CIWP Planning Companion

Chicago Public Schools

Chicago Public Schools

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Introduction

The CIWP Planning Companion is designed to support schools' CIWP teams through the creation and implementation of their CIWP action plans. It is intended to be used after schools have completed the Setting Goals step in the CIWP process and prior to the Root Cause Analysis, while recognizing that there may be some fluidity between the steps from School Excellence Framework (SEF) rating to Root Cause Analysis.

The CIWP process was revised so school teams have the opportunity to collaboratively engage in in-depth data collection, reflection, and dialogue around a limited number of aligned, high impact areas for growth. As in previous years, the process will be informed by the SEF and SQRP data. However, we encourage school teams to prioritize *Areas of Critical Need* by going beyond the SEF and SQRP data, engaging in robust analysis of varied indicators, content areas, program specializations (e.g., personalized learning, dual language, etc.), internal systems (e.g., MTSS, balanced assessment, etc.), and professional competencies that truly change practice and lead to successful outcomes for *all* learners, knowing that improving practices in these domains strengthens SEF indicators and helps attain SQRP goals. Further, we encourage teams to identify priorities that are focused, coherent, and synergistic, allowing schools to do a few things deeply that are interrelated and add up to a whole that is greater than the sum of the parts.

Once Areas of Critical Need are identified, schools will engage in root cause analyses to uncover the drivers that reside at the heart of their areas for growth. We want to make sure that schools have access to streamlined resources so teams are able to accurately uncover root causes and ensure that subsequent CIWP steps are guided by deepened expertise. Teams will be able to look to this document, which draws on the principles in **Strategy in Action** by Rachel Curtis and Elizabeth City, as a starting point for these resources.

Unlike previous CIWP Guidance documents, this companion is organized by content area, program specializations, internal systems, and cross content areas. This shift in framing is due to a recognition that often school culture and procedures are more grounded in this language, rather than SEF categories. By framing the material included below by content and specialization area, we hope to make this document more relatable and usable to school communities, while maintaining the shared expectations that schools continue to advance the SEF as a way to monitor, reflect, and advance school quality as a whole.

How to Use This Document

It is not necessary for school teams to read each section of this document. Rather, teams should navigate to sections according to areas of need and/or prioritization.

Each content area will include resources organized by three sections aligned to the CIWP development process:

I.   **Building Capacity:** Often times, school-based CIWP teams identify Areas of Critical Need that represent next edges of growth. Before engaging in root cause analysis or theory of action development, we highly recommend that teams take time to engage with key literature from the field and district guidance documents to strengthen their capacity to develop an effective CIWP strategy rooted in understanding rather than best guesses or assumptions. This step aligns to the "Generate Ideas" step *of Strategy in Action.* For each content area, teams will find curated resources and salient research about best practices.

II. **Root Cause Analysis:** Through capacity building and analysis of outcome data, schools should be able to generate hypotheses of potential root causes. As part of a meaningful root cause analysis, schools should use evidence to evaluate and substantiate their hypotheses. In this section we offer tools that can be used to gather additional evidence to inform a root cause analysis protocol. This step aligns to the "Focus" step of *Strategy in Action.* Each content, cross-content, systems, and program specialization section provides curated resources for data collection and evaluating practice.

III. **Theory of Action Development:** In this section, resources can be found to support the theory of action development process, including: sample theories of action, progress monitoring tools, professional learning materials, and where possible, a listing of anticipated future professional learning opportunities.

* SEF Priority: Some content areas will include a section for SEF Priority selection. This section will provide guidance for schools that may wish to prioritize content areas that do not have as obvious connections to the SEF, but still play a pivotal role in the vision, such as Science and Social Science.

Broadening the Scope

As schools complete the continuous improvement process, we would like to make an explicit call to action that improvement priorities be rooted in and guided by our district's **Core Values**, that: we are **Student Centered**, we support the **Whole Child**, decisions and actions are rooted in **Equity**, we are committed to and strengthened by **Community Partnership**, and we are rooted in communities of **Continuous Learning** for students, teachers, and leaders.
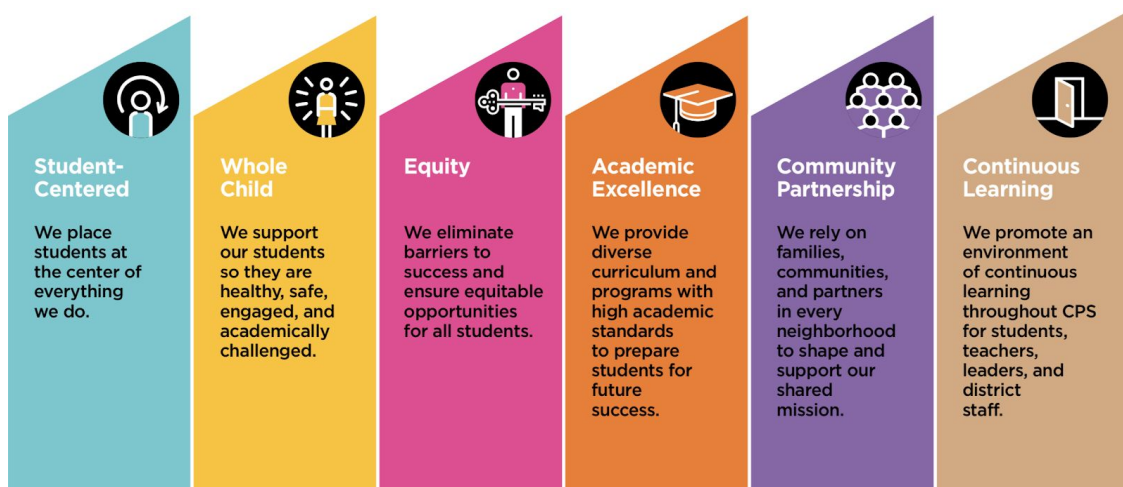
Because the CIWP is aligned to SQRP and CPS Vision Goals, it is easy for schools to believe they must develop theories of action that explicitly and exclusively align to these goals, for example, creating only theories of action for Mathematics or Literacy. While there may be good reason for schools to create theories of action for these content areas, we invite schools to think more broadly about how to impact SQRP and Vision Goals so they speak to the full breadth of content areas and student supports; in short, the Core Values of our district.

To support schools in the process of broadening their lens, below we provide a list of questions that align to district initiatives and values that can be used to spur meaningful conversations about areas of practice that historically have not been prioritized. Along with the question we include a hyperlink to the aligned CIWP guidance materials.

This is not meant to dictate that schools must enact theories of action aligned to these questions. Rather, it serves as an invitation to expand the conversation. The table below provides examples of the types of questions, aligned to the district's Core Values and Vision, that school teams might ask when broadening their lens beyond traditional CIWP priorities.

CPS Core Values	Questions to Consider
Student Centered	Are our students provided with opportunities to demonstrate autonomy, control, and power to drive and advocate for their learning experience? Personalized Learning

	Do all of our students have meaningful post-secondary plans? College and Career Readiness Have we implemented a Multi-tiered system of support that is an organized and holistic approach to ensuring that every child's unique academic, social-emotional, and health needs are met? MTSS
Whole Child	Does our school have a school culture that enhances learning? Social Emotional Learning Are we teaching the new Health Education curriculum that aligns to SEL standards? Health Education Are we offering students daily opportunities to unleash their creative powers as is detailed in the new Illinois Arts Learning Standards? Arts Education Does our physical education program align to national standards for "physical literacy?" Do our students have the confidence and skills to pursue a wide variety of activities that lead to healthy development? Physical Education
Equity	Does our school community protect time for social science instruction? Does our social science practice develop students as ethical, informed, and engaged members of our communities? Social Science Do our students have access to a curriculum that is aligned to standards, accommodates their individual learning styles, is inclusive of their backgrounds, and challenges them to reach their fullest potential? Curriculum, Personalized Learning Are we investing in improved instruction and resources to ensure English language acquisition is not a barrier to students' academic success, so students develop strong literacy skills in both English and their native language while learning the same rigorous core academic content as all CPS students? English Learners Are we offering students daily opportunities to think and debate like real scientists? Science
Community Partnership	Have we enacted structures like a Student Voice Committee to give students real experience with civic leadership and ensure students are informed, effective and active citizens? Student Voice and Civic Engagement Do we include families and community members in our programming so that students are learning from all of our stakeholders?
Continuous Learning	Do we have a plan to use authentic assessments that measure what is truly important to student learning, and convene regular teacher meetings to analyze and respond to student work? Balanced Assessment Does our school provide meaningful mentoring and induction support for new teachers? New Teacher Supports and Distributed Leadership

Schools with a Programmatic Focus

In order to ensure that we are working together to deliver upon the promise of cultivating high-quality schools with a programmatic focus, **it is expected that all schools with a programmatic focus use their program's standards to inform all phases of CIWP development.**

Programmatic focus areas are:

- Dual Language
- Fine and Performing Arts
- International Baccalaureate

- Personalized Learning
- STEM and STEAM
- World Language

Considerations should include:

- **Representation on the CIWP Development Team:** This team should overlap in membership with the programmatic focus leadership team, ensuring the focus area is integrated holistically across all aspects of CIWP development and implementation.
- **Root Cause Analysis:** The programmatic focus standards should be used to gain a better understanding of the specific needs that exist within each school. Using the standards to guide a self-assessment process will support the CIWP Development Team's exploration of potential hypotheses that directly connect to the programmatic focus.
- **Theory of Action Development:** The programmatic focus standards define best practices across a range of indicators that should heavily inform actions that schools take to make progress toward their goals. There should be evidence of the standards throughout most, if not all Theories of Action, as the standards are intended to support holistic change in a school. Additionally, school teams should tag the appropriate standards within their CIWP to indicate where they explicitly address the standards and to inform central office teams on where they can provide aligned supports.

The CIWP is the vehicle for shared, meaningful school improvement. Thus, it is expected that schools receiving additional resources to advance their programmatic focus communicate their commitment to their program through the full cycle of CIWP development and implementation.

Any school with a program designation listed above, regardless of the year the program designation was awarded, should ensure that the programmatic focus is a fundamental consideration throughout the CIWP development process. This Companion Guide includes a section for each programmatic focus in order to support schools in the process, including for the program manager who can support your school.

Content Areas

Literacy

Science

Math

Social Science

Physical Education

Health Education

Student Voice & Civic Life

Arts Education

World Languages

Computer Science

Literacy

Building Capacity

In this section, the CIWP team can find resources to understand the CPS Literacy Vision and its goal to move beyond basic and proficient levels of literacy to equip students with **advanced literacy skills** that will enable them to successfully navigate today's world.

Guiding Questions:
1. How do we ensure all of our students have access to effective and rigorous literacy instruction that prepares them for the myriad of ways we communicate in the world in the 21st century?
2. Which key instructional practices lead to the development of advanced literacy skills? Which are strengths for our team? Which are areas for professional growth?
3. What can we do to better tailor literacy instruction to build on our students' cultural and linguistic strengths and their lived experiences?
4. How can we leverage data to create conditions for literacy equity in our school?

Resource links
☆District Created Resources:
- CPS PK-12 Literacy Vision Summary: Principles, Shifts, and Key Practices
- Questions for Literacy Shifts
- CPS Key Practices Reflection and Conversation Guide.

☆Research and Resources From the Field:
- Literacy Vision Research Narrative

At the conclusion of this phase, the CIWP team should be saying...

I understand the evidence-based practices of Advanced Literacy.

I know there are shifts that can improve student Literacy outcomes.

I am ready to assess where my school might focus its attention to improve student Literacy outcomes and build a true school-wide culture of Literacy.

Root Cause Analysis

In this section, the CIWP team can find resources to support the collection of additional instructional data, ensuring that they have an honest and clear understanding of what Literacy currently looks like at the school. This will inform a more thorough root cause analysis.

Resource links
☆Featured Resources:
- Questions for Literacy Shifts. Teams can answer these questions to help them determine which shifts might provide the most impact for improving Literacy outcomes for students.

- CPS Key Practices Reflection and Conversation Guide. Schools can use this guide to assess the school's level of proficiency with Advanced Literacy practices.
- Sample Root Cause Analysis

Schools may also want to examine
a. The Instructional Core Look Fors: SY20 Instructional Core Walk look for tools (high school)
b. K-2 Balanced Literacy Profile
c. Sample K-8 Literacy Blocks

At the conclusion of this phase, the CIWP team should be saying...

> *I can explain the key shifts of the Literacy Vision and where my school might need to focus its attention.*
>
> *I can articulate where our school does and doesn't meet Advanced Literacy descriptors.*
>
> *I understand where we have strengths and gaps in curriculum, instruction, and assessment when it comes to Advanced Literacy.*

SEF Priority

Schools that want to focus on Literacy will focus primarily on Curriculum and Instruction. However, Structures for Continuous Improvement may be included when schools develop their theories of action. Schools can organize their approach with the following elements of the Literacy Vision:

- **Two key principles:**
  - We know that being literate today requires very different skills than even a decade ago.
  - We know who our students are, and we can tailor instruction to build on their strengths and experiences in developing advanced literacy skills.

- **Four shifts** at the district, network, and school level:
  - Ensure equitable access to effective and rigorous literacy instruction
  - Leverage data to create the conditions for equity in schools
  - Increase access to to high-quality, culturally responsive resources
  - Redesign professional learning for the 21st century

- **Five key literacy practices** in classrooms:
  - Abundant reading of diverse, engaging texts
  - Extensive discussion
  - Frequent process-based writing
  - Rigorous and authentic learning experiences
  - Communicating and creating content in a modern digital environment

Resource links

☆Featured Resource:

- The SEF 2020 Curriculum and Instruction- Literacy Tags Alignment shows how the Literacy Vision Shifts and Key Practices align to SEF Dimensions, Categories, and Subcategories.

Dimension	Category	Subcategory	Advanced Literacy Shifts and Key Practices
Depth and Breadth of Student Learning and Quality Teaching	**Curriculum**	**Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate students' communities, culture, history, and language** a. Curriculum is tailored to the strengths, needs, and interests of each student	**Shift 1:** Ensure equitable access to effective and rigorous literacy instruction **Key practice:** Rigorous and authentic learning experiences

At the conclusion of this phase, the CIWP team should be saying...

I understand how the Literacy Vision's Shifts and Key Practices align to the SEF.

I know what SEF Dimensions, Categories, and Subcategories provide the best avenues for improving student outcomes.

Theory of Action Development

In this section, CIWP teams can find resources to support the development of a theory of action in literacy that is aligned to the district's Literacy Vision shifts and key practices.

Resource links

Sample Theory of Action:

If We…	Then We...	Which Leads To...
expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with texts from a wide range of genres, including texts of appropriate grade level complexity, and we balance critical foundational reading skills instruction with the reading of	we will see an increase in time spent reading and an increase in implementation of elements of 'abundant reading of diverse, engaging texts' as measured by the CPS Key Practices Reflection and Conversation Guide	an increase of XX% of students at or above national attainment for 2nd grade to YY% by EOY22 as measured by the NWEA (based on school's 5-Year Vision Portal goal projections)

rich, engaging, and complex texts and we engage teachers in a year-long cycle of inquiry focused on culturally and linguistically diverse texts in independent reading		

Professional Learning Materials/ Resources:
- Sample Theories of Action
- P-2 Literacy Root Cause Analysis Scenarios and possible Theories of Action
- Sample Learning Cycles
- Literacy Knowledge Center Page including Cycles of Learning for teacher teams, sample units, materials for vertical alignment, and information about classroom libraries and culturally relevant texts.

Progress Monitoring Tools:
- CPS Key Practices Self and School Assessment
- High School ELA Vertical Alignment Tool

Available Professional Learning:
- Summer 20 and SY21 coming soon!

At the conclusion of this phase, the CIWP team should be saying…

> *I have a plan that can be implemented with the team and an aligned schedule for implementation.*
>
> *I know that this Action Plan may need revision as we engage in the work, but this is the right area to focus on and to sustain our efforts.*
>
> *I know the Department of Literacy may have additional resources and is a support for my school.*

For more information please contact Kate Dube, Literacy Manager, at kdube@cps.edu.

Science

Building Capacity

In this section, the CIWP team can find resources related to high-quality science curriculum and instruction aligned to the Next Generation Science Standards.

Guiding Questions:
1. How do the ways students engage support the development of disciplinary core ideas, science and engineering practices, and crosscutting concepts (NGSS 3-dimensional learning)?
2. How are students supported in sense-making so that they have opportunities to grapple with important science ideas?
3. How can we create more opportunities for every student to participate in meaningful ways?
4. What opportunities do all students have to see themselves and others as proficient science thinkers and doers? How can more of these opportunities be created?
5. What opportunities exist for all students to demonstrate their science understanding? How do teachers and/or students take up these opportunities?

Resource links

☆Research and Resources From the Field:

Frameworks and Standards
a. Teaching for Robust Understanding (TRU) Framework
b. Ambitious Science Teaching (AST): University of Washington
c. Next Generation Science Standards (NGSS)
d. Next Generation Science Standards: An Overview for Principals
    i. A New Vision for Science Education: National Research Council
e. What School Building Administrators Should Know About the New Vision for K-12 Science Education: STEM Teaching Tools
f. Conceptual Shifts in the Next Generation Science Standards
g. Using Phenomena in NGSS-Designed Lessons and Units: Achieve & Next Gen Storylines

Teacher Collaboration
a. Pathways for Exploring Ambitious Science Teaching (for teachers and teacher teams)

Rigor & Best Practices
a. The Opportunity Myth: The New Teacher Project
b. A Framework to Evaluate Cognitive Complexity in Science Assessments: Achieve
c. Brief papers around Ambitious Science Teaching practices (with classroom examples)
d. The Talk Science Primer: TERC
e. What to Cut Out - Content in the Era of NGSS
f. Why Do We Need to Teach Science in Elementary School? STEM Teaching Tools

At the conclusion of this phase, the CIWP team should be saying...

> *I understand the value and purpose of rigorous, standards-aligned science instruction.*
>
> *I have a clear understanding of what strong standards-aligned science instruction looks like from examples across the district.*
>
> *Rigorous instruction is an important lever for improving student learning.*

Root Cause Analysis

In this section, the CIWP team can find resources to support the collection of additional instructional data, ensuring that they have an honest and clear understanding of what science currently looks like at the school. This will inform a more thorough root cause analysis.

Resource links

☆Featured Resources:
- TRU Classroom Observation Tool: Use this tool across science classrooms to identify trends in key components of the Framework for Teaching as they relate to the TRU Dimensions.
- TRU Instructional Artifacts Feedback Tool: Use this tool to look at lesson plans, unit plans, tasks, and/or assessments across science classrooms to identify trends in key components of the Framework for Teaching as they relate to the TRU Dimensions.
- Scale for Ambitious Science Teaching (AST): Use this tool across science classrooms to identify trends related to AST.

At the conclusion of this phase, the CIWP team should be saying...

> *I have an understanding where our school as a whole is strong when it comes to science teaching and learning.*
>
> *I have an emerging theory about where we should consider improving on practices.*
>
> *We have identified gaps in our practice that we think could be part of a root cause of our identified Area of Critical Need.*

Theory of Action Development

In this section, CIWP teams can find resources to support the development of a theory of action in science that ensures:
- Time is devoted to quality multi-modal, 3-dimensional science instruction in which students engage in the NGSS practices in order to build their understanding of the disciplinary core ideas (content) and crosscutting concepts (big ideas that span the sciences).
- Teachers have opportunities to collaborate with colleagues to refine their practice (e.g., through tuning lessons, learning from student work, engaging in peer observations, etc.)

Sample Theory of Action:

If We…	Then...	Which Leads To...
provide students with a multi-modal approach to daily science instruction, incorporating regular opportunities for **student-to-student discussion**, **planning and carrying out investigations**, **analyzing and interpreting data in simulations**, **and evidence-based writing**	students will build the content knowledge and skills necessary to access increasingly complex texts	an increased percentage of X grade students at or above national attainment for reading to Y% and Z% of students meeting benchmarks on the Illinois Science Assessment.
See the NGSS Science and Engineering Practices for more information.		

Resource links
Professional Learning Materials / Resources:
- CPS Summit Content
- SY20 Summit Snapshots

Progress Monitoring Tools:
- TRU Classroom Observation Tool: Use this tool across science classrooms to monitor progress in key components of the Framework for Teaching as they relate to the TRU Dimensions.
- TRU Instructional Artifacts Feedback Tool: Use this tool to look at lesson plans, unit plans, tasks, and/or assessments across classrooms to monitor progress in key components of the Framework for Teaching as they relate to the TRU Dimensions.
- Scale for Ambitious Science Teaching (AST): Use this tool across science classrooms to monitor progress related to AST.

Available Professional Learning:
- SY20-21 offerings will be available in Spring 2020

At the conclusion of this phase, the CIWP team should be saying...

> *I am confident that this plan will make our school's science teaching and learning stronger.*
>
> *We have identified science professional learning resources.*
>
> *We have a strong plan in place to monitor the progress of science teaching and learning.*

For more information please contact Alissa Berg, CPS Science Manager, at aberg5@cps.edu.

Math

Building Capacity

In this section, the CIWP team can find resources related to high-quality mathematics curriculum and instruction aligned to the Common Core State Standards.

