and community members during parent nights, decision day, and other community events. Students are able to attend college visits multiple times throughout the year and keep track of their "learn, plan, succeed" mission with our schoolwide practices and cafe events. What we hear about most improving is the opportunities for students to take dual credit courses of campus as well as improved communication with trade programs and other non-traditional college paths.

What student-centered problems have surfaced during this reflection?

Students are receiving miscommunication on (graduation requirements, FAFSA, LPS, etc..) due to lack of collaboration with departments. Students are not being held accountable to expectations set in our curriculums.

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?

Sharing transcript evaluations with case managers to support Diverse Learners with graduation requirements. We have assigned two counselors for our English Language Learners, one counselor met with all black males to support them with graduation requirements and post-secondary goals. For this year we will pull data to reflect our three priority groups and counselors will lead groups.


Return to Top Determine Priorities

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

Students...
 One key challenge that we have focused on for the last 2-3 years are the gaps in performance across GPA, graduation rate, and college persistence between our male and female students. Our work to address inequitable outcomes has been primarily focused on learning the research, problem identification, and leadership development. For example, the Post-Secondary Team engaged in cycles of inquiry around males performance and conducted a learning walk at GWHS. Historically, the Post-Secondary Team (PST) identified a 20% performance gap between the college enrollment of our female students in comparison to our male students. Female students were enrolling in and attending college at a significantly higher rate than their male counterparts. In response to this gap, our PST engaged in learning more about the male experience and has created critical partnerships. When following up with these male students to more deeply understand the root cause, students are expressing that they either intend to enter the workforce with a family member or that "college is not for them" (Senior student feedback).

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...
 Over the last decade, our students have earned college credit before graduation through high quality advanced academic course offerings such as: Advanced Placement, Dual Credit, and International Baccalaureate programs. While we have shown significant success in graduation rates and college enrollment, our focus over the last year has been to lead teams to develop intentional processes that promote equity and access for all students to take an advanced academics course before graduation. We recognize that the low enrollment of males in advanced academics courses is not simply a matter of student preference, but a larger school system that does not support our male students to see themselves as academics. Further, our goal is to reduce the gaps in academic performance between different racial groups, income levels, gender, and IEP status. Collectively, we are focused on improving the academic experience for our students through rigorous curriculum, high quality teaching, effective parent involvement, and targeted interventions to improve student's learning.

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....
 prioritize diverse post-secondary pathways by ensuring that post-secondary milestones are the heart of how we teach, while reducing the opportunity gap and ensuring that students have access to advanced academic course work as well as the supports students need to make it to and through every post-secondary pathway



then we see....
 empowered students enroll in advanced academic coursework, students confidently select their post secondary plans, and a coherent seminar curriculum that supports students to and through post-secondary pathways



which leads to...
 students with an improved their view of themselves and their academic abilities (as measured by Cultivate), a higher graduation rate, an increase success rate on students earning college credits, a higher college/trade enrollment rate, and a consistently higher persistence rate



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.

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

Resources:

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

Team/Individual Responsible for Implementation Plan

Dates for Progress Monitoring Check Ins

| | | | |
|----|----------|----|--------|
| Q1 | 10/27/23 | Q3 | 4/1/24 |
| Q2 | 12/22/23 | Q4 | 6/7/24 |

SY24 Implementation Milestones & Action Steps

Who


By When

Progress Monitoring

| Implementation Milestone | Description | Who | By When | Progress Monitoring |
|-----------------------------------|--|-----|---------|---------------------|
| Implementation Milestone 1 | Creation of courses and programs that align to post-secondary pathways | | | In Progress |
| 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 |
| Implementation Milestone 2 | Continue to adapt our post-secondary milestones grades and grade % for 9th-12th | | | Completed |
| 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 |
| Implementation Milestone 3 | Deepen partnerships with city colleges and increase the number of students enrolled in dual credit | | | In Progress |
| 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 |
| 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
 By the end of SY24, we will have an increase in Juniors completing their GW Postsecondary Milestones (attending counselor meetings, SAT, college visits, and ILPs) to explore and prepare for their postsecondary pathway. We specifically want to support our ELL/ESL students in taking advantage of these opportunities since they engage in the postsecondary process at lower rates.

SY26 Anticipated Milestones Work with different teachers in the 9th and 10th grades, and students to emphasize the fact that the SAT is a graduation requirement, and will be done in collaboration with the Social Studies department and counselors. Continual reminders to students what preferred evidence was, as well as pushing an earlier deadline so that teachers and counselors can check their evidence and be able to fix it within time. 

[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 |
| Increase the number of students attending college trips to increase access | Yes <input type="checkbox"/> | College Enrollment and Persistence Rate | Male <input type="text"/> | | | | |
| | | | Overall <input type="text"/> | | | | |
| Increase the number of students that complete their LPS tasks from 9-12th grade as it connects to schoollinks and our GW milestones | Yes <input type="checkbox"/> | % of KPIs Completed (12th Grade) | Overall <input type="text"/> | | | | |
| | | | Overall <input type="text"/> | | | | |

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). | Preferred evidence for LPS increased above 77.43% | The total percentage of Juniors who take the SAT higher than the target percentage(district goal 95%) actual percentage goal 99% | |
| 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). | | | |
| PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). | Improve our practices to better support students to submit preferred LPS evidence by internal deadline | Summer SY25 Co23 PS Confirmations | |

[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 the number of students attending college trips to increase access | College Enrollment and Persistence Rate | Male | | | Select Status | Select Status | Select Status | Select Status |
| | | Overall | | | Select Status | Select Status | Select Status | Select Status |
| Increase the number of students that complete their LPS tasks from 9-12th | % of KPIs Completed (12th | Overall | | | Select Status | Select Status | Select Status | Select Status |

| | | | | | | | | | | | | |
|---|----------------------------|-------------------------------------|------------------------------|-------------------------------------|--|--|--|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| Jump to... | Priority | TOA | Goal Setting | Progress Monitoring | Select the Priority Foundation to pull over your Reflections here => | | | | Postsecondary Success | | | |
| Reflection | Root Cause | Implementation Plan | | | | | | | Select Status | Select Status | Select Status | Select Status |
| grade as it connects to schoollinks and our GW milestones | | Grade) | | Overall | | | | | | | | |

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). | Preferred evidence for LPS increased above 77.43% | On Track | 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). | | Select Status | Select Status | Select Status | Select Status |
| PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). | Improve our practices to better support students to submit preferred LPS evidence by internal deadline | Select Status | Select Status | Select Status | Select Status |

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



| | | | | | |
|----------------------|--|--|--|--|--|
| <p>Select a Goal</p> | | | | | |
| <p>Select a Goal</p> | | | | | |
| <p>Select a Goal</p> | | | | | |

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

"(1) providing assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;



"(2) providing materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; if a school is confident that the activity is aligned with section 1116 of ESEA/NCLB then it is allowable. All activities are subject to review by internal and external auditors, if evidence does not support section 1116 the school may have to remove the expenditure from Title I ESEA/ESSA funding.

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