Guiding Questions:
1. How do the ways students engage support the development of conceptual understanding and mathematical habits of mind?
2. How are students supported in sense-making so that they have opportunities to grapple with important mathematical ideas?
3. How can we create more opportunities for every student to participate in meaningful ways?
4. What opportunities do all students have to see themselves and others as proficient mathematics thinkers? How can more of these opportunities be created?
5. What opportunities exist for all students to demonstrate their mathematical understanding? How do teachers and/or students take up these opportunities?
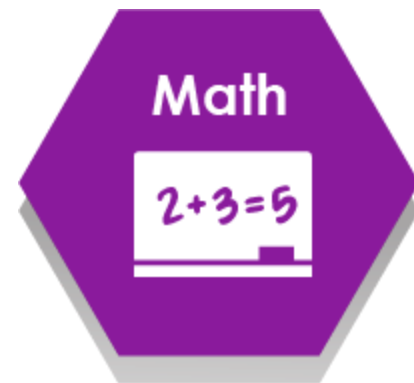
Resource links
☆Research and Resources From the Field:

Frameworks and Standards
    a. Teaching for Robust Understanding (TRU)
    b. Common Core State Standards for Mathematics

The Role of Teacher Collaboration and Development in Student Achievement in Mathematics
    a. The Missing Link in School Reform, Carrie Leana
    b. Looking at Student Work Yields Insights, Bryan Goodwin and Heather Hein
    c. Thoughts on Scale, Alan Schoenfeld

The Role of Rigorous Tasks and Problem Solving in Student Achievement in Mathematics
    a. The Teaching Gap, James Stigler and James Hiebert
    b. The Opportunity Myth, The New Teacher Project
    c. A Pernicious Myth: Basics Before Deeper Learning, Jai Mehta
    d. The Struggle is Real: How Difficult Work Strengthens Student Achievement, Matt Johnson
    e. Authentic Intellectual Work and Standardized Tests: Conflict or Coexistence?, Fred Newmann, Anthony Byrk, Jenny Nagaoka

At the conclusion of this phase, the CIWP team should be saying...

> *I understand the value and purpose of rigorous, standards aligned math instruction.*

> *I have a clear understanding of what rigorous, standards aligned math instruction looks like from examples across the district.*

Rigorous instruction and teacher collaboration are important levers for improving student learning.

Root Cause Analysis

In this section, the CIWP team can find resources to support the collection of additional instructional data, ensuring that they have an honest and clear understanding of what mathematics currently looks like at the school. This will inform a more thorough root cause analysis.

Resource links

☆Featured Resources:
- TRU Classroom Observation Tool: Use this tool across mathematics classrooms to identify trends in key components of the Framework for Teaching as they relate to the TRU Dimensions.
- TRU Instructional Artifacts Feedback Tool: Use this tool to look at lesson plans, unit plans, tasks, and/or assessments across mathematics classrooms to identify trends in key components of the Framework for Teaching as they relate to the TRU Dimensions.
- School-Based Mathematics Program Needs Assessment Tool: Use this tool to examine school based mathematics programming aligned to the National Council of Supervisors of Mathematics' Essential Actions.

At the conclusion of this phase, the CIWP team should be saying...

> *I have an understanding of where our school as a whole is strong when it comes to rigorous, standards aligned math instruction.*
>
> *I have an emerging theory about where we should consider improving on practices.*
>
> *We have identified gaps in our practice that we think could be part of a root cause of our identified Area of Critical Need.*

Theory of Action Development

In this section, CIWP teams can find resources to support the development of a theory of action in mathematics that:
- Defines and develops a shared vision for high-quality mathematics teaching and learning.
- Continually monitors the implementation of the vision and provides feedback to teachers in meeting the vision.
- Requires consistent high expectations for all students and teachers.
- Provides opportunities and resources to develop knowledge of relevant meaningful mathematics.
- Develops structures for continual job-embedded professional learning.
- Develops structures and systems to support intensification and extensions to meet the learning needs of all students.
- Creates structures to collaboratively collect, analyze, and celebrate evidence of student learning.

Sample Theory of Action:

If We…	Then We…	Which Leads To...
use existing grade level/ department meeting structures to prioritize the development of **social capital** by ensuring **teacher collaboration** focuses on the **level of cognitive demand** in mathematics lessons	will see mathematics instruction strengthen more consistently across the school	an increased percentage of X grade students at or above their attainment goals for mathematics to Y% by EOY SY22.
See The Missing Link in School Reform by Carrie Leana for more information.		

Resource links
Professional Learning Materials / Resources:
● Summit professional learning materials

Progress Monitoring Tools:
● TRU Classroom Observation Tool: Use this tool across mathematics classrooms to monitor progress in key components of the Framework for Teaching as they relate to the TRU Dimensions.
● TRU Instructional Artifacts Feedback Tool: Use this tool to look at lesson plans, unit plans, tasks, and/or assessments across mathematics classrooms to monitor progress in key components of the Framework for Teaching as they relate to the TRU Dimensions.
● School-Based Mathematics Program Needs Assessment Tool: Use this tool to monitor progress of school based mathematics programming aligned to the National Council of Supervisors of Mathematics' Essential Actions.

Available Professional Learning:
● SY20-21 offerings will be available in Spring 2020

At the conclusion of this phase, the CIWP team should be saying...

> *I am confident that this plan will make our school's mathematics teaching and learning stronger.*
>
> *We have identified mathematics professional learning resources.*
>
> *We have a strong plan in place to monitor the progress of mathematics teaching and learning.*

For more information, please contact Lizzie McDermott, CPS Mathematics Manager, at egmcdermott@cps.edu.

Social Science

Building Capacity

In this section, the CIWP team will understand the **new CPS Social Science pedagogy,** and how a commitment to the 4 Core Areas of Focus will **impact classroom learning, schoolwide culture, and students' connection to and investment in their communities.** The new Illinois Social Science Standards and the district's 4 Core Areas of Focus on quality social science engage students in culturally relevant and sustaining, inquiry-driven content and instruction that prepares every young person to be powerful participants and leaders in their communities and beyond.

Guiding Questions:
- What are the key shifts in the social sciences?
- How will an investment in social science instruction help us meet our instructional, on-track, or culture and climate goals (aligned to the CPS Vision Goals)?
- Is our social science curriculum and instruction rooted in equity and culturally relevant and sustaining pedagogical principles?

Resource links

- CPS Four Core Areas and Correlating Resources:
    - Culturally Responsive and Sustaining Curriculum and Instruction
    - Literacy through Inquiry and the Social Science Disciplines
    - The Inquiry Arc Framework
    - The Powerful Practices
- CPS Social Science Cycles of Learning
    - SS Cycles of Learning Framework
    - Reflection Questions
    - Protocols and Tools for learning cycles
    - Case study of Learning Cycles in Action
- Standards and Core Frameworks
    - Illinois Social Science Standards
    - C3 Social Science Framework and Standards Guidance
    - Danielson and Social Science CrossWalk
    - Informed Action Framework - NEW Community-based Service Learning Projects
    - Culturally Responsive Education: A Primer For Policy And Practice. Pgs 11-23
    - Assessing Bias in Standards and Curricular Materials

☆Research and Resources from the Field:
- Social Science Matters, Research Brief
- From Inquiry Arc to Instructional Practice: The Potential of the C3 Framework
- Powerful, Purposeful Pedagogy in Elementary School Social Studies

At the conclusion of this phase, the CIWP team should be saying...

I understand the values and purpose of the Social Science pedagogical shifts.

I know that an increase in time and teacher development in culturally sustaining, inquiry-driven social science curriculum and instruction will improve students' reading and writing performance, as well as their investment in their school and communities.

Rigorous inquiry-driven instruction is an important lever for improving student learning.

Root Cause Analysis

In this section, the CIWP team can find resources to support the collection of additional instructional data, ensuring that they have an honest and clear understanding of what social science currently looks like at the school. This will inform a more thorough root cause analysis.

Resource links
☆Featured Resources:
- Illinois Quality Review Rubric, Social Science
- Illinois Social Science Needs Assessment
- K-2, 3-5, 6-12 Quality Resource Review Tools
- The department of Social Science and Civic Engagement develops an **individualized report for every** board-managed CPS school covering the *Student Voice and Civic Life* items on the 5E's Survey. You can see a sample report here, and it includes discussion and reflection questions for your team to use in CIWP planning. To get your report, contact icinar@cps.edu from the Department of Social Science and Civic Engagement, or your Network Chief.
- Inquiry Arc Reflection Questions: Teams can utilize these questions to assess the degree to which their units and lessons align to the C3 Inquiry Arc.
- Culturally Relevant and Sustaining Classrooms Reflection Questions: Teams can leverage these reflection questions in meetings to better understand the degree in which their classrooms, and their selves, are working towards equitable classrooms
- SY20 Instructional Core Walk look for tools (high school)

Root Cause Analysis Tools: Consider engaging students (or asking them to lead) in the root cause analysis using these tools:
- YPAR: Youth Participatory Action Research: strategies are useful to support such research strategies as survey design, interviews, and community mapping.
- Intro to 5 Why's Video and Expanding 5 Why's Video
- The Collective Action Toolkit (in Spanish too) has many activities you can use with students throughout the inquiry process.
- YPP Action Frame and the Ten Questions offer support throughout the inquiry process
- Investigate module of the Digital Civics Toolkit
- MORE available in the CPS Informed Action Framework Toolkit!

Schools may also want to conduct a CPS Community Conversation with students and staff to analyze root causes and set a vision for the future of the school community.

At the conclusion of this phase, the CIWP team should be saying...

I have an understanding where our social science classrooms are when it comes to rigorous, inquiry-driven, standards aligned social science instruction.

I have an emerging theory about where we should consider improving our practices.

We have identified strengths and gaps in the 4 Core Areas that we anticipate might be root causes of our identified area(s) of need.

SEF Priority

Schools that want to focus on social science will do so through a focus on Curriculum and Instruction in the four core areas, and by creating an infrastructure for learning cycles for teacher teams.

Schools might also select **Student Voice, Engagement, or Civic Life** as a complementary SEF Priority.

The Department of Social Science and Civic Engagement has grants, learning, and partnership opportunities for schools that select **Social Science Curriculum and Instruction** or **Student Voice and Civic Life** as a CIWP priority. We are looking for teachers and Administrators who are interested in innovating and leading in this SEF priority.

1. **CIWP Student Voice Data Deep-Dive and action-planning** with **University of California-Riverside**, Civic Education Research Group and The Department of Social Science and Civic Engagement. Do you see student voice and educating for democracy as important goals in your school? Are you interested in digging deeper into student voice and building inclusive systems during the CIWP process? If so, we would love to learn alongside you and your school site team as you complete the School Excellence Framework (SEF) and Continuous Improvement Work Plan (CIWP). This opportunity comes with a planning grant. Learn more information about this cohort.

Theory of Action Development

In this section, CIWP teams can find resources to support the development of a theory of action in social science that is aligned to the CPS Core Values and new IL Social Science Standards.

Sample Theory of Action:

If We…	Then We...	Which Leads To...
expand access to inquiry-driven, culturally relevant and sustaining social science instruction, and provide opportunities for all students to engage with complex texts and tasks that afford opportunities for informed action, and support teachers in these shifts by establishing supported cycles of learning	we will see an increase in student investment and commitment to deeper learning and tackling more complex tasks, and an improved classroom community culture	[related student outcome goals that are written on school CIWP Goal component webpage such as those on NWEA, SAT, attendance, 5 Essentials data, graduation rates, or other custom metrics]

Professional Learning Materials/ Resources:
- CPS 4 Core Areas Resources
- Social Science Cycles of Learning Framework with Protocols and Tools that support Cycles of Learning

CPS Curriculum and Correlating Professional Learning Available to all CPS teachers:
- Participate Civics Course Curriculum, Training, Grants, and Student Events (High School) Contact Emma Knapp at ekornfeld@cps.edu
- Participate Civics Course Curriculum Training, Grants, and Student Events (Elementary School) *released May 2020. Contact Chris Olsen at colsen1@cps.edu
- Reparations Won HS Unit and Training Contact Janeen Lee at Jlee104@cps.edu
- Reparations Won ES Unit and Training Contact Janeen Lee at Jlee104@cps.edu
- Empowered! Financial Literacy Curriculum Contact Alexandria Cummings at amcummings1@cps.edu
- Student Voice Committee Curriculum Contact Cristina Salgado at ccsalgado@cps.edu

4 Core Areas: Available Professional Learning: *(SSCE will be able to cover costs for sub-coverage in most instances) Please contact Jlee104@cps.edu for more information*
- Elementary School Spring and Summer Professional Development
- High School Spring and Summer Professional Development
- Facing History Professional Development
- **Street Law** - Deliberation professional development for grades K-12 *coming soon! Reach out to colsen1@cps.edu for more information.

At the conclusion of this phase, the CIWP team should be saying…

> *I have a plan that can be implemented with the team and schedule in place.*

> *I know that this plan may need revision, but as we engage in the work we have a focus to sustain.*

> *I know the Department of Social Science and Civic Engagement may have additional resources and is a support for my school.*

> *We have identified professional learning resources aligned to the 4 Core Areas.*

For more information please contact Janeen Lee, Social Science Manager, at jlee104@cps.edu.

Arts Education

Building Capacity

In this section, the CIWP team can find resources to understand **CPS Arts Education pedagogy,** especially as it relates to the new Illinois Arts Learning Standards. Quality arts education is backwards mapped from these learning standards and balances process with product. The goal of the Illinois Arts Learning Standards is to support artistic literacy, moving learners through all four phases of the creative process: **Creating**, **Presenting/Performing/Producing**, **Connecting**, and **Responding**, with increasing levels of sophistication and encouraging the development of each student's unique artistic point of view.

Guiding Questions:
- What are the hallmarks of high-quality arts education, as called for by the Illinois Arts Learning Standards?
- How should these qualities show up in Curriculum, Instruction, and Assessment?
- Where is my school currently demonstrating excellence in these areas?
- Where are the gaps in our current practice?
- How would arts learning look different in my building were we to fully activate the Illinois Arts Learning Standards?

Resource Links

☆District Created Resources:
Arts Program Planning
- Arts Education Principal Guidance Documents: An overview of CPS arts policies and recommendations to help administrators build and sustain strong arts programs in their schools.
    - Arts Education Principal Guidance Document: Elementary School
    - Arts Education Principal Guidance Document: High School
- CPS Policies, Memos, and Guidance Documents - Access important policies, memos, and guidance documents generated by Chicago Public Schools and the CPS Department of Arts Education.

For Arts Integration resources, please see the Fine and Performing Arts Schools section.

The Illinois Arts Learning Standards - Overview Documents
- Artistic Processes and Anchor Standards: A one-pager detailing the four artistic processes (Create, Perform/Present/Produce, Respond, Connect) and all eleven anchor standards.

Resources for Standards-Based Instruction
- Best Practices in Standards-Based Arts Education: Six indicators of quality arts education (as defined by the Arts Instruction Specialist teachers and CPS Department of Arts Education) that support the Standards' ultimate goal of artistic literacy.

- Educator Reflection – Alignment to Best Practices: A tool for educators to reflect on how where their own instructional and classroom practices align to best practices in standards-aligned arts education, and where there are areas for growth.

Best Practices: Closer-Look Resources
- Student-Centered Learning: Developing Positive Disciplinary Identity: Standards-based arts classrooms should integrate student-centered instruction, curriculum, and assessment. This document takes a closer look at a first step toward student-centered learning—establishing conditions under which students develop positive disciplinary identities (the belief that they can and want to learn in a particular discipline).
- Product-Based and Process-Based Arts Learning: Moving arts classrooms toward process-based learning is critical to meeting the updated Standards. This overview document details the characteristics aspects of product-based vs. process-based learning in the arts, with examples from an early-elementary visual arts classroom.

Lesson and Unit Plan Templates
- Arts Lesson Plan Template: A teacher-vetted Lesson Plan template for arts educators that aligns to standards and best practices.
- Arts Unit Plan Template: A teacher-vetted Unit Plan template for arts educators that aligns to standards and best practices.

Resources for Standards-Based Assessment
- Criteria for Quality Arts Assessments: Seven indicators of quality arts assessments (as defined by the CPS Department of Arts Education) that effectively scaffold, evaluate, and improve standards-based and standards-aligned learning.

Standards Crosswalks
- Illinois Arts Learning Standards and Common Core-ELA Crosswalk
- Illinois Arts Learning Standards and Common Core-Math Crosswalk

☆Research and Resources From the Field:
The Illinois Arts Learning Standards - Overview Documents
- Downloadable Illinois Arts Learning Standards: Access full PDF sets of standards for music, visual arts, theatre, dance, and media arts at this site, hosted by Arts Alliance Illinois.
- Illinois Arts Learning Standards Initiative Report: This report by the Standards Initiative group to the IL State Board of Education summarizes the update process, presents an overview of the standards, and outlines practical strategies for implementing them.

Resources for Standards-Based Assessment
- NCAS Model Cornerstone Assessments: These assessments, designed by and for arts educators, provide an instructional and assessment framework that teachers can integrate into their curriculum to help measure student learning in dance, media arts, music, theatre, and visual arts. These adaptable assessment tasks assist students through each of the artistic processes outlined in the National Core Arts Standards (on which the Illinois Arts Learning Standards are based), allowing them to demonstrate the quality of learning associated with the performance standards. NOTE: If using

these assessments, educators should make sure that the National standards being assessed match the Illinois Arts Learning Standards. If not, the assessment should be revised.

- Dance Cornerstone Assessments
- Media Arts Cornerstone Assessments
- Music Cornerstone Assessments
- Theatre Cornerstone Assessments
- Visual Arts Cornerstone Assessments

At the conclusion of this phase, the CIWP team should be saying...

> *I understand the hallmarks of high-quality, standards-based arts education in curriculum, instruction, and assessment.*
>
> *I have a clear understanding of the Illinois Arts Learning Standards and the resources I need to activate them in my school.*
>
> *The Illinois Arts Learning Standards are an important lever for improving student learning because they prioritize the development of artistic literacy and identity in students, rather than strictly focusing on technique development and knowledge acquisition.*

Root Cause Analysis

In this section, the CIWP team can find resources to support the collection of additional instructional data, ensuring that they have an honest and clear understanding of what Arts Education currently looks like at the school. This will inform a more thorough root cause analysis.

Resource links

☆Featured Resource:
- Fine and Performing Arts Schools Standards for Success Self-Assessment

Please note: *This self-assessment is derived from the Fine and Performing Arts Schools Standards for Success, which are designed for Magnet Cluster schools that carry a Fine and Performing Arts programmatic designation. However, the dimensions outlined here present a holistic view of opportunities to use the arts as a lens for school improvement across many SEF categories. While all schools are welcome to utilize this tool,* **Fine and Performing Arts Schools are expected to use this self-assessment and these standards as they build their CIWP.**

Curriculum Alignment Diagnostic Tools
- Instructions for Using the Curriculum Alignment Tool - This tool enables a teacher to plug the standards they use across their curriculum into a template and will showcase how robustly they are meeting the Illinois Arts Learning Standards' 4 Core Artistic Processes and 11 Anchor Standards. To utilize, choose your discipline, then make your own copy of the corresponding tool in "My Drive" (or download it as an Excel file). Or select the PDF for a printable version that can be manually completed.
  - Dance Curriculum Alignment Tool

- ○ Media Arts Curriculum Alignment Tool
  - ○ Music Curriculum Alignment Tool
  - ○ Theatre Curriculum Alignment Tool
  - ○ Visual Arts Curriculum Alignment Tool
  - ○ PDF Version of Curriculum Alignment Tool – All Disciplines
- Educator Reflection – Curriculum Alignment to Standards: After completing their curriculum alignments (above), educators can use this form to reflect on where their units best align to performance standards and where there are areas for growth or adjustment.

Assessment Alignment Diagnostic Tools
- Educator Reflection – Quality Assessments: A tool for educators to reflect on where their own arts assessments align with criteria for high-quality assessments, and where there are areas for growth.

At the conclusion of this phase, the CIWP team should be saying...

> *I have an understanding of where our school as a whole is strong when it comes to Arts Education.*
>
> *I have an emerging theory about where we should consider improving on practices and how Arts Education might play a role in this theory of action.*
>
> *We have identified gaps in our practice that we think could be part of a root cause of our identified Area of Critical Need.*

SEF Priority
Schools that focus on Curriculum and Instruction should see a clear link between best practices in Arts Education and their CIWP. However, there are potential links between other SEF priorities and dimensions of high quality arts education, where the Arts might provide an interesting opportunity for school improvement. The Fine and Performing Arts Standards for Success offer a more holistic picture of how the arts can be used as a lens for continuous improvement.

Resource links
The SEF 2020 Arts Education Tags Curriculum and Instruction shows how Arts Education Key Practices and the Fine and Performing Arts Standards for Success align to SEF Dimensions, Categories, and Subcategories. Please utilize these tags in any strategy you feel might benefit from arts education-based supports.

At the conclusion of this phase, the CIWP team should be saying…

> *I understand how Arts Education practices align to the SEF, even beyond Curriculum and Instruction.*

Theory of Action Development
In this section, CIWP teams can find resources to support the development of a theory of action in Arts Education that is aligned to the Illinois Arts Learning Standards and the SEF.

Resource links

If We…	Then We...	Which Leads To...
expand and embed access school-wide to standards-based arts education that focuses on the successful completion of the full artistic process, in addition to technique development, and affords students ample opportunities to make artistic choices,	will see an increase in student independence and identity development within both their arts and non-arts classes,	[related student outcome goals that are written on school CIWP Goal component webpage such as those on NWEA, SAT, attendance, 5 Essentials data, graduation rates, or other custom metrics]

Progress Monitoring Tools: Below, you will find the alignment tools listed below again. As you embark on implementing your theory of action, we encourage you to utilize these tools to continually diagnose whether your theory of action is impacting practice.

● Fine and Performing Arts Schools Standards for Success Self-Assessment

Please note: This self-assessment is derived from the Fine and Performing Arts Schools Standards for Success, which are designed for Magnet Cluster schools that carry a Fine and Performing Arts programmatic designation. However, the dimensions outlined here present a holistic view of opportunities to use the arts as a lens for school improvement across many SEF categories. While all schools are welcome to utilize this tool, **Fine and Performing Arts Schools are expected to use this self-assessment and these standards as they build their CIWP.**

Curriculum Alignment Diagnostic Tools
● Instructions for Using the Curriculum Alignment Tool - This tool enables a teacher to plug the standards they use across their curriculum into a template and will showcase how robustly they are meeting the Illinois Arts Learning Standards' 4 Core Artistic Processes and 11 Anchor Standards. To utilize, choose your discipline, then make your own copy of the corresponding tool in "My Drive" (or download it as an Excel file). Or select the PDF for a printable version that can be manually completed.
    ○ Dance Curriculum Alignment Tool
    ○ Media Arts Curriculum Alignment Tool
    ○ Music Curriculum Alignment Tool
    ○ Theatre Curriculum Alignment Tool
    ○ Visual Arts Curriculum Alignment Tool
    ○ PDF Version of Curriculum Alignment Tool – All Disciplines
● Educator Reflection – Curriculum Alignment to Standards: After completing their curriculum alignments (above), educators can use this form to reflect on where their units best align to performance standards and where there are areas for growth or adjustment.

Assessment Alignment Diagnostic Tools

- **Educator Reflection – Quality Assessments:** A tool for educators to reflect on where their own arts assessments align with criteria for high-quality assessments, and where there are areas for growth.

Available Professional Learning:
- Visit our CPS Arts website to view and register for all upcoming sessions.
- Learn more about Arts Intensives
- Learn more about Demonstration Sites
- Learn more about Communities of Practice
- Learn more about the Arts Education Conference

At the conclusion of this phase, the CIWP team should be saying...

> *I am confident that this plan will make our school's arts education practices stronger.*
>
> *We have identified arts education-specific professional learning resources.*
>
> *We have a strong plan in place to monitor the progress of our alignment to the Illinois Arts Learning Standards.*

For more information, Please contact Jeffrey Waraksa, Manager of Curriculum, Instruction, and Assessment for the Department of Arts Education at jtwaraksa@cps.edu.

Physical Education

Building Capacity

Rationale/explanation of phase:

In this section, the CIWP team can find resources that outline the policies, practices, and resources that are available to ensure all schools are providing high-quality health and physical education programs so that students acquire the skills and knowledge to become healthy and physically literate individuals.

Guiding Questions:
- What are the essential components of high-quality Physical Education?
- What skills, knowledge, and dispositions should students learn to be physically literate?
- How would students learning Physical Education look different in my school if we were to fully implement the Essential Components of Physical Education?
- Where is my school currently demonstrating excellence in Curriculum, Instruction, and Assessment Components?
- Where are the gaps in our current practice?

Resource links

☆Featured Resources:

Policy and Environment:

      a.) ISBE School Code Physical Education Requirements

      b.) ISBE Physical Education Course of Study

      c.) PE Policy

      d.) PE Policy Manual, Version 2.0

      e.) Physical Education Safety Policy & Guidelines

      f.) Aquatic Activity Safety Policy 18-0627-PO2

      g.) CPS Minimum HS Graduation Requirements

      h.) Physical Education/Health Course Catalog

      i.) Elementary School Overview and Scheduling

      j.) Active Classrooms

      k.)Healthy Schools Campaign CIWP Toolkit: How to integrate Health and Wellness Goals into a Continuous Improvement Work Plan

Curriculum:

      a.) CPS Physical Education Curricular Overview

           I.) CPS Scope and Sequence

           II.) CPS Transfer Goals

           III.) CPS Overarching Understandings and Essential Questions

      b.) CPS K-5 UBD Curricular Units & K-8 Curriculum Maps (Link to Physical Education Knowledge Center)

      c.) CPS High School Course Outlines (Link to Physical Education Knowledge Center)

      d.) Illinois State Board of Education PE/Health Learning Standards

e.) Grade-Level Outcomes for K-12 Physical Education
　　I.) Grade Level Outcomes Reference Guide for Elementary School

Instruction:
　　a.) SHAPE America's Physical Education Teacher Performance Evaluation
　　b.) Appropriate/Inappropriate Instructional Practice Guidelines K-12
　　c.) Essential Components of Quality Physical Education 1-Pager
　　d.) Physical Education Framework for Teaching Addendum

Assessment
　　a.) Grading/Assessment Learning Focused Guidance
　　b.) Hidden Risks: Changes in GPA across the Transition to High School
　　b.) Fitness Assessment Instructor Guide

At the conclusion of this phase, the CIWP team should be saying...

> *I understand the value and purpose of Physical Education for students.*
>
> *I have a clear understanding of what a strong Physical Education program looks like, utilizing the guiding resources from the district on the Physical Education Knowledge Center page.*
>
> *I have the tools to create a strong physical education program that meets the same demands and rigor as other subjects. Physical education will provide students with a sequential K-12 standards-based program designed to develop movement skills, as well as knowledge to create and implement personal plans for physical activity and fitness. It will provide the contributing supports of social emotional learning and nutrition, leading to meaningful participation in daily physical activity.*

Root Cause Analysis

Rationale/explanation of phase:

In this section, the CIWP team can find resources to support the collection of additional instructional data, ensuring that they have an honest and clear understanding of what essential components, appropriate instructional practices, and grading practices currently look like at the school. This will inform a more thorough root cause analysis.

The goal of this step is to have the CIWP team leave with an honest and clear understanding of what Physical Education currently looks like at the school.

Resource links

☆Featured Resource:
　　a.) Essential Components of Physical Education
　　　　I.) Physical Education Program Checklist
　　　　II.) Physical Education Program Checklist Google Form

   b.) Appropriate Instructional Practice Guidelines
       I.) 20 Indicators of Effective Physical Education Instruction
   c.) Opportunity to Learn Guidelines

At the conclusion of this phase, the CIWP team should be saying...

> *I have an understanding where our school as a whole is strong when it comes to health and physical education.*

> *I have an emerging theory about where we should consider improving on practices.*

> *We have identified gaps in our practice that we think could be part of a root cause of our identified Area of Critical Need.*

SEF Priority

Rationale/explanation of phase:
Schools that want to focus on Balanced Assessment and Grading can do so in Physical Education by noting the clear link between Appropriate Practices in Physical Education and the Learning-focused Grading Document.

Resource links
- Learning-Focused Grading Guidance Document

Schools that want to focus on Curriculum can do so by focusing on the Essential Components that inform best practices of Physical Education Curriculum and Instruction.

Resource links
- Essential Components of Physical Education
- Essential Components of Physical Education Checklist

At the conclusion of this phase, the CIWP team should be saying…

> *I understand how the Physical Education Vision, Appropriate Instructional Practices, and Learning-Focused Grading Guidance Document align to the SEF. I know what SEF Dimensions, Categories, and Subcategories provide the best avenues for improving student outcomes.*

Theory of Action Development

Rationale/explanation of phase:
Assuming that the CIWP team has engaged with the School Quality Rating Policy (SQRP) CONTINUOUS IMPROVEMENT WORK PLAN (CIWP) PROTOCOL and engaged with the phase 1 and 2 of this document, you are now ready to create a draft of the Physical Education portion of your CIWP plan.

Resource links

☆Featured Resource:
- ciwp.cps.edu - At this point, schools should use the Action Plan template on the CIWP website to guide their work.

Sample(s) of Theories of Action:

If We…	Then We...	Which Leads To...
opt into a cohort of physical education teachers, and attend a professional learning series - on the essential components (policy and environment, curriculum, appropriate instruction, and student assessment)of physical education,	will see evidence of national & district outlined policies and best practices that should be in place for high quality school-based physical education programs such as teachers providing high-quality health and physical education programs, and students with the skills and knowledge needed to become healthy and physically literate individuals.	[related student outcome goals that are written on school CIWP Goal component webpage such as those on NWEA, SAT, attendance, 5 Essentials data, graduation rates, or other custom metrics]

If We…	Then We...	Which Leads To...
adopt themes in the learning focused grading guidance document, attend professional learning for adaptive and technical guidance on learning focused grading, and demonstrate appropriate instructional practices outlined in the CIWP resources,	1) will see students assessed equitably and objectively with actionable formative assessment data, and summative assessments that are accurate indicators of achievement and 2) grading practices that support student learning by providing feedback to students and parents, inform instructional decision making, and document the progress of students all working together to ensure students remain on-track.	[related student outcome goals that are written on school CIWP Goal component webpage such as those on NWEA, SAT, attendance, 5 Essentials data, graduation rates, or other custom metrics]

Available Professional Learning:
- SY19-20 Physical Education Professional Learning Overview

Professional Learning Materials:
- a.) Appropriate Instructional Practice Guidelines
- b.) Grading/Assessment Learning Focused Guidance
    - I.) Hidden Risks: Changes in GPA across the Transition to High School

Progress Monitoring Tools:
- a.) Physical Education Program Checklist
    - I.) Physical Education Program Checklist Google Form
- b.) 20 Indicators of Effective Physical Education Instruction

At the conclusion of this phase, the CIWP team should be saying…

> *I am confident that this plan will make our school's physical education program and grading practices stronger.*
>
> *We have identified impactful physical education professional learning resources.*
>
> *We have a strong plan in place to monitor the progress of students that integrates the Essential Components of Physical Education and Learning Focused Grading Themes into our program.*

For more information please contact Aaron Reed, Health & Physical Education Specialist, at ajreed@cps.edu.

Health Education

Building Capacity

In this section, the CIWP team can find resources to implement a skills-based health curriculum, and a strong balanced assessment system that will provide students with the skills and knowledge needed to make health-enhancing choices throughout their lives.

Guiding Questions:
- What does Skills-based Health Education in schools look like?
- What skills and knowledge are required of students to lead healthy lifestyles?
- What are the outlined skills that need to be taught and practiced with students to align with the paradigm shift in how Health Education is taught in schools?
- How can we include previously-taught functional information to support this skill development?
- What curricular materials are necessary to deliver high-quality and rigorous health education instruction?

Resource links
☆District Created Resources:
- CPS Health Education Scope and Sequence (Skills)
- Health Education Standards
- K-12 Curriculum (Link to Curriculum page on Health Education Knowledge Center)
- Health Education Lesson Plan Template
- Health and Physical Education Grading Guidance

☆Research and Resources From the Field:
Policy and Environment:
- ISBE School Code Health Education Requirements
- Healthy Schools Campaign CIWP Toolkit: How to integrate Health and Wellness Goals into a Continuous Improvement Work plan
- Health Education is a Critical Component of a Well-Rounded Education

Curriculum, Instruction, Assessment, Grading:
- ISBE Physical Development and Health Standards (Link to ISBE)
- Appropriate Practices in Health Education
- Youth Risk Behavior Survey Data (Also see Health Education KC)

Anchor Literature
- The Essentials of Teaching Health Education: Curriculum Instruction, and Assessment ISBN: 9781492507635
- Lesson Planning for Skills-Based Health Education; Meeting Secondary-Level National Standards ISBN: 9781492558040

At the conclusion of this phase, the CIWP team should be saying...

I understand the value and purpose of health education for students.

I have a clear understanding of what a strong health education program looks like utilizing the guiding resources from the district on the health education Knowledge Center page.

The inclusion of a skills-based, comprehensive health education curriculum provides students with the skills and knowledge needed to make health-enhancing choices across the lifespan. When schools provide a high-quality health education program, based on the National Health Education Standards and including accurate and developmentally appropriate health information, they not only play a part in improving student health outcomes and improve school environment, they also prepare students to succeed in college and future careers as engaged community members.

Root Cause Analysis
In this section, the CIWP team can find resources to support the collection of additional instructional data, ensuring that they have an honest and clear understanding of what health curriculum, instruction, and assessment currently looks like at the school. This will inform a more thorough root cause analysis.

Resource links
☆Featured Resource:
- Essential Components of Health Education, Appropriate Practices in School-Based Health Education

At the conclusion of this phase, the CIWP team should be saying...

I have an understanding of where our school as a whole is strong when it comes to appropriate practices in school-based health education.

I have an emerging theory about where we should consider improving on practices.

We have identified gaps in our practice that we think could be part of a root cause of our identified Area of Critical Need.

SEF Priority
Rationale/explanation of phase:
Schools that want to focus on Health Education can do so by focusing on Curriculum.

Resource links
- K-12 CPS Skills-based Health Curriculum

Schools that want to focus on Quality and Character of School Life, Relational Trust. Schools can do so by focusing on Health Education and see the SEL components embedded in the Health Education Standards.

Resource links
- Health Education Standards

At the conclusion of this phase, the CIWP team should be saying…

> *I understand how the Health Education Vision, Appropriate Instructional Practices, and implementation of the K-12 Skills-Based Health Curriculum align to the SEF. I know what SEF Dimensions, Categories, and Subcategories provide the best avenues for improving student outcomes.*

Theory of Action Development

In this section, CIWP teams can find resources to support the development of a theory of action in health education that is aligned to the district's School Excellence Framework that focuses on creating rigorous student tasks, and connecting curriculum to real world, authentic application of learning.

Resource links

Sample Theory of Action:

If We…	Then We...	Which Leads To...
build teacher capacity to implement a skills-based approach to teaching K-12 health education that aligns to National Health Standards and ISBE SEL Standards	will see students develop the skills-based competencies that allow them to adopt health-enhancing behaviors by practicing and applying the material in meaningful and authentic ways. Students will be able to analyze influences, improve interpersonal communication, decision making, and become self-advocates and demnstrate the knowledge and skills needed to make health-enhancing choices and strengthen their social and emotional competencies, leading to the development of the whole child.	[related student outcome goals that are written on school CIWP Goal component webpage such as those on NWEA, SAT, attendance, 5 Essentials data, graduation rates, or other custom metrics]

Professional Learning Materials/ Resources:
- Health Education is a Critical Component of a Well-Rounded Education
- The Essentials of Teaching Health Education: Curriculum Instruction, and Assessment ISBN: 9781492507635
- Lesson Planning for Skills-Based Health Education; Meeting Secondary-Level National Standards ISBN: 9781492558040

Progress Monitoring Tools:
- Appropriate Practices in Health Education
- K-12 CPS Skills-based Health Curriculum

Available Professional Learning:
- Ongoing Professional Learning Health and Physical Education Overview

At the conclusion of this phase, the CIWP team should be saying...

> *I am confident that this plan will make our school's health curriculum stronger.*
>
> *We have identified the professional learning resources and aligned professional development to implement the K-12 Skills-Based Health Curriculum.*
>
> *We have a strong plan in place to implement and monitor the progress of the K-12 Skills-based Health Curriculum.*

For more information please contact Aaron Reed, Health & Physical Education Specialist, at ajreed@cps.edu.

Student Voice, Engagement, and Civic Life

Building Capacity
Schools are the first civic institution that students experience. Therefore, schools must model democratic values and culture, and ensure students are included and valued members of the school community. In this section, the team will find resources to support efforts to realize their school's investment in Civic Life and build a 360 degree approach to student voice. A commitment to student voice and civic life will not only impact classroom instruction, but schoolwide culture, climate, and engagement with the greater community.

Student Voice & Civic Life

Guiding Questions
- What does Civic Life in schools look like?
- How can we ensure our young people have a say on decisions that impact them?
- How do we ensure all school stakeholders have a stake and role in our vision and goals?
- How can we ensure equitable and inclusive student voice opportunities for all students?
- What skills, knowledge, and dispositions do our young people need to be civically powerful and culturally literate today?
- What kind of educators do we need to be in order to educate in/for democracy?

Resources:
- **SEF Guidance and Rubric** for Student Voice, Engagement, and Civic Life Priority
- CPS Ready to Engage Report and Implementation Plan

Instructional Resources:
- CPS Classroom Discussion and Deliberation - Videos and Blog Series
  - Talking Across Political Differences
  - Civic Centered Student Discussion and Deliberation Video
  - Importance of High Quality Discussions Video
  - Structured Academic Controversy
- CPS Building Democratic Classrooms: Video, Blog Series 1, 2
- Elevating Student Voice in Education

Student VoiceFrameworks and Curriculum:
- CPS Student Voice Committee Curriculum - Contact Cristina Salgado
- Taking Informed Action - NEW Community-rooted Service Learning framework
- Spectrum of Student Voice
- CPS Student Voice 360
- Student Voice 360 Toolkit

☆Research and Resources From the Field:
- Research on the Impact of Civic Learning

At the conclusion of this phase, the CIWP team should be saying...

I understand the values and purpose of Student Voice and Civic Life in Schools.

I know that an investment in time, systems, and staff development in civic learning and democratic classroom and school systems is proven to increase student performance and investment in school and community.

I understand why the district has made a commitment to Civic Life for all students, and that it is an important priority as a public school institution to prepare young people as informed and powerful civic actors.

Root Cause Analysis

In this section, the CIWP team can find resources to support the collection of additional instructional data, ensuring that they have an honest and clear understanding of what Student Voice and Civics Life currently looks like at the school. This will inform a more thorough root cause analysis.

Resource links
☆Featured Resources to support root cause analysis:
- CPS Youth Voice in Classrooms and Schools: Self-assessment Matrix
- Student Voice, Engagement, and Civic Life SEF Guidebook and Rubric
- Civic Life Quality Criteria:
  - Student Voice and Leadership Quality Indicators
  - Civic Leadership- Educator Quality Indicators
  - Schoolwide Civic Learning Quality Indicators
  - Community Partnerships Quality indicator
- The department of Social Science and Civic Engagement develops an **individualized report for every** board-managed CPS school covering the *Student Voice and Civic Life* items on the 5E's Survey. You can see a sample report here, and it includes discussion and reflection questions for your team to use in CIWP planning. To get your report, contact icinar1@cps.edu from the Department of Social Science and Civic Engagement, or your Network Chief.
- Culturally Relevant and Sustaining Classrooms Reflection Questions: Teams can leverage these questions in meetings to better understand the degree to which their classrooms, and they themselves, are working toward equitable classrooms

Root Cause Analysis Tools: Consider engaging students (or asking them to lead) in the root cause analysis using these tools:
- YPAR: Youth Participatory Action Research: strategies are useful to support such research strategies as survey design, interviews, and community mapping.
- 5 Why's Video
- The Collective Action Toolkit (in Spanish too) has many activities you can use with students throughout the inquiry process.
- YPP Action Frame and the Ten Questions offer support throughout the inquiry process
- Investigate module of the Digital Civics Toolkit
- MORE available in the CPS Informed Action Framework Toolkit!

Schools may want to conduct a CPS Community Conversation with students and staff to analyze root causes and set a vision for the future of the school community

At the conclusion of this phase, the CIWP team should be saying...

I have an understanding of where our school is when it comes to opportunities for student voice and participation in a democratic school community.

I have an emerging theory about where we should reconsider our decision-making systems and structures in order to strengthen youth-adult partnerships and build an inclusive community.

We have identified strengths and gaps in the civic life indicators or 9 ways to engage that we anticipate might be root causes of our identified Area(s) of Critical Need.

SEF Priority

The Department of Social Science and Civic Engagement is recruiting schools invested in the SEF category of Student Voice, Engagement, or Civic Life. We are looking for teachers and Administrators who are interested in innovating and leading in this SEF priority.

- **CIWP Student Voice Data Deep-Dive and action-planning** with **University of California-Riverside**, Civic Education Research Group and The Department of Social Science and Civic Engagement. Do you see student voice and educating for democracy as important goals in your school? Are you interested in digging deeper into student voice and building inclusive systems during the CIWP process? If so, we would love to learn alongside you and your school site team as you complete the School Excellence Framework (SEF) and Continuous Improvement Work Plan (CIWP). This opportunity comes with a planning grant. Learn more information about this cohort.

Theory of Action Development

In this section, CIWP teams can find resources to support the development of a theory of action in Student Voice and Civic Life that is aligned to the CPS Core Areas and new IL Social Science Standards.

Resource links

Sample Theory of Action:

If We…	Then We...	Which Leads To...
expand/build an infrastructure of communication and decision-making that is inclusive, transparent, and elevates student voices	we will see an increase in student investment in and commitment to learning and the school community culture, as well as a sense of belonging amongst all school stakeholders	improved student outcomes on testing measures, attendance, 5Essentials data.

Tools for identifying and developing actions:
- Core Pathways of the CPS informed Action Framework
  - Create Awareness
  - Join, Invite, or Organize Others
  - Impact Systems and Policy

Professional Materials/ Resources:

- Census 2020: CPS Guidance and Resources to support school community engagement
- Ready to Engage in Elections: School Wide Commitment Resources
- Social Science Cycles of Learning Framework with Protocols and Tools that support Cycles of Learning

Available Professional Learning, Grants, and More:
- HS Civic Learning Professional Development Opportunities: Contact Emma Knapp Ekornfeld@cps.edu
- Middle school Civic Learning: Chris Olsen Colsen1@cps.edu
- Student Voice Committees: Cristina Salgado: Ccsalgado@cps.edu
- Taking Informed Action and Service Learning: Alejandra Frausto Afrausto@cps.edu
- Civic Life Schoolwide: Democratic Systems and Structures for Inclusive Systems: Heather Van Benthuysen hvanbenthuysen@cps.edu

At the conclusion of this phase, the CIWP team should be saying...

> *I have a plan that can be implemented with the team and students, with a schedule in place.*
>
> *I know that this plan may need revision, but as we engage in the work we have a focus to sustain.*
>
> *I know the Department of Social Science and Civic Engagement may have additional resources and is a support for my school.*
>
> *We have identified professional learning resources to strengthen our commitment to student voice and civic life.*

For more information please contact Heather Van Benthuysen, Director of Social Science and Civic Engagement, at hvanbenthuysen@cps.edu.

World Languages

Building Capacity

In this section, the CIWP team can find valuable resources to help ensure that the study of world languages and cultures becomes an integral part of their school's work plan to improve students' overall academic achievement in other content areas, as well as to provide the linguistic and intercultural skills they will need to be successful in college, career and life, in an increasingly mobile and diverse society.

All schools offering world language studies should refer to the CPS World Language Guidance Document for information related to program design and student learning outcomes, in addition to a variety of research-based instructional resources created in collaboration with ACTFL (the *American Council on the Teaching of Foreign Languages)*.

CPS has adopted the *ACTFL World-Readiness Standards for learning Languages* (also adopted by the State of Illinois in 2019). The ACTFL Standards inform how a language is taught in the goal areas of *Communication*, *Cultures*, *Connections*, *Comparisons,* and *Communities*.

World language studies are offered in Arabic, Chinese, French, German, Italian, Japanese, Korean, Latin, Polish, Spanish and American Sign Language in 116 elementary schools and 92 high schools citywide. Currently, there are over 100,000 students studying a world language in CPS.

Guiding Questions
- What are the characteristics of a high-quality world language program, as called for by the World-Readiness Standards for Learning Languages?
- What does high quality language instruction look like in practice?
- How can we ensure our students have access to an education that fosters bilingualism, biliteracy, and intercultural flexibility as key contributors to their success in the global community?
- What skills, knowledge, and cultural dispositions should students learn?
- How should these qualities show up in curriculum, instruction, and assessment?
- Where is my school currently demonstrating excellence in these areas?
- What are the areas for growth in our current practice?
- What would language learning look like in my building were we to fully apply the World-Readiness Standards for Learning Languages?

Resource links

World Language Program Planning:
Learning Expectations Chart from the American Council on the Teaching of Foreign Languages - Page 9 of the CPS World Language Guidance Document

Elementary School Program Specifications
- Foreign Language Exploratory Programs (FLEX) - Less than 120 minutes of instruction per week - Page 10 of the CPS World Language Guidance Document

- Foreign Language in Elementary Schools (FLES) - More than 120 minutes of instruction per week - Page 11 of the CPS World Language Guidance Document

High School Program Specifications
- Page 12 of the CPS World Language Guidance Document

Professional Learning Standards Documents:
World-Readiness Standards for Learning Languages The roadmap to guide learners to communicating and interacting effectively and with cultural competence in multilingual communities at home and around the world.

ACTFL Performance Descriptors for Language Learners CAN-DO descriptors to see what students can do at any given level of language proficiency.

Alignment of the World-Readiness Standards for Learning Languages with the Common Core State Standards This document demonstrates the alignment between the CCSS and the World-Readiness Standards for Learning Languages by illustrating classroom applications according to proficiency level in the strands of **Reading**, **Writing**, **Speaking** and **Listening**.

World Language Integration Lesson and Unit Planning Tools:
World Language UBD Model Units These are available in Arabic, Chinese, French and Spanish for FLEX and FLES Programs as well as for High School Programs. Units can be easily adapted to teach any world language and culture, provided they are matched to the targeted language proficiency level of the students.

World Language UBD Model Lesson Plans A series of Model Lesson Plans accompany one FLEX, one FLES, and one High School thematic unit from each language and are available in Arabic, Chinese, French and Spanish. The lessons can be adapted to any world language and culture, provided they are matched to the targeted language proficiency level of the students.

☆Research and Resources From the Field:
Bialystok, E., Craik, F.I. & Luk, G. (2012). Bilingualism: Consequences for mind and brain.

> *Trends in Cognitive Sciences. 16*(4), 240-250.

Brecht, R.D., & Rivers, W.P. (2000). *Language and national security in the 21st century:*

> *The role of Title VI/Fulbright-Hays in supporting national language capacity*.

> Dubuque, IA: Kendall/Hunt.

Clementi, D., Terrill, L. (2017). *Keys to planning for learning: Effective curriculum, unit and*

> *lesson design.* The American Council on the Teaching of Foreign Languages,

> Alexandria, VA.

Crouse, D. (2012). Going for 90% plus: How to stay in the target language. *The*

> *Language Educator.* October, *22-27.*

Curtain, H. & Dahlberg, A. (2015). *Languages and learners: Making the match*. Pearson.

New York, NY.

Granville, P. (2008). Entering an English-free zone. *Learning Languages*. Vol. XIII, 3, 9-12.

Krashen, S. & Terrell, T. (1983). *The natural approach: Language acquisition in the classroom.* The Alemany Press. San Francisco, CA.

Landry, R.G. (1974). A comparison of second language learners and monolinguals on divergent thinking tasks at the elementary school level. *Modern Language Journal, 58, 10-15*.

Weatherford, H. J. (1986). Personal benefits from foreign language study. Washington, DC: ERIC Clearinghouse on Languages and Linguistics. ERIC Digest, ED276305.

Zimmer, C. (2013). 90%+: Target language, authentic texts, no isolated grammar? How? *The Language Educator.* April, 26-29.

Useful Links:

- Center for Applied Linguistics
- Ethnologue: Languages of the World
- Illinois Council on the Teaching of Foreign Languages
- Foreign Language Assessment Directory (FLAD): Free, searchable database with information on more than 200 assessments in over 90 languages other than English
- International Children's Digital Library

At the conclusion of this phase, the CIWP team should be saying...

> *I have a clear understanding of what a strong World Language Program looks like.*
>
> *World Language Programs are not just about providing increased options in education, but are key contributors to the students' success in the global community.*
>
> *The ability to communicate in a language other than one's own, and an understanding of the interrelationship between language and culture are important assets and one of the hallmarks of a well-educated citizen in the United States and the rest of the world.*

Root Cause Analysis

In this section, the CIWP team can find resources to support the collection of additional instructional data, ensuring that they have an honest and clear understanding of their world language program's strengths and areas for growth. This will inform a more thorough root cause analysis.

Resource links

☆District Created Resources:

CPS-ACTFL Rubrics A series of rubrics has been created by Chicago Public Schools' teachers in collaboration with the American Council on the Teaching of Foreign Languages for scoring student work in

the **Interpretive Mode** (Reading, Listening, Viewing), the **Interpersonal Mode** (Speaking/Listening; Reading/Writing) and the **Presentational Mode** (Speaking, Writing).

Assessments in the Three Modes of Communication Resources to design, implement and evaluate performance assessments for speaking, listening, reading and writing.

Understanding by Design Resources:
- http://www.ascd.org/research-a-topic/understanding-by-design-resources.aspx
- https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

At the conclusion of this phase, the CIWP team should be saying...

> *I have an understanding where our school as a whole is strong when it comes to our World Language Program.*
>
> *I have an emerging theory about where we should consider improving on practices that are tied to the World-Readiness Standards for Learning Languages.*
>
> *Through looking at the quality of instruction and our students' growth, we have identified gaps in our practice that we think could be part of a root cause of our identified Area(s) of Critical Need.*

Theory of Action Development

In this section, CIWP teams can find resources to support the development of a theory of action for world language programs that lead to higher levels of language proficiency for students according to the type of program available in their schools (see pages 9-12 of the CPS World Language Guidance Document for exact program specifications).

Resource links
- www.nflrc.org A link to all of the Title VI Language Resource Centers
- www.learner.org/subject/world languages A video library of world language classroom practices

Sample Theories of Action:

If We...	Then We...	Which Leads To...
provide world language teachers frequent opportunities to engage in cycles of inquiry on Understanding by Design (UBD) unit planning that include frequent opportunities to work, plan, and learn together with colleagues and administrators	will develop a well-articulated instructional sequence and a more focused, rigorous instruction across the different content areas	X% of students earning earn the Illinois State Seal of Biliteracy and accompanying college credit by the time they graduate from high school by EOY SY22.

If We…	Then We…	Which Leads To...
provide content guidance, professional development, resources, and materials to our world language program teachers...	our students will have access to more robust world language learning opportunities and better academic outcomes.	consistent and sustainable growth in students' levels of language proficiency to X% earning Y levels growth in proficiency and increased participation in the CPS State Seal of Biliteracy Pathways to Z% of students(*for elementary schools only).*

Available Professional Learning:
- All World Language teachers have access to on-going professional learning opportunities on research-based best practices for language acquisition in alignment with the World-Language Readiness Standards. Details on next year's opportunities will be available July 2020. For professional development offerings for the current school year, see Professional Development SY19-20.
- Resources, materials, videos, and webinars from past professional development sessions are available on OLCE's World Language page on the Knowledge Center:

At the conclusion of this phase, the CIWP team should be saying...

> *I am confident that this plan will make our school's World Language program stronger.*

> *We have identified World Language program-specific professional learning resources.*

> *We have a strong plan in place to monitor the progress of our World Language program.*

For more information please contact Dr. Fabiola Fadda-Ginski, World Language Director, at fmginski@cps.edu.

Computer Science

Building Capacity

In this section, the CIWP team can find resources needed to better understand **Computer Science (CS),** and to establish or expand their existing CS program in order to maximize the innate potential of every student through a computer science education defined by equity, empowerment, and opportunity. By doing so, students move through various CS concepts as they grow into global citizens who understand the ubiquity of computing and have the tools they need to revolutionize their communities.

Guiding Questions
- What would the world look like if our students were empowered to create their own technology?
- What do equitable and inclusive CS teaching practices look like?
- How can we prepare to establish and expand a Computer Science program at our school?

Resource links
Setting the Stage for CS at your school
- K-12 Computer Science Framework *(recommended: intro through "What is Computer Science?")*
- CSforAll Visions Framework *(recommended: unplugged CS visions activity)*

District-created and National Standards
- CPS CS Standards *(adapted from CSTA Standards for Students)*
- Essential Standards for ES CS *(adapted from CSTA Standards for Students)*
- Computer Science Teachers' Association Standards for Students
- Computer Science Teachers' Association Standards for CS Teachers

Resources and links from the field
- Exploring Computer Science Teacher Practices Research *(recommended: Key Findings)*
- Early Childhood and Technology, "Technology, It Starts with Learning."
- Creating Coding Stories and Games National Association for the Education of Young Children
- MINDSTORMS Children, Computers, and Powerful Ideas (Free text) Written by: Seymour Papert
- Lifelong Kindergarten - Cultivating Creativity through Projects, Passion, Peers, and Play (Book) Written by: Mitchel Robinson
- Office of Computer Science website

At the conclusion of this phase, the CIWP team should be saying...

> *I understand that Computer Science is a content area for **all** students.*

> *I have a foundation for creating an equitable and inclusive Computer Science program at our school.*

> *Computer Science is an important lever for improving student learning because it embodies a mindset shift towards creative, impactful, and connected learning.*

Root Cause Analysis

In this section, the CIWP team can find resources to support the collection of additional instructional data, ensuring that they have an honest and clear understanding of what Computer Science currently looks like at the school. This will inform a more thorough root cause analysis.

Questions to ask as a team:
- What is the holistic CS experience that a student has at our school?
- What are the connections we enable for students between in-class and out-of-class and out-of-school opportunities to extend learning?
- What is the culture around learning CS at our school among students? Among teachers? Among the larger community?

Resource links
☆Featured Resources
- Hosted on the Office of Computer Science website is our CPS Rubric for assessing CS content, which can be used to complete a self-assessment. Evidence to support the self-assessment process and root cause analysis may include:
  - Schedule of in-school teacher PD (grade level/department meetings, whole-school PD days, and/or PLCs)
  - Sample agendas from ILT/grade level/department meetings
  - Schedule of CS courses and course opportunities
  - Record of CS-related PD that teachers have participated in
  - Sample classroom assessments, Sample student work, Sample lesson/unit plans
  - Schedule of CS/IT/STEM partnerships
  - Schedule of clubs, internships, and other out of school experiences
  - Sample flyers, newsletters, websites, etc. highlighting parent and community engagement opportunities
- The BASICS (Barriers and Supports to Implementing Computer Science) study from Outlier at UChicago provides a number of survey instruments that can assist in evaluating the strength of a high school ECS program ("Instruments to Measure CS Implementation" tab).

At the conclusion of this phase, the CIWP team should be saying...

> *I have an understanding where our school as a whole is strong when it comes to Computer Science.*
>
> *I have an emerging theory about where we should consider improving on our school's Computer Science practices.*
>
> *We have identified gaps in our practice that we think could be part of a root cause of our identified Area of Critical Need.*

Theory of Action Development

In this section, CIWP teams can find resources to support the development of a theory of action in Computer Science that is aligned to the CPS Computer Science Standards and the SEF

Sample Theory of Action:

If We…	Then We...	Which Leads To...
embed and expand access school-wide to standards-based computer science education that focuses on the attainment of computational practices through equitable, culturally responsive and inquiry-based instruction,	will see students who are empowered by and engaged with their CS education experience across race, gender, and other demographic lines,	improved attendance to X%, achievement of early college credentials by Y% of seniors, and increased graduation rates to Z% by EOY SY22.

Resource links
Professional Learning Materials/Resources
- Elementary School
  - Current Professional Development
  - Future Professional Development
  - External Professional Development
- High School
  - Exploring Computer Science (ECS) Professional Development
  - Advanced Placement Computer Science Principles (AP CSP) Professional Development
  - Computational Thinking Problem Solving (CTPS) Professional Development
  - Diverse Learners in CS Professional Learning Community
  - Outside the Classroom Professional Development

Implementation Links
- 1 Million Project - OCS provides devices to students who do not have home internet access
- Elementary Robotics Lending Library - we loan robotics kits to schools around the district

At the conclusion of this phase, the CIWP team should be saying...

> *I am confident that this foundation will make our school's Computer Science program stronger.*

> *We have identified Computer Science professional learning resources.*

> *We have a strong foundation in place to monitor and enrich the progress of Computer Science programming.*

For more information, please contact Nick Stoyas, Curriculum and Instruction Manager, at nestoyas@cps.edu.

Cross Content Considerations

Personalized Learning

Building Capacity

In this section, the CIWP team can find resources to begin to understand the district's definition of robust personalized learning and the research behind why having strong Personalized Learning practices is a critical component to instruction and student learning.

Guiding Questions:
- What are the qualities of strong Personalized Learning in schools?
- How can we ensure learners have agency and ownership over the learning process?
- How can we ensure authentic and tailored learning experiences for all learners?
- What skills, knowledge, and dispositions do our learners need to develop academically, socially and emotionally?
- How might the implementation of personalized practices lead to improvement of the instructional core and student outcomes?

Resource links

☆District Created Resources
- CPS Personalized Learning Framework: The CPS Personalized Learning Framework is a research-based description of best practices in personalized instruction. It describes the key domains and components that must work together to create an effective personalized learning environment.
- The PL Vignettes are an attempt to bring the framework to life in a narrative form from the perspectives of the teacher, student, classroom culture, instruction, and environment.

☆Research and Resources From the Field:
- a. Personalized Learning Research:
  - i. Annotated bibliography of Personalized Learning research
- b. Video Resources: This section links to short videos that highlight personalized learning practices that enhance student learning and agency. Each link has a short narrative that provides context to the video that is embedded. These are not intended to be a "how to" guide, but to provide examples of how some schools have implemented different practices to personalize the learning experience for students.
  - i. Why Personalized Learning? PL in CPS
  - ii. Flexible Learning Environment Examples: Flexible Daily Small Group Instruction or Daily, Weekly, and Long Term Student Groupings or Flexible Grouping or 6-8 Week Learning Groups or Targeted Large Group Instruction or Ongoing Large Group Instruction or Direct Instruction for Academic Content and Non-Cognitive Skills
  - iii. Student Conferencing; Student Goal Setting
  - iv. Student Choice of Learning Pathway and Pace or Personalized Learning Plan or Student Choice of Mastery Demonstration
  - v. Self Grading and Peer Grading
  - vi. Learner-Led Classroom Management
  - vii. Creating a Culture of Revision

c. Other frameworks you may consider
   i. Institute for Personalized Learning Honeycomb
   ii. LEAP Learning Framework

At the conclusion of this phase, the CIWP team should be saying...

> *I understand the value and purpose of Personalized Learning experiences for students.*
>
> *I have a clear understanding of what Personalized Learning looks like from examples across the district and nation.*
>
> *Personalized Learning is one of the most important levers for improving student learning and agency.*

Root Cause Analysis

In this section, the CIWP team can find resources to support the collection of additional instructional data, ensuring that they have an honest and clear understanding of strong personalized learning implementation, and how it currently looks at the school. A strong self-assessment takes into account what systems, procedures, knowledge, and skills are currently in place at the school so that gaps can be identified for the plan development process. This will inform a more thorough root cause analysis.

The goal of this step is to have the CIWP team leave with an honest and clear understanding of what Personalized Learning currently looks like at the school.

Resource links
☆Featured Resource:
- CPS PL Continuum of Implementation: Use the PL Continuum to do a self-assessment of your current PL implementation. See the linked directions here for more instructions on how to complete the self-assessment.

Other resources:
A. Site-Level Conditions: This resource is an articulation of what must be true at the site-level to enable educators and students to realize the principles of personalized learning. This resource was developed to help system leaders and school leaders in their efforts to foster optimal site level conditions for personalized learning.
B. Conditions for Innovation: The School Transformation Rubric specifies research-based best practices in instruction, teacher professional learning, and leadership and thus provides a roadmap for the work that school leaders and teachers undertake to continuously improve their instructional programs and accelerate student learning.
C. Educator and Leader Mindsets: Personalized learning has the potential to empower students to lead successful and fulfilling lives, yet shifting teaching and learning practices are significant undertakings. This resource provides school leaders with an articulation of the capacities and mindsets needed to implement personalized learning practices, and confidence that the changes they are making will positively impact outcomes for students.

Root Cause Analysis Tools: Consider engaging students (or asking them to lead) in the root cause analysis using these tools:
- 5 Why's Video
- Fishbone
- The Collective Action Toolkit (in Spanish too) has many activities you can use with students throughout the inquiry process.

At the conclusion of this phase, the CIWP team should be saying...

> *I have an understanding of where our school as a whole is strong when it comes to Personalized Learning.*

> *I know where we need to grow when it comes to Personalized Learning and I have an emerging theory about where we should consider improving on practices.*

> *We have some gaps in our practice as a school, but I am confident that we have the right people at the table to develop a strong plan to fill those gaps.*

Theory of Action Development

In this section, CIWP teams can find resources to support the development of a theory of action in personalized learning that is aligned to research-based, best practices in student-centered instruction. Below are sample Theories of Action, organized by personalized learning areas of critical need and the SEF Category of INSTRUCTION:

Sample Theories of Action for **LEARNER AGENCY**:

If We…	Then We...	Which Leads To...
If we empower students to own and analyze their own data	Then they will have have a greater sense of agency to advocate for their learning needs	[related student outcome goals that are written on school CIWP Goal component webpage such as those on NWEA, SAT, attendance, 5 Essentials data, graduation rates, or other custom metrics]
If we create structures for students to have input on their texts, learning tasks, and assessment options	Then they will have have a greater sense of agency to advocate for their learning needs	[related student outcome goals that are written on school CIWP Goal component webpage such as those on NWEA, SAT, attendance, 5 Essentials data, graduation rates, or other custom metrics]

Sample Theories of Action for **TAILORED LEARNING**:

If We…	Then We...	Which Leads To...
If we rigorously utilize multiple sources of student data to inform planning	Then teachers can tailor instruction to meet the needs of individual students,	[related student outcome goals that are written on school CIWP Goal component webpage such as those on NWEA, SAT, attendance, 5 Essentials data, graduation rates, or other custom metrics]
If we utilize flexible instructional groups that vary based on learning objectives, student needs, and real-time monitoring of academic progress	Then they will have access to data-informed, just right instruction	[related student outcome goals that are written on school CIWP Goal component webpage such as those on NWEA, SAT, attendance, 5 Essentials data, graduation rates, or other custom metrics]
If students are provided with timely, specific, and actionable feedback when learning targets are not mastered AND provide opportunities for them to relearn and reassess	Then they will be able to develop in their areas of growth	[related student outcome goals that are written on school CIWP Goal component webpage such as those on NWEA, SAT, attendance, 5 Essentials data, graduation rates, or other custom metrics]
If we provide students with multiple opportunities to demonstrate mastery of learning targets	Then they will persevere through setbacks and reengage with the learning	[related student outcome goals that are written on school CIWP Goal component webpage such as those on NWEA, SAT, attendance, 5 Essentials data, graduation rates, or other custom metrics]

Sample Theories of Action for **AUTHENTIC LEARNING**:

If We…	Then We...	Which Leads To...
If we engage students with culturally relevant and engaging content and materials	Then students will apply their learning to a real-life context	[related student outcome goals that are written on school CIWP Goal component webpage such as those on NWEA, SAT, attendance, 5 Essentials data,

		graduation rates, or other custom metrics]
If we intentionally create opportunities for students to ask questions of each other and push others to defend their thinking	Then students will grow in their ability to effectively collaborate with peers	[related student outcome goals that are written on school CIWP Goal component webpage such as those on NWEA, SAT, attendance, 5 Essentials data, graduation rates, or other custom metrics]
If we create projects that allow students to explore their curiosities through inquiry and wondering	Then students will acquire transferable learning skills	[related student outcome goals that are written on school CIWP Goal component webpage such as those on NWEA, SAT, attendance, 5 Essentials data, graduation rates, or other custom metrics]

Resource links
Professional Learning Materials/Resources:
- Link to PDs and Facilitators Guides: We have a series of professional learning materials complete with decks and facilitator's guides for schools who wish to conduct their own, in-house PD for teachers.
    - Personalized Learning - The Why
    - Incorporating Learner Profiles
    - Student Conferencing
    - Learning Plans
    - Flexible Learning Environments

Progress Monitoring Tools:
- CPS Personalized Learning Continuum of Implementation

Available Professional Learning: (contact Errika Baker, Director, Department of Personalized Learning)
- Complete Summer and SY20-21 offerings will be available in Spring 2020
    - Monthly, Onboarding Personalized Learning PD for teachers new-to-PL (must commit to yearlong series of 6-8 sessions)
    - Monthly, PD for PL Champions for teachers who lead teams toward implementing personalized learning (must commit to yearlong series of 6-8 sessions)
    - Stand Alone PD for Advanced PL practices for experienced PL teachers wishing to deepen their practice offered in summer and on Institute Days
- External PD Providers: (additional cost)
    - LEAP Innovations

At the conclusion of this phase, the CIWP team should be saying...

I am confident that this plan will make our school's Personalized Learning implementation stronger.

We have identified Personalized Learning professional learning resources.

We have a strong plan in place to monitor the progress of our action steps toward deeper levels of implementation.

For more information please contact Errika Baker, Director of Personalized Learning, at etbaker@cps.edu.

English Learners

Building Capacity

In this section, the CIWP team can find resources to understand English Learner (EL) services and supports mandated by law and considered best practices.

Guiding Questions:
- What are the indicators of high-quality instruction within an EL program?
- Where is my school currently demonstrating excellence in these areas?
- Where are there gaps in our current practice?
- How would EL programming and instruction look different in my building, were we to fully activate WIDA's ELD Learning Standards?

Resource Links

☆District Created Resources:
Instructional resources:
- Language Allocations: Provides schools with guidance on what percentage of instructional time is allocated to content areas and language of instruction, as required by Transitional Bilingual programs.
- REACH EL Addendum 2.0 to the CPS Framework for Teaching
- Standards:

  English Language

  - English Language Development
  - Early English Language Development

  Spanish Language

  - Spanish Language Arts (English)
  - Spanish Language Arts (Spanish)
  - Common Core en Español - Math
  - Common Core en Español - SLA/Literacy
- EL Program Guidance Documents:
  - An overview of CPS and state policies that govern EL programming to help administrators build and sustain strong programs in their schools.
    - CPS Bilingual Education Policy
    - SY20 Bilingual Education Handbook
    - IL School Code Article 14C: Transitional Bilingual Education
    - Title 23 IL Adm. Code Part 228: Transitional Bilingual Education
  - CPS Memos, and Guidance Documents generated by Chicago Public Schools and the Office of Language and Cultural Education (OLCE)

- Memo #16: Home Language Survey
- Memo #19: High School Promotion Policy

English Language Development (ELD) Modules and instructional Tools

ELD Walkthrough tool

Resources for Standards-Based Instruction

- K-5 ESL Framework
  - Kindergarten ELD/ELA/SS Unit
  - 1st grade ELD/ELA/SS Unit
  - 2nd Grade ELD/ELA/SS Unit
  - 3rd Grade ELD/ELA/SS Unit
- K-3 Spanish Literacy Framework
  - Kindergarten Bilingual Unit
  - 1st Grade Bilingual Unit
  - 2nd Grade Bilingual Unit
  - 3rd Grade Bilingual Unit
- High School ESL Resource Framework
  - Exemplar Narrative Unit
  - Exemplar Informative Unit
- Dual Language Education

☆Research and Resources From the Field:
- Center for Applied Linguistics
  http://www.cal.org/resource-center/publications-products/guiding-principles-3: The document has principles organized into 7 strands:
  - Program Structure
  - Curriculum
  - Instruction
  - Assessment and Accountability
  - Staff quality and professional development
  - Family and Community
  - Support and Resources
- DLE Self-Evaluation tool: Self-evaluation tool according to the Guiding Principles for Dual Language
- DLE Action Plan: For successful program implementation

Root Cause Analysis
In this section, the CIWP team can find resources to support the collection of additional instructional data, ensuring that they have an honest and clear understanding of what their EL programs currently look like at the school. This will inform a more thorough root cause analysis.
- Schools can refer to their EL Program Audit Report sections 3 (curriculum) and 4 (instruction) and also review their ACCESS data from last year as well as this year's preliminary scores.

Theory of Action Development

In this section, CIWP teams can find resources to support the development of a theory of action in EL programming and/or instruction that is implemented with fidelity and provides access to curriculum and instruction to all identified ELs in the building.

Sample Theory of Action:

If We…	Then We...	Which Leads To...
If we provide the ELD module series to our teachers of ELs and use the ELD Walkthrough tool to conduct our planning conversations,	Then ELs will use the academic English necessary to make adequate growth as measured by curriculum-based assessments and ACCESS and appropriate English language development that provides ELs with access to academic content taught in English as evidenced by expected growth in ACCESS	[related student outcome goals that are written on school CIWP Goal component webpage such as those on ACCESS, NWEA, SAT, attendance, 5 Essentials data, graduation rates, or other custom metrics]

If We…	Then We...	Which Leads To...
If we facilitate teacher collaboration (EL and non-EL/Bilingual) and use data from ACCESS for ELLs assessment to determine students' exact competency in each of the four areas (reading, writing, speaking and listening).	Then EL and monolingual teachers will design and implement differentiated language units and lessons to meet the needs of EL students using WIDA standards.	high academic achievement, as indicated by achieving X index on the on-track index.

If We…	Then We...	Which Leads To...
provide opportunities for school, family, and community partnerships to support families so they can be more actively	See ELs and their families more fully integrated into our school communities	A rating of X on the My Voice, My School 5 Essentials survey for the Y dimension

involved in their child's educational experiences,		

At the conclusion of this phase, the CIWP team should be saying…

I understand the components of high-quality, standards-based EL curriculum, instruction, and assessment.

I have a clear understanding of WIDA's ELD Standards and the resources I need to activate them in my school.

For more information please contact
- Juanita Rodriguez - EL Instructional manager, jrodriguez3@cps.edu
- Dr. Anna Szuber - EL Program Director, aszuber@cps.edu

Chicago
Public
Schools

Office of Early Childhood

Building Capacity

In this section, the CIWP team can find resources that support schools in providing quality, full-day pre-kindergarten instruction that helps students grow into joyful and successful lifelong learners.

Guiding Questions:
- Would improvement in this area yield significant improvements to the instructional core and student outcomes in this year or future years?

Office of
Early Childhood

Resource links

☆District Created Resources:
- **Early Childhood Education matters** video from CPS CEO Janice Jackson.
- **Preschool Handbook**: contains important updates and guidance from CPS offices to implement a high quality preschool program.
- **Preschool Guidelines and Essential Elements of the Day**: provides teachers, staff, and administrators with common language and a deeper understanding of high-quality preschool instruction.
- **Chicago Early Learning Preschool Program Standards**: a guiding framework paving the way toward Universal Preschool in Chicago.
- **CPS Framework for Teaching Companion Guide: Pre-K to 2nd Grade Addendum**: aligns early childhood teaching practices with the CPS Framework for Teaching.

☆Research and Resources From the Field:
- **NAEYC Position Statement on Developmentally Appropriate Practice** Defines excellence and equity in educating children and provides core understandings of how children learn and develop.
- **Helping Others Understand Academic Rigor in Teachers' Developmentally Appropriate Practices**: Outlines how rigor and developmentally appropriate practice can coexist to serve the needs and interests of young children.
- **Illinois Early Learning and Development Standards** Learning standards for students that provide reasonable expectations for children's growth, development, and learning in the preschool years
- **NAEYC Position Statement Advancing Equity in Early Childhood Education**: position statement on advancing equity in early childhood education.
- **NAEYC Position Statement: Technology and Interactive Media** Guidance on applying principles of development and learning when considering if, how, and when to use technology and new media with young children.

At the conclusion of this phase, the CIWP team should be saying...

> *I understand the value and purpose that a high quality preschool program brings to my school.*
>
> *I have a clear understanding of the components and expectations for a high quality preschool program in a CPS setting.*
>
> *Supporting best practices for schools and preschool teachers is an important lever for improving student learning because young children have unique*

capabilities and limitless potential to learn.

Root Cause Analysis

In this section, the CIWP team can find resources to support the collection of additional instructional data, ensuring that they have an honest and clear understanding of what high quality preschool instruction currently looks like at the school. This will inform a more thorough root cause analysis.

Resource links

☆Featured Resources:
- **Viewing the Preschool Classroom Tool** (OECE Instructional Resources KC Page) coaching tool to support administrators during informal visits to preschool classrooms.
- **Framework for Planning, Implementing, and Evaluating P-3 Approaches**: tool for reflection, self-evaluation, and improvement of early childhood practices.
- **PK Literacy Opportunities Document** Balanced literacy guidance for preschool classrooms.
- **CPS Pre-K Assessment and Data Sharing Guidance**

At the conclusion of this phase, the CIWP team should be saying...

> *I have an understanding of where our school as a whole is strong and needs improvement in relation to early childhood instruction and program quality.*
>
> *I have an emerging theory about where we should consider improving our schools preschool instructional practices.*
>
> *We know what to look for in preschool classrooms and have identified gaps in our practice that could be part of a root cause of our identified Area of Critical Need.*

Theory of Action Development

In this section, CIWP teams can find resources to support the development of a theory of action focused on high quality learning experiences for preschool students that is informed by best practices in preschool instruction and creates greater alignment between P-2 grade bands.

Resource links

Sample Theory of Action: Visible Practice for Enhancing Preschool Instructional Quality

If We...	Then We...	Which Leads To...
integrate preschool staff into regular, inclusive, and shared professional learning among teachers in both age/grade-level (horizontal) and cross-grade (vertical) planning meetings focused on understanding common standards-aligned	will build a shared understanding of common standards-aligned benchmarks and measurements for student development, and provide developmentally appropriate literacy learning experiences for PreK-2nd grade students, and	student access to multiple consecutive years of high **quality** instruction that improves student outcomes to X% by EOY SY22 as measured by [selected NWEA metrics and/or the 5 year vision goals KIDS assessment or other custom measure for Kindergarten

benchmarks for student literacy learning, and Provide release time and other material support for teachers to observe each others' classrooms across P-2 grade bands, and teachers work in teams to analyze data and student work against benchmarks to plan instruction and identify students' next edges of literacy growth	students will have literacy learning experiences that are appropriately rigorous and advance their learning	Readiness as indicate on the school CIWP Goal component page]

Professional Learning Materials/ Resources:
- **OECE Instructional Resources KC Page** - Featured resources on this page include:
  - Transitions Toolkit to support transitions from preschool to kindergarten in Chicago Public Schools.
  - Preschool Literacy Scope and Sequence Age Cycle 4 - Provides general expectations for students' literacy development over the course of their age cycle 4 year.
  - Early Childhood Math Talk Document - Outlines Report Card Expectations, Progress Reports, and Instructional Support Reports
  - Pre-K through 2nd Grade Addendum - Shares distinct aspects of early childhood teaching practice aligned with the CPS Framework for Teaching.
  - Creative Curriculum Getting Started Guide -Checklist helps users unpack resources, materials, and practices to get started using the Creative Curriculum set.
- **Pre-K Assessments and Classroom Quality KC Page**
  - Teaching Strategies GOLD KC Page - Featured resources on preschool student assessment including Pre-K Assessment and Data Sharing Guidance and Alignment between TSG, ESI-R, ASQ, and REACH - all district preschool assessments.
  - Pre-K CLASS (Classroom Assessment Scoring System) KC Page - Featured resources supporting the research validated measure of a high-quality preschool classroom including Example Reports, Webinars, an Information Packet, and a folder containing SY19-20 CLASS Tips for teachers

Progress Monitoring Tools:
- **Viewing the Preschool Classroom Tool** (OECE Instructional Resources KC Page) -Tool to support administrators during informal visits to preschool classrooms.
- **Pre-K Assessment and Data Sharing Guidance** -Outlines Report Card Expectations, Progress Reports, and Instructional Support Reports
- **Pre-K through 2nd Grade Addendum** (bottom of KC Page): Shares distinct characteristics of early childhood teaching practices aligned with the CPS Framework for Teaching.
- CLASS Guides: List of teacher moves that are representative of high quality Pre-K student teacher interactions as measured by CLASS -
  - Classroom Organization
  - Emotional Support
  - Instructional Support

Available Professional Learning:
- **Network Embedded Staff List**: Find your Early Childhood Specialist, Comprehensive Services Coordinator, and Family Engagement Coordinator here.
- **Early Childhood Blast**: informs you of preschool related updates as well as other pertinent information
- **Professional Learning Opportunities**: A live list of early childhood specific professional learning opportunities.
- **Early Childhood Resources**: A live list of field trips and grant opportunities.

At the conclusion of this phase, the CIWP team should be saying...

> *I am confident that this plan will make our school's instructional quality and long-term social-emotional, cognitive, mathematical and literacy related (Kindergarten Readiness) student outcomes stronger.*
>
> *We have identified the teacher and principal facing resources and network embedded support staff who will support our school's early childhood related professional learning and support implementation of our CIWP.*
>
> *We have a strong plan in place to monitor our progress toward improved instructional quality in our preschool classrooms.*

For more information please contact
- The Office of Early Childhood Education - oece@cps.edu
- Senior Manager of Curriculum and Instruction - anoble4@cps.edu

College and Career Readiness

Building Capacity

In this section, the CIWP team can find resources to support college and career readiness as it pertains to the postsecondary strategy of Chicago Public Schools, ensuring that all students have information resources and supports necessary to graduate from high school, build academic and non-cognitive skills, fulfill the Learn.Plan.Succeed. graduation requirement, and embark on fulfilling, sustaining careers in life after high school.

Guiding Questions

Shared Definitions

- What is college and career readiness?

- What skills and knowledge are required of students to be college and career ready?

- How do our school goals align instruction with College and Career Readiness skills?

- How do our College and Career Readiness Indicators support identification of students who are off track so they graduate with a postsecondary plan?

- How can teaching and learning in our school be transformed to meet the goals of College and Career Readiness, equipping students with the skills they need for future success?

- How does our College and Career Readiness approach include parents in conversations early and continuously?

Resource links

☆District Created Resources:
- Office of School Counseling and Postsecondary Advising on the Knowledge Center: The KC page is the recommended source for administrator, school counselor and postsecondary leadership team, postsecondary advising, college and career resources

- Learn.Plan.Succeed. Website: Students and families now have access to information about Learn.Plan.Succeed. and the six postsecondary pathways: college, military, employment, and job training, apprenticeship, and gap-year programs.

- Learn.Plan.Succeed. on the Knowledge Center: Tool designed for sharing of information that is relevant to school leaders, counselors, and members of postsecondary leadership teams (PLT). To support school-level LPS efforts, a number of ready-to-use materials, presentations, a calendar of events, and directories are now available. **Note: To access the Knowledge Center, users must have a CPS e-mail. The Knowledge Center works best in Google Chrome.**

- Naviance for CPS: Naviance is a college and career readiness platform that enables self-discovery, career exploration, academic planning, and college preparation.

- Everything Postsecondary: Access resources on postsecondary advising, including Financial Aid, Match and Fit, Summer Transition, and other.

- **AcademicWorks for CPS:** A web-based scholarship management tool designed to enable CPS students to apply for CPS strategic scholarships as well as review and apply for postsecondary enrichment programs that lead to scholarships.

- **College and Career Data Portal:** Tools and reports such as College and Career Credentials Scorecards, College Enrollment Summaries, ECCE Early Warning System, Citywide Attendance & Grades, Certifications, Work-Based Learning Assessment, Auto Grad Report and On Pace report.

☆Research and Resources From the Field:

American School Counselor Association. (2014), *Empirical Research Studies Supporting the Value of School Counselors*. Retrieved from
https://drive.google.com/a/cps.edu/file/d/0BwD50qKxRiHock16VnpmUXVSMFk/view?usp=sharing

Career Readiness Partner Council. (2012). *Building blocks for change: What it means to be career ready*. Retrieved from https://cte.careertech.org/sites/default/files/CRPC_4pager.pdf

Carnevale, A., Cheah, B. (2018). *Five Rules of the College and Career Game*.Georgetown University Public Policy Institute, Center on Education and the Workforce. Retrieved from
https://cew.georgetown.edu/cew-reports/5rules

Carnavale, A., Fasules, M., Quinn, M., Peltier, K. (2019). Born to Win, Schooled to Lose: Why Equally Talented Students Don't Get Equal Chances to Be All They Can Be. Georgetown University Public Policy Institute, Center on Education and the Workforce. Retrieved from
https://cew.georgetown.edu/publications/reports/

Carnevale, A., Garcia, T., Ridley, N., Quinn, M. (2020). *The Overlooked Value of Certificates and Associate's Degrees: What Students Need to Know Before They Go to College*. Georgetown University Public Policy Institute, Center on Education and the Workforce. Retrieved from
https://cew.georgetown.edu/cew-reports/subba/

Carnevale, A., Smith, N., & Strohl, J. (2013, June). *Recovery: Job growth and education requirements through 2020. Executive Summary*. Georgetown University Public Policy Institute, Center on Education and the Workforce. Retrieved from http://cew.georgetown.edu/recovery2020

Carnevale, A., Strohl, J., Ridley, N., Gulish, A. (2018). *Three Educational Pathways to Good Jobs: High School, Middle Skills, and Bachelor's Degree*. Georgetown University Public Policy Institute, Center on Education and the Workforce. Retrieved from https://cew.georgetown.edu/cew-reports/3pathways/

Conley, David T., (2011, October). Four Keys To College and Career Readiness. Education Policy Task Force, Council of State Governments. https://knowledgecenter.csg.org/kc/system/files/conleyPDF.pdf

Jobs for the Future (JFF). (2020, February 13). *Pathways to prosperity network: An initiative of jobs for the future and the Harvard Graduate School of Education*. Retrieved from https://ptopnetwork.jff.org/

McMurrer, J., Frizzell, M., & McIntosh, S. (2013, October 29). *Career readiness assessments across states: A summary of survey findings*. George Washington University Center on Education Policy. Graduate School of Education and Human Development. Retrieved from
www.cep-dc.org/displayDocument.cfm?DocumentID=427

Roderick, M., Nagaoka, J., Coca, V., Moeller, E. (2008) *From High School to the Future: Potholes on the Road to College*. University of Chicago School of Social Service Administration. Retrieved from https://consortium.uchicago.edu/publications/high-school-future-potholes-road-college

Torres, C., Marquez, A. (2005). *Reaching Higher Ground: Parental Outreach Programs at the Postsecondary Level*. Tomas Rivera Policy Institute. Retrieved from https://files.eric.ed.gov/fulltext/ED502045.pdf

University of Chicago Consortium on School Research. *The To & Through Project*. Retrieved from https://toandthrough.uchicago.edu/about

At the conclusion of this phase, the CIWP team should be saying...

> *I understand the value and purpose of college and career readiness.*
>
> *I have a clear understanding of the role each area of the school and its members can play, including teaching and learning, in meeting the goals of college and career readiness and to equip students with the academic and non-cognitive "soft" skills they will need in life.*
>
> College and career readiness is an important lever for improving student learning because it refers to the content, knowledge, and skills that high school graduates must possess in reading, writing, communications, teamwork, critical thinking, and problem solving—to be successful in future endeavors.

Root Cause Analysis

In this section, the CIWP team can find resources to support the collection of additional data, ensuring that they have an honest and clear understanding of what College and Career Readiness currently looks like at the school. This will inform a more thorough root cause analysis for the purpose of generating process improvements.

Resource links

☆Featured Resource:
- Evidence Based Implementation PLan (EBIP): "How are students different as a result of what school counselors do?" CPS school counselors use the American School Counselor Association (ASCA) RAMP tools to answer that question. The EBIP ensures that school counselors have a structured, intentional, systematic approach to address the academic, career, and social/emotional development of all of their students, as well as a plan for collecting data and sharing the impact of their school counseling program with key stakeholders
- School Counseling Handbook: The handbook provides helpful resources that will assist administrators in hiring, supporting, and evaluating your school counselor(s). It includes details on data tools & online systems used by school counselors, school counseling program critical elements, and the school counselor's role in MTSS.

- Postsecondary Leadership Team (PLT) Toolkit: A set of tools designed to support school efforts to organize the PLT, engage in data analysis, design interventions and strategies, monitor progress, and conduct team evaluation.
- Postsecondary Leadership Team Rubric: A performance rubric intended to move forward the postsecondary work in schools and to strengthen PostSecondary Leadership Team (PLT). The rubric is based on the PLT Life Cycle which includes: Organizing, Data Analysis, Interventions and Strategies, Progress Monitoring, and Team Evaluation.
- College Persistence Toolkit: A set of tools designed to support CPS counselors, coaches, and other school personnel to support students in reaching college graduation.
- OSCPA Professional Development: Access PowerPoint presentations handouts, and agendas from previous professional development opportunities.

At the conclusion of this phase, the CIWP team should be saying...

> *I have an understanding where our school as a whole is strong when it comes to college and career readiness*
>
> *I have an emerging theory about where we should consider improving on practices that promote school-wide college and career readiness.*
>
> *We have identified gaps in our practice that we think could be part of a root cause of our identified areas of critical need.*

Theory of Action Development

In this section, CIWP teams can find resources to support the development of a theory of action in College and Career Readiness that is aligned to student-centered, equity focused, and long-range educational, economic, and societal trends.

Sample Theory of Action:

If We…	Then We...	Which Leads To...
If we institute a school-wide college and career readiness approach that includes academic instruction, completion of an individualized learning plant, advisory activities and knowledgeable staff.	Then we will have empowered every CPS student to see connections between what is being learned, their expanded vision for their own future, and behaviors, habits, and a mindset to thrive in future endeavors.	Which leads to 100% of students graduating with a concrete plan for life beyond HS that leads to postsecondary credentials and employment.

Professional Learning Materials / Resources:
- OSCPA Professional Development: Access PowerPoint presentations, handouts, agendas from previous professional development opportunities, and the SY20 PD and Even Schedule.

- **Evidence Based Implementation PLan (EBIP):** "How are students different as a result of what school counselors do?" CPS school counselors use the American School Counselor Association (ASCA) RAMP tools to answer that question. The EBIP ensures that school counselors have a structured, intentional, systematic approach to address the academic, career, and social/emotional development of all of their students, as well as a plan for collecting data and sharing the impact of their school counseling program with key stakeholders.
- **Learn.Plan.Suceed.:** Find resources and marketing materials relevant to the LPS graduation requirement.
- **Naviance:** Access information about the district's utilization and implementation of Naviance.
- **Everything Postsecondary:** Access resources on postsecondary advising, including Financial Aid, Match and Fit, Summer Transition, and other.
- **Resources for Undocumented Students:** Access Resources to help you support your students and their families.
- **Postsecondary Leadership Team Toolkit:** Guidance to support your development of a Postsecondary Leadership Team (PLT).

Progress Monitoring Tools:
- **Individual Learning Plan Reports for Grades 6-11:** A set of activities designated for CPS students in grades 6 to 11. They are intended to guide students through setting career goals and postsecondary plans in order to inform their decisions about their courses and activities throughout high school.
- **Key Performance Indicators for Grade 12:** A set of activities designated for CPS students in grade 12. They are intended to guide students through taking concrete steps towards having a postsecondary plan for life beyond high school.
- **Financial Aid Report on Dashboard:** This report is made possible through CPS relationship with the Illinois Student Assistance COmmission (ISAC) - the financial aid agency in the State of Illinois. Application completion status is included for CPS students who submit or complete a RISE Act / Alternative Application for IL Financial Aid or a Free Application for Federal Student Aid (FAFSA).
- **Postsecondary Leadership Team Rubric:** A performance rubric intended to move forward the postsecondary work in schools and to strengthen PostSecondary Leadership Team (PLT). The rubric is based on the PLT Life Cycle which includes: Organizing, Data Analysis, Interventions and Strategies, Progress Monitoring, and Team Evaluation.

Available Professional Learning:
One of the major workstreams of the Office of School Counseling and Postsecondary Advising (OSCPA) is to build the capacity of every school counselor and postsecondary coach to plan, implement, and evaluate a comprehensive, data-driven school counseling program in their building, such that every student in the district is served equitably.

The importance of professional learning cannot be overemphasized, especially in the continually-evolving field of school counseling and college and career readiness.

All OSCPA professional development is crosswalked with the REACH Framework for School Counselors. Please register in the Learning Hub at least a week in advance for each professional learning event you plan to attend.

- OSCPA Professional Development Calendar

At the conclusion of this phase, the CIWP team should be saying...

> *I am confident that this plan will make our school's College and Career Readiness stronger.*

> *We have identified College and Career Readiness professional learning resources.*

> *We have a strong plan in place to monitor the progress of College and Career Readiness.*

For more information please contact:

- María Bucio, Director of Postsecondary Pathways, e-Mail: mabucio1@cps.edu
- Manuel French, Director of School Counseling, e-Mail: mfrench1@cps.edu
- Eric Z Williams, Manager of College and Career Specialists, e-Mail: ezwilliams@cps.edu

Social and Emotional Learning

Building Capacity
In this section, the CIWP team can find resources to become familiar with the Illinois Social and Emotional Learning Standards and the CPS School Climate Standards. These two sets of standards provide guideposts for schools to develop a safe and supportive learning environment and to foster students' social and emotional development.

Guiding Questions
- How will a focus on schoolwide climate and SEL instruction positively impact student learning?
- What schoolwide and classroom level systems and structures are essential to the creation of a safe and supportive learning environment?
- How can a Multi-Tiered System of Supports for SEL instruction support the development of students' social and emotional competencies?

Resource links
☆District Created Resources:
- Chicago Public Schools School Climate Standards
- SEL Standards by Grade Band
- Guidelines for Effective Discipline
☆Research and Resources From the Field:
- Creating a School Community (ASCD)
- Trust in Schools: A Core Resource for School Reform (ASCD)
- Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance (CCSR)
- Teaching the Whole Child: Instructional Practices that Support Social-Emotional Learning in Three Teaching Frameworks (AIR)
- Creating, Supporting, and Sustaining Trauma-Informed Schools (NCSTN)
- Is This the Future of Healing Trauma? (Shawn Ginwright)

At the conclusion of this phase, the CIWP team should be saying...

> *I understand the value and purpose of school climate and social emotional learning.*

> *I have a clear understanding of the systems, structures, and practices that facilitate a safe and supportive school climate and students' social-emotional development.*

> *School climate is an important lever for improving student learning because*

students are better able to learn if they feel safe and have a sense of belonging. When students have opportunities to practice and master the social-emotional competencies of self-awareness, self-management, social awareness, relationship building, and responsible decision-making, they are better able to access and apply academic learning in school, post-secondary, and life.

Root Cause Analysis

In this section, the CIWP team can find resources to support the collection of additional data, ensuring that they have an honest and clear understanding of what social emotional learning and school climate currently looks like at the school. This will inform a more thorough root cause analysis.

Resource links

☆Featured Resources:

School Climate and SEL Instruction Implementation Assessments:
- School Climate Self Assessment
- SEL Walkthrough Tool
- Restorative Practices Implementation Rubric
- SEL Curriculum Rubrics
- Leveraging 5 Essentials Data for Continuous Improvement

Staff SEL Practices Self-Assessments
- Self Assessing Social and Emotional Instruction and Competencies: A Tool for Teachers
- SELf Assessment
- Professional Quality of Life Scale

Teaming Effectiveness Rubrics
- Behavioral Health Team Key Components
- Climate Team Checklist

At the conclusion of this phase, the CIWP team should be saying...

> *I have an understanding where our school as a whole is strong when it comes to school climate and social and emotional learning.*

> *I have an emerging theory about where we should consider improving on practices.*

> *We have identified gaps in our practice that we think could be part of a root cause of our identified Area of Critical Need.*

SEF Priority

Schools can focus on school climate through the SEF priorities of Relational Trust, Physical and Emotional Safety, and Supportive and Equitable Approaches to Discipline. To focus on SEL instruction, schools can

select Curriculum, Instruction, or MTSS. Additional SEF priorities that include considerations for SEL: Leadership for Continuous Improvement, Structure for Continuous Improvement, and Family and Community Engagement.

Theory of Action Development

In this section, CIWP teams can find resources to support the development of a theory of action in Social Emotional Learning. Based on strong scientific evidence about the impact of social and emotional factors on students' academic learning and life success, we contend that developing the capacity to support high-quality, evidence-based social and emotional learning (SEL) must be an essential component of schools' improvement efforts. Creating an SEL theory of action will help schools plan, implement, and monitor systemic changes that will impact schools and classrooms in ways that influence students' social-emotional development and academic performance.

Sample Theory of Action:

If We…	Then We...	Which Leads To...
support implementation and monitoring of Tier 1 SEL Curriculum	we will have teachers whose knowledge of SEL standards & transformative SEL competencies will increase; teacher knowledge of SEL instructional practices will increase; teacher ability to integrate content will increase, students applying SEL skills	which leads to an increase in student academic and civic engagement to W% as measured by X [custom metric], increase in attendance to Y%, and decreases in misconducts and suspensions for vulnerable student groups to Z% by EOY SY22.
develop a Behavioral Health Team	will better connect students to needed Tier 2 and 3 interventions; better monitor student progress through interventions; better collaborate with community partners to provide Tier 2 and 3 interventions, and identified students applying SEL skills	which leads to increased attendance and academic performance to a X index score for on-track, and a decreases in crises, misconducts, and suspensions by Y% among Z group of students by EOY SY22
develop a system for implementing supportive and restorative disciplinary practices school-wide	will see an increase in the number and fidelity of staff implementation of supportive and restorative practices in response to student behaviors.	a decrease in disproportionate in-school and out-of-school suspensions among African American students to X% and students with IEPs to Y% by EOY SY22.

Professional Learning Materials/ Resources:
- School Climate Action Planning Guide
- CPS Supportive Schools Guide
- CPS Supportive Schools Certification Website

- SMARTIE Goal Planning

Progress Monitoring Tools:
- CPS School Climate Standards and School Climate Self Assessment

Available Professional Learning:
- 2019-2020 OSEL Professional Learning Menu
- March 31 & April 1, 2020 SEL Curriculum Open House - details coming soon
- August 3-7, SEL Summer Institute

At the conclusion of this phase, the CIWP team should be saying...

> *I am confident that this plan will make our school's school climate and social emotional learning stronger.*
>
> *We have identified professional learning resources to support our school climate and social emotional learning.*
>
> *We have a strong plan in place to monitor the progress of our school climate and social emotional learning initiatives.*

For more information please Jean Sack, Supportive Schools Manager, at supportiveschools@cps.edu.

Student Support and Engagement

Building Capacity

In this section, the CIWP team can find resources provided by the Office of Student Support and Engagement, wherein strategies and implementation plans should be created from the understanding that students must be present and engaged in order for them to benefit from instruction and school culture. Barriers to engagement involve a wide array of factors and are important to understand in order to address attendance from a root cause level. With that, it is important to consider:

- What systems and structures do you have in place to identify, monitor, track attendance and student retention issues at the school level and for special populations?
- What are the school-based ond out-of-school factors that impact student engagement and attendance?
- How can your school use an MTSS lens for developing systems and supports to improve student engagement and attendance?
- What re-entry roles, systems and practices does your school have to support students with high rates of student mobility, absenteeism, transitions (STLS, Suspension, Hospitalization)?

Resource links

☆District
- Guidance for Attendance Improvements
- CPS Core Strategies for Absenteeism Prevention and Intervention (Page 8)
- Attendance and the MTSS Lens
- Beating the Odds: Improving Attendance of Students in Temporary Living Situations
- Systems and Structures to Support Student Re-Entry

☆Research and Resources From the Field:
- Pre-K Attendance in CPS
- Why Relationships Matter for Urban Students' Engagement
- Unmotivated and Disengaged Students
- Motivation, Engagement, and Student Voice

At the conclusion of this phase, the CIWP team should be saying…

> *I have a clear understanding of the systems, structures, and tiered practices that facilitate a high attendance culture and drive student engagement.*

> *I can identify action steps that are critical levers in strengthening student engagement and recognize how a clear system will enable a school to support attendance efforts.*

Root Cause Analysis

In this section, the CIWP team can find resources to drive an honest and clear understanding of what school-based and out-of-school barriers your students face to regular attendance. It will also provide guidance for analyzing your attendance data that will inform a more thorough root cause analysis.

Key Probing Questions:
- What factors are drawing students to come to school (e.g., school culture, extra curricular activities, strong relationship with an adult)?
- What are the student needs and barriers preventing students from coming to school (e.g., illness, family factors)?
- What factors and actions may be pushing students out of school (e.g. discipline practices)?
- What does an analysis of attendance data tell you about key drivers of your school's attendance rate?

Resource links

Assessments:
- Student Engagement and Attendance Barrier Examples
- Guidance for Attendance Priority Group Reports
- Needs Assessment Toolkit

Teaming:
- Attendance Teams
- Take Action: Attendance Roles for Everyone in the School
- Attendance Plan Framework

At the conclusion of this phase, the CIWP team should be saying...

> *I have an understanding of the different school-based and out-of-school barriers to student engagement that are impacting student attendance.*
>
> *We have identified gaps in our practice or ability to address student barriers that we think could be part of a root cause of our identified area of critical need to improve attendance.*
>
> *I have an emerging theory about how we can leverage systems and structures and an MTSS focus on attendance prevention and an associated intervention process.*

Theory of Action Development

In this section, CIWP teams can find resources to support the development of a theory of action to develop systems, structures, and student engagement supports to drive attendance and reduce the dropout rate. Creating a student engagement theory of action will help schools plan, implement, and monitor systemic

changes that will impact schools and staff collaboration in ways that influence student engagement in school, increase attendance, and reduce the dropout rate.

Sample Theory of Action:

If We…	Then We...	Which Leads To...
develop attendance data tracking systems and an attendance team, or integrate attendance team members and data on existing teams	will engage in regular qualitative- and quantitative based dialogues that focus on identifying students in need of attendance interventions, as well as identifying students who may need intervention to prevent escalating attendance issues.	increase in attendance rates to X% by EOY SY22.
implement an MTTS approach to attendance supports	will establish universal supports, targeted resources, and partnerships to provide interventions that meet the unique needs of students who are chronically absent/truant or at risk.	decrease in Chronic Truancy Rates to X% and dropout rates to Y% by EOY SY22.
implement strategies from Schools Beating the Odds on Attendance Rates with STLS Students	will develop a school culture and processes to support the needs of STLS students beyond CTA cards and uniforms	closing the attendance gap between STLS students and their permanently housed peers such that STLS students' are at a X% attendance rate by EOy SY22.
develop systems, tools, and processes to support the re-entry of highly mobile students	will be prepared for re-entry and students will be welcomed and integrated with defined systems and supports and more likely to re-engage successfully in school	increase in attendance rates to X% and retention rates of highly mobile students to Y% by EOY SY22.
increase the factors that are drawing students to school (e.g, welcoming culture, connection to caring adults, Out of School Time Activities for students with low engagement)	students will become more engaged in school and will display willingness to persist despite barriers	increase in attendance rates to X% and reduction of the dropout rate to Y% by EOY SY22.

Resource links

Professional Learning Materials/ Resources:
- Strategies for Attendance Improvement
- Attendance and the MTSS Lens

- CIWP Attendance Goal Guidance
- Beating the Odds: Improving Attendance of Students in Temporary Living Situations

Progress Monitoring Tools:
- Guidance for Attendance Monthly Reports

Resources for Supporting Student Re-Entry:
- CPS Restorative Re-Entry Toolkit, OSEL/OSSE
- From the Courthouse to the Schoolhouse: Making Successful Transitions, US Department of Justice
- Welcome Back! Helping Students Return after Suspension, Krista Rose (Angels and Superheroes)
- Transitioning from Hospitalization to School, UCLA Center for Mental Health in Schools
- Student Mobility: Causes, Consequences, and Solutions, National School Policy Center
- School-wide Restorative Practices: Step by Step, Denver Public Schools
- Transitions: Turning Risk into Opportunities for Student Support, UCLA Center for Mental Health in Schools
- Articulation, Transition, and Orientation Guide, Miami-Dade Public Schools

Student Engagement Resources:
- Weaving Student Engagement into the Fabric of Your School
- 10 Easy Ways for Administrators to Connect with Students
- 8 Ways to Connect to Your Students
- 5 Strategies for Motivating Students
- Check and Connect in Schools: The role of monitors in supporting high-risk youth
- Cultivating a School Wide Culture of Attendance
- Building a Culture of Attendance: Schools and Afterschool Programs Together Can and Should Make a Difference!
- Role of Out of School Time in Driving SEL

At the conclusion of this phase, the CIWP team should be saying…

> *I am confident that this plan will create a climate and culture that supports student engagement, resulting in higher attendance.*
>
> *We have identified a strategy to implement an MTSS approach to driving student engagement and attendance.*
>
> *We have a strong plan in place to monitor the progress of our student and engagement and attendance initiatives.*

For more information please contact one of the following Office of Student Support and Engagement Team Members:

- Student Support and Engagement Executive Director, Molly Burke, meburke@cps.edu
- Attendance and Truancy Senior Manager - Dr. Zakieh Mohammed - zamohammad@cps.edu

- Juvenile Justice Manager - Daveed Moskowitz, djmoskowitz1@cps.edu
- Students in Temporary Living Situations Manager - Chevelle Bailey - cjbailey1@cps.edu
- Community Schools Initiative Manager - Autumn Berg - alberg1@cps.edu
- Out of School Time Manager - Megan Monagan - mewhittenbur@cps.edu
- Student Outreach and Re-Engagement Manager - eboone@cps.edu

Diverse Learner Supports and Services

Diverse Learner
Supports &
Services

Building Capacity

In this section, the CIWP team can find resources that will assist in the understanding of Special Education and the support available within our District. This will help build school teams to ensure that all diverse learners receive a high quality public education that prepares our students for success.

Guiding Questions
- Does my team understand the laws and requirements for Special Education?
- Are we able to support our parents and families by sharing resources and being thought partners with them to ensure student success in and out of school?
- Is our school team aware of what professional development is available both in person and online? Are they aware of how to seek additional support when there is a question?
- Does our school have a plan that will allow for common professional development opportunities inclusive of teachers (Special and General Education) and paraprofessional team members?
- Would improvement in this area yield significant improvements to the instructional core and student outcomes?
- Is their convergence and alignment between SEF priorities such that they mutually reinforce each other and instructional core outcomes?

Resource links

☆District Created Resources:

Policies and Procedures - This page outlines all of the most up to date District Special Education policies and procedures that teams need to know to support students correctly.

Understanding Special Education - This page shares information on State and Federal laws, how MTSS aligns with Special Education and an overview of the Special Education process.

Parent University Handbook - To assist with guiding parents and team members in specific areas that are most requested by parents and families.

ODLSS Citywide Professional Development Opportunities Catalog - This document outlines the planned Professional Development that is available. However, additional Professional Development can be scheduled as needed by Network or school teams.

District Representative Contact Information - District Representatives support the Network and School teams and provide oversight and guidance to ensure IEP teams are able to develop IEPs that follow best practice standards.

Behavior Team Professional Development - This specialized team provides professional development on class-wide and individual behavioral strategies. This includes Professional Learning Community opportunities.

Assistive Technology Resource Site - This site will provide everything that a school team needs to know regarding Assistive Technology for our District.

Community Agency Resources - This page includes information on how to connect students and families to resources such as Social Security and Department of Rehabilitation Services. School teams can learn about PUNS, Mayor's Office for People with Disabilities (MOPD), and Bridges programs.

Developing IEP Goals and Common Core Standards - Focuses on writing IEP goals that are aligned to the Common Core Standards, inclusive of activities built-in to the presentation to assist with the learning.

☆Research and Resources From the Field:
Autism Internet Modules - These online modules are free and include topics ranging from Behavior Intervention Plans to Functional Communication Training.
LD Online - This site provides articles for teams on topics ranging from Classroom Management to Differentiating Instruction.
Marilyn Friend's The Co-Teaching Connection Resource Page - This page outlines multiple resources including Instruction, Interventions (Academic and Behavioral), and Inclusion.

At the conclusion of this phase, the CIWP team should be saying...

> *I understand the value and purpose of educating our school's entire staff, inclusive of the IEP team, about procedures and policies, as well as instructional practices that will support our students with an IEP or 504 plan.*
>
> *I have a clear understanding of what is available from the Office of Diverse Learner Supports and Services, and if the resource isn't listed above, I know how to find additional support when needed.*

Root Cause Analysis
In this section, the CIWP team can find resources to support the collection of additional instructional data, ensuring that they have an honest and clear understanding of what student progress currently looks like at the school. This will inform a more thorough root cause analysis.

Resource links
☆Featured Resource: (include rubrics and look fors, if not included in the tool, provide an overview of how to use the tool).
Quality Indicators of Specially Designed Instruction - This rubric can be utilized for any classroom to inform planning and instruction. Includes a co-teaching tab and links to Framework for Teaching.
SSM Basic Instructions - Instructions for accessing Specialized Students Management Tool (SSM) Reports such as:
- ODLSS - Phase 0 Report
  - CPS Students Needing Annual Review
  - Tracking Report: Students with Open Evals

These reports and more can be utilized to support decision making within the building. Utilize the help guide to access additional support within the system.

Assessment Resource - Access information on assessments and documents available to guide instruction for students.

At the conclusion of this phase, the CIWP team should be saying...

> *I have an understanding where our school as a whole is strong when it comes to data review and utilizing data for instructional decision making.*
>
> *We have identified gaps in our practice that we think could be part of a root cause of our identified area of critical need.*

SEF Priority

For schools that want to focus on Instruction, utilizing the Essential Elements of Inclusive Schools, additional information is available from the Senior Manager of Instructional Quality for additional support: Elizabeth Powell, Senior Manager of Instructional Quality eapowell1@cps.edu

For schools that want to focus on Transitions, College & Career Access and Persistence, additional information is available here or contact the ODLSS Transition Manager for additional support: Jessica Sipovic, Transition Manager jesipovic1@cps.edu

For schools that want to focus on Family & Community Engagement, utilize the ODLSS Parent University Handbook for available training. If a school is in need of support for parents as they seek additional information, contact the ODLSS Parent Involvement Specialists:
Janice Gutierrez, 773-553-1841, jmgutierrez11@cps.edu
Kimberly Johnson, 773-553-1845, kljohnsonevans@cps.edu
Lynn Olavarria, 773-553-1853, lolavarria@cps.edu
Michelle Burgess, 773-553-1848, mburgess3@cps.edu
E-mail: odlssparentsupport@cps.edu

Theory of Action Development

In this section, CIWP teams can find resources to support the development of a theory of action in the Office of Diverse Learner Supports and Services that is related to the SEF subcategory Structure for Continuous Improvement.

Resource links

Sample Theory of Action:

If We…	Then We...	Which Leads To...
build teacher capacity to ensure that there is a true understanding of all strategies and resources that can be used to support students with disabilities	will see supportive classrooms that allow students to access instruction the same as their non-disabled peers, students exhibiting a higher level of self-confidence, and improvement in the quality of instruction provided to our students with disabilities	improved student outcome goals that are written on the school's CIWP Goal component webpage that can be measured by classroom-based formative, summative and/or standardized assessments.

Professional Learning Materials/ Resources:
Essential Elements of Inclusive Schools - Instructional Guidance to Support Diverse Learners in Chicago Public Schools

Progress Monitoring Tools:
The Quality Indicators of Specialized Instruction can be utilized as a tool for showing progress in all classrooms including cluster and co-taught general education classes.

Available Professional Learning:
ODLSS Citywide Professional Development Catalog, Contact Elizabeth Powell, Senior Manager of Instructional Quality: eapowell1@cps.edu

At the conclusion of this phase, the CIWP team should be saying...

I am confident that this plan will make our school's Special Education programming stronger.

We have identified a variety of professional learning resources and will continue to work on scheduling team members into these sessions together to ensure deeper learning among school teams.

For more information, please contact Dr. Stephanie Jones, Chief Officer in the Office of Diverse Learner Supports and Services, at snjones4@cps.edu.

School Systems
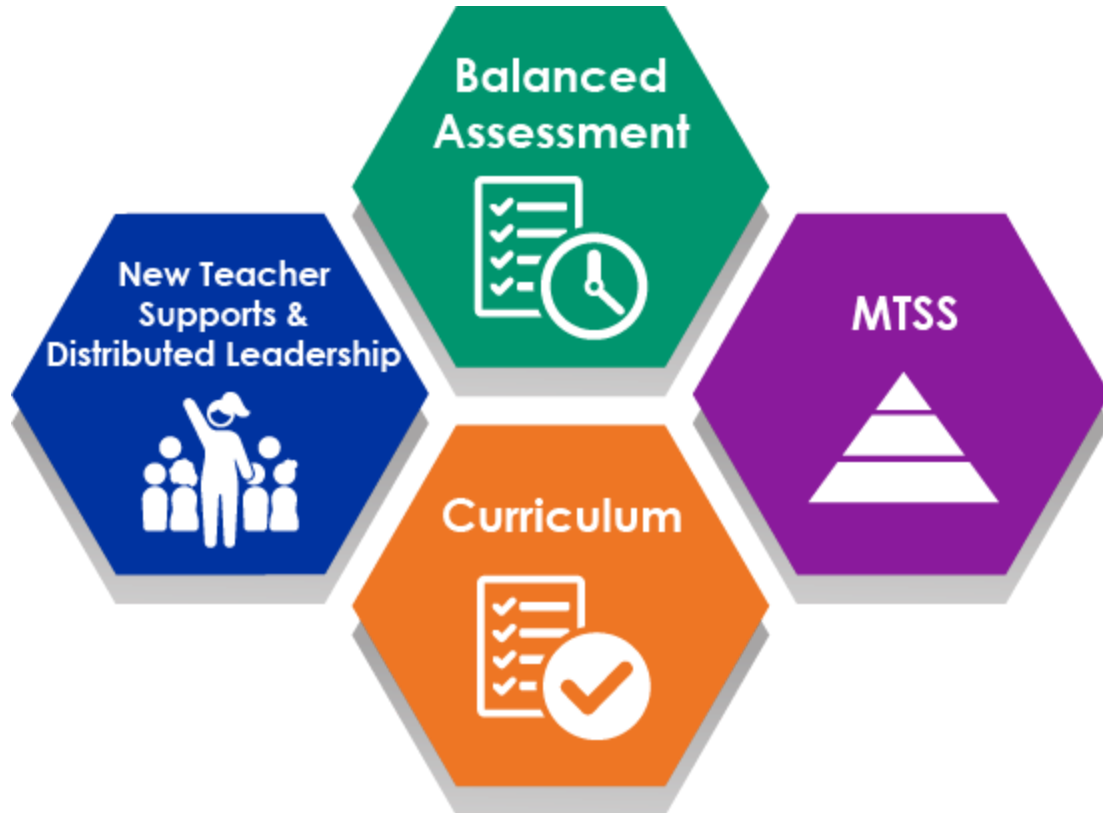
New Teacher Supports and Distributed Leadership

Building Capacity

In this section, the CIWP team can find resources to understand the research behind high quality school-based New Teacher Supports and Distributed Leadership models:

New Teacher Supports:
- The importance of school-based new teacher induction and how high quality induction practices can support the continuous improvement work of the school.

Distributed Leadership:
- How the institution of effective distributed leadership practices can support the continuous improvement work of a school and what elements are necessary for distributed leadership practices to effectively take hold. Research shows that teacher leadership is a critical mechanism through which principals can more effectively lead school improvement efforts (Allensworth, E.M., & Hart, H. (2018). How do principals influence student achievement? Chicago, IL: University of Chicago Consortium on School Research).

Guiding Questions:
- What do high-quality school-based induction or distributed leadership models look like?
- What aspects of high-quality school-based induction or distributed leadership models do we have in place? Where could we improve the quality of our models?
- How could supporting our new teachers and increasing retention, or improving our culture and structures for distributed leadership structures improve the quality of the instructional core and our student outcomes?

New Teacher Supports Resource links
- Why is new teacher retention so critical?
  - Support from the Start: New Teacher Center (2016)
- Why is new teacher induction and support important to implement at both the district and school level?
  - Beginning Teacher Induction: What the Data Tells Us: Richard Ingersoll, University of Pennsylvania (2012)
  - High Quality Mentor and Induction Practices: New Teacher Center (2016)
- What Does High Quality Induction look like at the school level?
  - CPS School-Based Induction Toolkit
  - CPS New Teacher Mentor Models
  - Role of the Principal in Teacher Induction: New Teacher Center (2016)
  - CPS School Mentor Selection and Competencies

Distributed Leadership Resource links
- What is distributed leadership?
  - Distributed Leadership: Friend or Foe?: Alma Harris (2013)
  - Leadership of Inquiry: Building and Sustaining Capacity for School Improvement: Michael A. Copland (2003)
  - Making Sense of Distributed Leadership: Exploring the Multiple Usages of the Concept in the Field: David Mayrowetz (2008)
  - Growing Leadership Capacity at Dr. Martin Luther King Academy of Social Justice: CPS Empowered Schools Cohort (2019) (Video)
  - Coaching Restorative Practices at Richards Career Academy: CPS Empowered Schools Cohort (2019)(Video)
- Why prioritize distributed leadership?
  - How Do Principals Influence Student Achievement?: E.M. Allensworth, H. Hart (2018)
  - Brookings-AIR Study Finds Large Academic Gains in Opportunity Culture: The CALDER Center (2018)
  - Assessing the Contribution of Distributed Leadership to School Improvement and Growth in Math Achievement: Ronald H. Heck & Philip Hallinger (2009)
- What systems, structures, and cultural considerations need to be made for distributed leadership practices to be effective?
  - The role of the principal in fostering the development of distributed leadership: Joseph Murphy, Mark Smylie, David Mayrowetz and Karen Seashore Louis (2009)
  - Trust and the Development of Distributed Leadership: Mark Smylie, Joseph Murphy, David Mayrowetz, and Karen Seashore Louis (2007)

At the conclusion of this phase, the CIWP team should be saying...

> *I understand the value and purpose of New Teacher Supports and Distributed Leadership.*

> *I have a clear understanding of what a high-quality New Teacher Supports Plan and Distributed Leadership model looks like in practice.*

> *Building high-quality new teacher supports, and supporting distributed leadership structures are important levers for improving student learning by empowering educators in your building to cultivate talented educators across your building.*

Root Cause Analysis
In this section, the CIWP team can find resources to support the collection of additional instructional data, ensuring that they have an honest and clear understanding of what **New Teacher Supports** and **Distributed Leadership** currently looks like at the school. This will inform a more thorough root cause analysis.

Resource links
New Teacher Supports Resource Links
- CPS School-Based Induction Self Assessment

Distributed Leadership Resource Links
- Before instituting distributed leadership practices -- and in the beginning phases of the root cause analysis - a CIWP team may find it helpful to engage in the self-assessment activity linked below
  - Distributed Leadership Practices Self-Assessment (for CIWP Development Guide)

At the conclusion of this phase, the CIWP team should be saying...

> *I have an understanding where our school as a whole is strong when it comes to new teacher supports and/or distributed leadership.*

> *I have an emerging theory about where we should consider improving on practices.*

> *We have identified gaps in our practice that we think could be part of a root cause of our identified Area of Critical Need.*

SEF Priority

New Teacher Supports and Distributed Leadership exist explicitly in the SEF within Dimension 1.

New Teacher Supports:
Dimension: Leadership and Structure for Continuous Improvement
>   Category: Structure for Continuous Improvement
>>   Subcategory: Strategically hire, assign, and retain teachers to create balance grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers.

Distributed Leadership
Dimension: Leadership and Structure for Continuous Improvement
>   Category: Leadership for Continuous Improvement
>>   Subcategories: Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment, not just in their own classrooms.
>>   Empower others to make or influence significant decisions.
>>   Make "safe practice" an integral part of professional learning.
>   Category: Structure for Continuous Improvement
>>   Subcategory: Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.

However, improving your New Teacher Supports or Distributed Leadership could also be meaningful action steps in a Theory ofAction tagged to other SEF Priorities (i.e. Instruction).

Theory of Action Development

In this section, CIWP teams can find resources to support the development of a theory of action in **New Teacher Supports** and **Distributed Leadership** that leads to meaningful teacher practice change.

Resource links

Sample New Teacher Supports Theory of Action:

If We…	Then We...	Which Leads To...
create a collaborative School Induction Team, utilize the CPS Induction Toolkit to design a high quality School-Based Induction Plan, and opt in to District New Teacher Induction and Mentoring support to improve our new teacher development across the next two years	See consistent growth in teaching practice over time,	100% new teacher retention and [related student outcome goals that are written on school CIWP Goal component webpage such as those on ACCESS, NWEA, SAT, attendance, 5 Essentials data, graduation rates, or other custom metrics]

Professional Learning Materials / Resources:
- School Based Induction Planning Template
- Pre-packaged New Teacher Professional Learning
- New Teacher Competencies and New Teacher Mentor Competencies
- New Teacher Supports and Development Needs and Progress Monitoring

Progress Monitoring Tools:
- CPS School-Based Induction Rubric

Available Professional Learning:
All Schools
- School-Based Induction Design Training Sign up for District School-Based Induction Support
- New Teacher Cohort Registration Monthly Professional Learning and mentor support open to all new to CPS teachers
- FRAMEWORKshops Monthly Professional Learning Four Session series open to all teachers. Great for 2nd year teachers to deepen their learning on a specific topic in the CPS Framework for Teaching

CPS Mentor Development/Compensation Sign Up
- We can develop and compensate ALL *Opportunity School Mentors*: Sign up here.
- In SY21*: we can develop and compensate mentors in non-Opportunity Schools on a first-come first-serve basis: Sign up here.
  We are excited to announce that we will be able to scale this opportunity through 2025 to reach all schools

Sample Distributed Leadership Theory of Action:

If We…	Then We...	Which Leads To...
design opportunities and structures for distributed leadership practices, nurture a culture of shared leadership, and create systems to support the leadership development of	see effective structures in place to improve instructional practice and student achievement.	school culture - particularly teacher collaboration improve to a rating of X on the 5 Essentials, teacher practice improves as evidenced by Y% of teachers rating Proficient on REACH, and

leaders ...		student achievement - improve to Z% for [selected metric] by EOY SY22.

Professional Learning Materials/ Resources:
- Steps for Cultivating Distributed Leadership Opportunities in Your School

Progress Monitoring Tools:
- Distributed Leadership Practices Self-Assessment (for CIWP Development Guide)

At the conclusion of this phase, the CIWP team should be saying...

> *I am confident that this plan will make our school's New Teacher Supports and/or Distributed Leadership stronger.*
>
> *We have identified New Teacher Supports and/or Distributed Leadership professional learning resources.*
>
> *We have a strong plan in place to monitor the progress of New Teacher Supports and/or Distributed Leadership*

For more information please contact:
- Lauren Secatore llsecatore@cps.edu
- New Teacher Supports: Jennifer Turner jbturner2@cps.edu
- Distributed Leadership: Julia Singler jkotter@cps.edu, Adam Stucky astucky@cps.edu

Balanced Assessment

Building Capacity:

In this section, the CIWP team can find resources to understand the CPS Assessment Vision and the research-based rationale for a strong, balanced assessment system, to support instruction and student learning.

Guiding Questions
- What qualities define a strong balanced assessment system?
- Where is our existing system demonstrating these qualities? Where are the gaps in our existing system?
- How would the improvement of our assessment system yield improvements to our instructional core and student outcomes?

☆District Created Resources:
- Balanced Assessment and Grading SEF Category Description
- CPS Assessment Values

☆Research and Resources From the Field:
- Why does a balanced assessment system matter and what should it look like?
    a. Not as Easy as It Sounds: Designing a Balanced Assessment System: Rajendra Chattergoon and Scott Marion
    b. CPS School Balanced Assessment Example: The Monroe Method
- What is the role of formative assessment in a balanced assessment system?
    a. Attributes of Effective Formative Assessment: Sarah McManus, NC Department of Public Instruction
    b. Assessment for Learning Formative Assessment: OECD/CERI International Conference "Learning in the 21st Century: Research, Innovation and Policy"
    c. Formative Assessment — Supporting Students' Learning: Caroline Wylie and Christine Lyon
    d. Assessment for Learning: Cambridge International Examinations
- How do data and progress monitoring support student learning?
    a. Using Student Achievement Data to Support Instructional Decision Making: NAESP
    b. Checkpoint Tools for Progress Monitoring
- How can an assessment system promote fair and objective grading practices?
    a. Effective Grading: Douglas B. Reeves
    b. The Case Against Zero: Douglas B. Reeves
    c. Grades That Show What Kids Know: Robert J. Marzano and Tammy Helebower
    d. Professional Grading Standards and Grading Practices Guidelines For Chicago Public Schools Teachers: Developed by the Joint CTU-CBOE Professional Grading Practices Task Force
    e. Fair and Accurate Grading for Exceptional Learners by Lee Ann Jung and Thomas R. Guskey

- How does an assessment system promote a culture of learning?
    a. The Role of Assessment in a Learning Culture: Lorrie A. Shepard

b. Learning from Student Work by National School Reform Faculty

At the conclusion of this phase, the CIWP team should be saying...

I understand the value and purpose of balanced assessment and grading systems.

I have a clear understanding of what a strong balanced assessment and grading system looks like.

Formative assessment is one of the most important levers for improving student learning.

Root Cause Analysis:

In this section, the CIWP team can find resources to support the collection of additional instructional data, ensuring that they have an honest and clear understanding of what a Balanced Assessment and Grading System currently looks like at the school. This will inform a more thorough root cause analysis.

☆Featured Resource:
Use the instruction document to complete the Balanced Assessment and Grading Self-Assessment Tool to support your root cause analysis.

At the conclusion of this phase, the CIWP team should be saying...

I have an understanding where our school as a whole is strong when it comes to Balanced Assessment and Grading.

I know where we need to grow when it comes to Balanced Assessment and Grading and I have an emerging theory about where we should consider improving on practices.

We have some gaps in our practice as a school, but I am confident that we have the right people at the table to develop a strong plan to fill those gaps.

Theory of Action Development:

In this section, CIWP teams can find resources to support the development of a theory of action in balanced assessment and grading that is aligned to the district's assessment values.

Sample of Theory of Action:

If We...	Then We...	Which Leads To...
develop quality unit assessments that are standards aligned within departments and course teams	will use Checkpoint to progress monitor student growth on standards and analyze student data to provide feedback and inform instructional outcomes	10% increase in PSAT/SAT benchmark scores to X% (EOY 19); 5% growth on FOT and SOT to Y%; AP/IB exam metrics from 10% to 17% by EOY SY22.

Resource links
   a. Creating a Theory of Action Guide

Available Professional Learning:
   a. Assessment PD Resource List

Professional Learning Materials:
   a. Ongoing Training to Support Administration of District Assessments
   b. Summer 20 and SY21 coming soon!

Progress Monitoring Tools:
   a. Progress Monitoring Tool - National Center on Intensive Intervention
   b. Progress Monitoring Rubric

Protocols:
   a. Yearly Planning Guide: Balanced Assessment and Grading
   b. Protocols for Analyzing Student Work
   c. Future Protocol

At the conclusion of this phase, the CIWP team should be saying...

> *I am confident that this plan will make our school's Balanced Assessment and Grading System stronger.*

> *Completing our plan is a significant milestone. I understand that the plan is a living document and will evolve as we learn from our implementation.*

> *I am comfortable speaking to a community member or another staff member about our Balanced Assessment and Grading action plan.*

> *I know what my role is in implementing the action plan.*

For more information please contact Nell Kemp, Manager of Assessment for Learning, at ehkemp@cps.edu.

MTSS

Building Capacity

Rationale/explanation of phase:

In this phase, the CIWP team will begin to understand the theory behind why having a robust Multi-Tiered System of Supports is critical to curriculum, instruction, assessment, and student learning. Your CIWP team will also explore sample action plans that can be used as a model for your own plan.

Guiding Questions:
- To what degree are we implementing the MTSS Framework with fidelity and quality?
- How does the MTSS Framework inform evidence-based student support?
- Is our data system collecting usable and sufficient information to inform next steps?
- How does the MTSS Framework inform cycles of continuous improvement?
- Are all students receiving the support they need?

Resource links

☆Featured Resources: Multi-Tiered System of Supports Framework, Multi-Tiered System of Supports ToolKit

- a. What are Multi-Tiered System of Supports: Christina Samuels
- b. Best Practices in Multi-Tiered Support Structures: Hanover Research
- c. Advanced Learner MTSS Guide: IOWA Department of Education
- d. Critical Areas in Tier 1: Terri Metcalf
- e. Critical Areas in Tier 2: Terri Metcalf
- f. A Comprehensive Model for Response to Intervention: Cara Shores
- g. Implementing Response to Intervention: Kathryn Klingler Tackett
- h. A MULTI-TIERED SERVICE & SUPPORT IMPLEMENTATION BLUEPRINT FOR SCHOOLS & DISTRICTS: REVISITING THE SCIENCE TO IMPROVE THE PRACTICE: Howard M. Knoff

At the conclusion of this phase, the CIWP team should be saying…

I understand the value and purpose of Multi-Tiered System of Supports.

I have a clear understanding of the Multi-Tiered System of Supports Framework.

Multi-Tiered System of Supports is how we do school.

Root Cause Analysis

Rationale/explanation of phase:

The purpose of this phase is to review the evidence collected from the CIWP SEF rating and critical needs identification process and suggest adding additional pieces of evidence, as well as to engage in a self-assessment of the MTSS Framework at your school. A strong self-assessment takes into

account what systems, procedures, knowledge, and skills are currently in place at the school so that gaps can be identified for the plan development process.

The goal of this step is to have the CIWP team leave with an honest and clear understanding of what MTSS looks like at the school.

Resource links
☆Featured Resource:
- Self-Assessment of Multi-Tiered System of Supports Rubric

At the conclusion of this phase, the CIWP team should be saying...

> *I have an understanding of where our school as a whole is strong when it comes to the MTSS Framework.*
>
> *I know where we need to grow when it comes to Multi-Tiered Systems of Supports, and I have an emerging theory about where we should consider improving on practices.*
>
> *We have some gaps in our practice as a school, but I am confident that we have the right people at the table to develop a strong plan to fill those gaps.*

Theory of Action Development
Rationale/explanation of phase:
Assuming that the CIWP team has engaged with the School Quality Rating Policy (SQRP), the Continuous Improvement Work Plan (CIWP) Protocol, and sections 1 and 2 of this document, you are now ready to create a draft of the Multi-Tiered System of Supports portion of your CIWP plan.

Resource links
☆Featured Resource:
- ciwp.cps.edu - At this point, schools should use the Action Plan template on the CIWP website to guide their work.

Sample Theory of Action:

If We...	Then We...	Which Leads To...
develop a local Tiering Criteria that follows the 80-15-5 model in the MTSS Framework and develop a Menu of Interventions aligned to the needs of students and respective tiers.	will be able to identify students for appropriate tiers of intervention and align students to an effective high-quality intervention.	fully implemented standardized systems and structures to support at-risk students as measured by X score on the Self-Assessment of Multi-Tiered System of Supports (SAM).

Available Professional Learning:

- Professional learning is currently provided by each network's respective Instructional Support Leader (ISL). MTSS Leads by Network

Professional Learning Materials:
- Tools and resources are available for each core component of the MTSS Framework in the purple tiles located under the "I'm Searching For" title, on the main MTSS Knowledge Center page. Access to these materials and the individual MTSS core components pages is available upon clicking on the purple tile that best fits the topic of interest.

At the conclusion of this phase, the CIWP team should be saying...

> *I am confident that this plan will make our school's Multi-Tiered System of Supports stronger.*

> *Completing our plan is a significant milestone. I understand that the plan is a living document and will evolve as we learn from our implementation.*

> *I am comfortable speaking to a community member or another staff member about our Multi-Tiered System of Supports action plan.*

> *I know what my role is in implementing the action plan.*

For more information please contact Philip Iem, MTSS Manager, at piem@cps.edu.

Curriculum

Curriculum Equity Initiative
Building Capacity

In this section, the CIWP team can find resources to inform curricular and instructional decisions according to the principles of equity and rigor that underpin the district's Curriculum Equity Initiative (Skyline), and/or prepare for the adoption and implementation of Skyline.

Guiding Questions:
- Do your students see themselves in your school's curricular materials?
- Are your school's curricular materials culturally responsive and sustaining?
- Is your current curriculum cognitively engaging for *all* learners, especially those historically overlooked in our schools?
- Does your school have curricula that are vertically and horizontally aligned to CCSS, NGSS, and the new ISBE Social Science standards?
- Are DL and EL supports integrated into your existing curricula? Are SEL standards embedded within existing curricula?
- Do your curricular materials offer multiple access points to meet the needs of all students?
- Would improvement in this area yield significant improvements to the instructional outcomes for all students?

Resource links
☆District Created Resources:
- Proprietary CPS curriculum rubrics aligned to both standards and equity-based look-fors in all core content areas are forthcoming. In the interim, see EdReports Content Area Rubrics and Evidence Guides linked below.

☆Research and Resources From the Field:
- EdReports, Content Area Rubrics and Evidence Guides: Assess the quality and standards alignment of your curricular resources by content area
  - ELA Foundational Skills Rubric
  - ELA K-2 Rubric
  - ELA 3-8 Rubric
  - ELA HS Rubric
  - Math K-8 Rubric
  - Math HS Rubric
  - Science 6-8 Rubric
- Curriculum Quality Rubric
- Culturally Relevant/Sustaining Pedagogies Research
- The Opportunity Myth Instructional Materials Decision Guide and Student Engagement Survey
- Instructional Material Decision Guide

- Integrating Social, Emotional, and Academic Development, An Action Guide for School Leadership Teams
- *Creating Opportunity to Learn*: The impact of cognitive engagement on learners

At the conclusion of this phase, the CIWP team should be saying...

> *I understand the value and purpose of the adoption of culturally sustaining, cognitively rigorous, and engaging curriculum.*
>
> *I have a clear understanding of what a curriculum rooted in equity for all learners looks like across multiple content areas.*
>
> *The adoption and implementation of curriculum rooted in equity that meets the needs of all learners is an important lever for improving student outcomes and building instructional capacity.*

Root Cause Analysis

In this section, the CIWP team can find resources to support the collection of additional instructional data, ensuring that there is an honest and clear understanding of what curricular equity currently looks like at the school. This will inform a more thorough root cause analysis.

Resource links

☆Featured Resource:
- See above resource links
- SY20 Instructional Core Walk look for tools
- Culturally Responsive Curriculum Scorecard: NYU designed tool to help stakeholders determine the degree to which curricula are culturally responsive. Intended for ELA, but may be useful for reviewing other content areas as well.

At the conclusion of this phase, the CIWP team should be saying...

> *We understand where our school is strong when it comes to curricular equity and cognitively rigorous and engaging instructional materials and practices, and we also understand our areas for growth in these domains.*
>
> *We have identified gaps in our curricular materials, particularly regarding equity, cultural relevance, and access points for all learners, that we think could be affecting the outcomes and learning experiences of our students.*

Theory of Action Development

In this section, CIWP teams can find resources to support the development of a theory of action in curriculum that are rooted in principles of equity, cultural relevance, rigorous student engagement, and access for all learners.

Chicago Public Schools

Resource links

Sample Theory of Action**:**

If We…	Then We…	Which Leads To…
adopt curricular materials from the Curriculum Equity Initiative (Skyline), and support teachers through a year-long cycle of inquiry that ensures delivery of content according to the values of equity, cultural relevance, and instructional rigor with multiple access points and opportunities for engagement for all learners	will see 1) more engagement among our students as they see themselves reflected in curricular resources and experience more opportunities for inquiry in the classroom 2) more collaboration among teachers as they engage in shared learning through a cycle of professional inquiry and 3)strengthened teaching practices that incorporate culturally relevant and sustaining pedagogies with more robust supports for all learners	[related improved outcomes for all learners as measured by the authentic, rigorous content aligned formative and summative assessments and standard assessments like NWEA that are written on the school CIWP Goal component page]

Professional Learning Materials / Resources:
- CPS Curriculum Equity Initiative: Universal Values and Approaches
- How Curriculum and Professional Learning Intersect
- High Quality Curricula and Team-Based Professional Learning White Paper

Progress Monitoring Tools:
- Safe Practice Classroom Observations
- SY20 Instructional Core Walk look for tools

Available Professional Learning:
- Assignment Review Protocols: Determine if content provides students with meaningful grade-level content
- Building an Inclusive Culture Among Staff

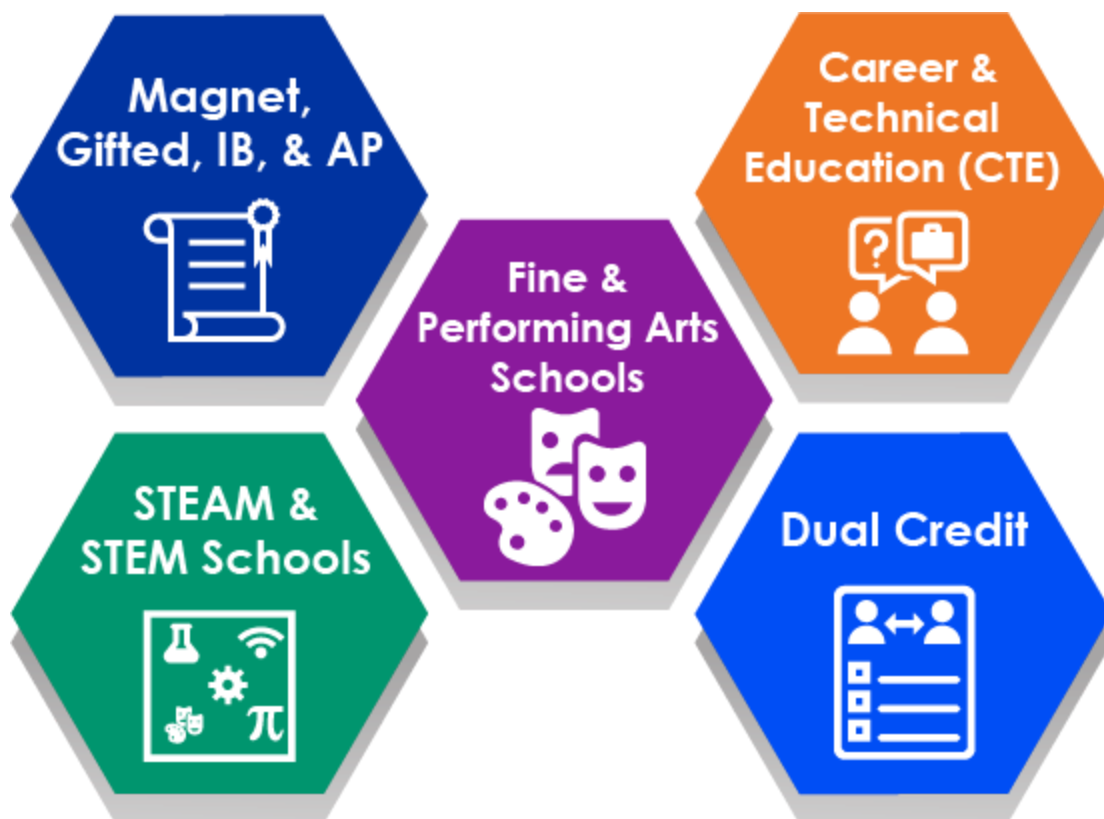At the conclusion of this phase, the CIWP team should be saying...

I am confident that this plan will make our school's curriculum more deeply rooted in equity and will make our associated instructional practices stronger.

We have identified curricular materials that are culturally relevant, rooted in equity and access, and professional learning resources to support instruction that is rigorous and engaging.

We have a strong plan in place to monitor the progress of implementation of a culturally relevant curriculum that is rooted in equity and access, and aligned to rigorous and engaging grade-level standards.

For more information, please contact Jonathan Ben-Isvy, Manager of Professional Learning, Department of Curriculum, Instruction, and Digital Learning at jiben-isvy@cps.edu.

Program Specialization

Magnet, Gifted, IB, & AP

Career & Technical Education (CTE)

Fine & Performing Arts Schools

STEAM & STEM Schools

Dual Credit

Magnet, Gifted, IB and AP

Building Capacity

Rationale/explanation of phase:
In this phase, the CIWP team will find resources to support high quality implementation of their specialty Magnet, Gifted, International Baccalaureate and/or Advanced Placement program.

Magnet,
Gifted, IB, & AP

Program Standards and Practices:
Each MGIB specialty program has a set of Program Standards and Practices that are the foundational expectations for school implementation. The MGIB department uses these standards to ensure the fidelity in the implementation of our programs. The Standards and Practices provide a set of criteria that can be used to coach, provide Professional Learning, observe and ultimately evaluate the success of the programs.

Guiding Questions:
- Where are we as a school in regard to program fidelity? What are the strengths, gaps, and goals for our programming?
- How can we align our specialty program improvements to the instructional core and student outcomes?

Magnet and Magnet Cluster
- Magnet and Magnet Cluster Program Standards and Practices
Gifted
- Gifted Program Standards & Practices
International Baccalaureate
- IB Program Standards and Practices
Advanced Placement
- AP Program Standards and Practices

Resource links
- Magnet
  - Magnet School articles
- Gifted
  - What it Means to Teach Gifted Students Well
  - Teacher Education Standards for the Field of Gifted Education
- IB
  - John Hopkins School of Education: Chicago's Use of the International Baccalaureate: An Education Success Story That Didn't Travel
  - Working to My Potential: The Postsecondary Experiences of CPS Students in the International Baccalaureate Diploma Programme
- AP
  - AP's Outlook

- ○ "Finding America's Missing AP and IB Students,"
- ○ "The Impact of Participation in the Advanced
- ○ Placement Program on Students' College Admissions Test Scores,"
- ○ "PSAT Component Scores as a Predictor of Success on AP Exam Performance for Diverse Students"

At the conclusion of this phase, the CIWP team should be saying...

I understand the value and purpose of reflecting upon and evaluating our school based on our program Standards and Practices.

*I have a clear understanding of what particular SEF categories (e.g.,. Rigorous tasks, Curriculum) look like from our **(ex. IB or Gifted)** program lens.*

Program professional development, data analysis and classroom observation with feedback are important levers for improving student learning within our program model.

Root Cause Analysis

Rationale/explanation of phase:

The purpose of this phase is to review the evidence collected from the CIWP SEF rating and critical needs identification process and suggest adding additional pieces of evidence, and engaging in a self-assessment of YOUR SPECIALTY PROGRAM at your school. A strong self-assessment takes into account what systems, procedures, knowledge, and skills are currently in place at the school so that gaps can be identified for the plan development process.

The goal of this step is to have the CIWP team leave with an honest and clear understanding of what your speciality program currently looks like at the school.

Resource links

Magnet
- Montessori Essential Elements Self-Assessment
- Fine and Performing Arts School Standards for Success
- World Language Guidance Document

Gifted
- Gifted programs standards and practices self-assessment rubric

International Baccalaureate
- IB standards and practices self-assessment rubric

Advanced Placement
- Course and Exam Descriptions
- Checks for Student Understanding
- AP Coordinator Manual:
  - ○ Part I
  - ○ Part II

At the conclusion of this phase, the CIWP team should be saying...

> *I have an understanding of our school's strengths when it comes to implementing our specialty program.*
>
> *I know where we need to grow when it comes to program implementation and we can use our Standards and Practices to plan for areas for improvement.*

Theory of Action Development

Rationale/explanation of phase:

Assuming that the CIWP team has engaged with the School Quality Rating Policy (SQRP) CONTINUOUS IMPROVEMENT WORK PLAN (CIWP) PROTOCOL and engaged with the phase 1 and 2 of this document, you are now ready to begin planning your strategies and actions within your CIWP plan.

Resource links

Magnet and Magnet Cluster
- Professional Development (varies by program type)
  - World Language PD
  - World Language Coaching
- Coordinator/Lead Teacher Role
  - The Role of Magnet Cluster Lead Teacher
- Budget Guidance
  - Montessori Budget Guidance
  - Magnet and Magnet Cluster Budget Guidance
- Other resources
  - Basic data analysis protocol

Gifted
- Professional Development
  - Gifted Programs Professional Learning
  - Center for Talent Development Gifted Education Boot Camp
- Coordinator/Lead Teacher Role
  - Role of Building Gifted Coordinator
- Budget Guidance
  - Gifted Programs Budget Guidance Document
- Other resources
  - Comprehensive Gifted Program
  - Placement Confirmation Form English | Spanish
  - Parent Accompanying Letter to the Placement Confirmation Forms English | Spanish

International Baccalaureate
- Professional Development
  - Professional Learning
- Coordinator/Lead Teacher Role
  - PYP Coordinator
  - MYP Coordinator

- ○ DP/CP Coordinator
- ● Budget Guidance
  - ○ IB authorized Schools Budget Guidance Document
- ● Other resources
  - ○ From Principles into Practice
  - ○ Guide for building a school assessment policy

Advanced Placement
- ● Professional Development
  - ○ College Board PD
  - ○ Columbia College
  - ○ Northwestern University
  - ○ Plainfield SD 202
  - ○ SAIC
- ● Coordinator/Lead Teacher Role
  - ○ AP Coordinator
- ● Other resources
  - ○ Non-SQRP Folder Instructions
  - ○ AP Equity Snapshot (Example)

Sample Theory of Action:

If We…	Then We...	Which Leads To...
Use our program standards and practices to assess the quality of program implementation and analyze data to identify instructional gaps	tailor professional development to growth areas, observe and provide feedback for transference, and use data to inform instructional practice	the ability to sustain a high quality program model where X% of students show improvement to in their growth areas based on review and feedback on authentic standards based student work, and Y% meet or exceed their annual academic goals as evidenced by [NWEA, IB, AP, and PSAT/SAT, etc metrics from CIWP Goal componen page] by EOY SY22.

At the conclusion of this phase, the CIWP team should be saying...

> *We are confident that this plan will help make our school's _____ program implementation stronger.*

For more information please contact Dr. Veronica Nash, Executive Director MGIB, vnash@cps.edu.

STEAM & STEM Schools

Building Capacity

In this section, the CIWP team can find resources to integrate STE(A)M programming holistically into the school.

Guiding Questions:
- What qualities define a strong STE(A)M program?
- Where is our existing program demonstrating these qualities? Where are the gaps in our existing programming?
- How would the improvement of our STE(A)M program yield improvements to our instructional core and student outcomes?

Resource links

☆District Created Resources:
  a. STEM Standards for Success
  b. Connections from CIWP to STEM Standards
  c. STEAM Standards for Success
  d. Connections from CIWP to STEAM Standards

☆Research and Resources From the Field:
  a. The Coach and the Evaluator by Bob Tschannen-Moran and Megan Tschannen-Moran (Supports the effective use of instructional coaches)
  b. Design Thinking 101 by Sarah Gibbons (Addresses what design thinking is and why it is important)
  c. Engaging Diverse Learners Through the Provision of STEM Education Opportunities by Beth Howard-Brown and Danny Martinez
  d. Exploring the Foundations of the Future STEM Workforce: K–12 Indicators of Postsecondary STEM Success by Trisha Hinojosa, Amie Rapaport, Andrew Jaciw, Christina LiCalsi, and Jenna Zacamy (Focuses supporting Latinx students)
  e. Preparing Students for Learning, Work and Life Through STEAM Education by Mary Dell'Erba (Provides a clear definition and rationale for STEAM Education)
  f. What is Arts Integration? by Lynne B. Silverstein and Sean Layne

At the conclusion of this phase, the CIWP team should be saying...

> *I understand the value and purpose of STE(A)M Programming.*

> *I have a clear understanding of what a fully integrated STE(A)M school might look like.*

> *STE(A)M programming is an important lever for improving student learning because it embodies a mindset shift towards creative, impactful, and connected learning.*

Root Cause Analysis

In this section, the CIWP team can find resources to support the collection of additional instructional data, ensuring that they have an honest and clear understanding of what STE(A)M currently looks like at the school. This will inform a more thorough root cause analysis.

Resource links
☆Featured Resources:
- STEM Standards for Success and STEAM Standards for Success: STEM and STEAM schools should use the appropriate standards and rubric to complete a self-assessment. Evidence to support the self-assessment process and root cause analysis may include:
  - Schedule of in-school teacher PD (grade level/department meetings, whole-school PD days, and/or PLCs)
  - Sample agendas from ILT/grade level/department meetings
  - Schedule of STEM enrichment
  - Record of STEM-related PD that teachers have participated in
  - Sample classroom assessments, Sample student work, Sample lesson/unit plans
  - Sample STEM Lab/Makerspace schedule, Algebra Exit Exam results
  - Schedule of STEM career/work-based learning experiences
  - Sample flyers, newsletters, websites, etc. highlighting parent and community engagement opportunities
  - Schedule of STEM coursework/academic pathways - CTE, early college, etc. (HS only)
  - Sample agendas from partnership (CCC, industry) meetings (HS only)

At the conclusion of this phase, the CIWP team should be saying...

> *I have an understanding where our school as a whole is strong when it comes to STE(A)M programming.*
>
> *I have an emerging theory about where we should consider improving on practices that are tied to the STE(A)M Standards for Success.*
>
> *We have identified gaps in our practice that we think could be part of a root cause of our identified Area of Critical Need.*

SEF Priority
The Connections from CIWP to STEM Standards and Connections to CIWP from STEAM Standards documents outline the key areas of overlap between the School Excellence Framework and the programmatic standards.

Theory of Action Development
In this section, CIWP teams can find resources to support the development of a theory of action that directly addresses at least one of the STE(A)M Standards for Success. Given the holistic nature of the standards, there should be opportunities to make connections to the programmatic focus within most, if not all, theories of action. The examples below show two very different priorities that can be addressed through a focus on the STE(A)M Standards for Success.

Sample Theories of Action:

If We…	Then We...	Which Leads To...
engage all teachers in the design thinking process to promote innovative instructional practices during school-wide professional learning (SSS1d, SSS2d, SSS4)	will see increased teacher agency and intentional, responsive shifts in instructional approach	[CIWP Goals component webpage goals related to accelerated student learning as measured by grades and assessments]
embed student-interest driven STE(A)M enrichment opportunities within the school day for all students and additional out-of-school opportunities for students with below-average attendance (SSS2b)	will see increases in student engagement and development of positive STE(A)M identities	increase in attendance rates to X% and 5 Essentials student responses related to engagement to a rating of Y by EOY SY22.
create meaningful STEM career-focused course sequences via CTE or early college	will see increased interest in and readiness for STEM careers and post-secondary education	increase to X% of students earning Early College & Career Credentials and Y% of student enrolling in STEM majors post-secondary.

Resource links
Professional Learning Materials/Resources:
- STEM Lab and Makerspace Resources
- Computer Science & Technology Resources
- Learning Opportunities for Students and Teachers

Progress Monitoring Tools:
- STEM Standards for Success and STEAM Standards for Success: STEM and STEAM schools should use the appropriate standards and rubric to regularly monitor the progress of theories of action that connect to one or more of the standards.

Available Professional Learning:
- STEM Summer Institute and SY20-21 professional learning details will be available in the spring
- CTE professional learning will be available at a later date

At the conclusion of this phase, the CIWP team should be saying...

> *I am confident that this plan will make our school's STE(A)M programming stronger.*

> *We have identified STE(A)M programming professional learning resources.*

> *We have a strong plan in place to monitor the progress of STE(A)M programming.*

For more information, please contact Kate Klein, STEM School Program Manager, at krklein@cps.edu.

Fine and Performing Arts Schools

Building Capacity

In this section, the CIWP team can find resources to integrate Fine and Performing Arts programming holistically into the school.

All Fine and Performing Arts Schools should reference the Arts Education section above for ample resources related to the Illinois Arts Learning Standards.

Fine &
Performing Arts
Schools

Guiding Questions
- What are the hallmarks of an Excelling Fine and Performing Arts School?
- Where is my school currently demonstrating excellence according to the Fine and Performing Arts Standards for Success?
- Where are the gaps in our current practice?

Resource links

Arts Program Planning
- Arts Education Principal Guidance Documents: An overview of CPS arts policies and recommendations to help administrators build and sustain strong arts programs in their schools.
  - Arts Education Principal Guidance Document: Elementary School
  - Arts Education Principal Guidance Document: High School
- CPS Policies, Memos, and Guidance Documents- Access important policies, memos, and guidance documents generated by Chicago Public Schools and the CPS Department of Arts Education.

Arts Integration Overview Documents
- Arts Integration Overview - Our definition of arts integration, proven benefits, and supporting research.
- Moving Toward Authentic Arts Integration - A chart illustrating the progression toward authentic arts integration from both an arts and non-arts instructional perspective.
- Schoolwide Conditions for Quality Arts Integration - Four domains for coordinated efforts by administrators, teachers, students, community members, partners, and families to ensure that arts integration flourishes in a school.
- Schoolwide Conditions for Quality Arts Integration: Reflection - Use this document to reflect on how your own school is currently doing in each domain, and brainstorm next steps and resources for areas that need improvement.

Arts Integration Lesson and Unit Planning Tools
- Arts Integration "Wish List"- A document for arts educators to distribute to colleagues to determine who is interested in collaborating on arts-integrated lessons, units, and/or events.
- Arts Integrated Unit Options - A worksheet for collaborating educators to reflect on the pros, cons, and logistics of three types of arts-integrated units.
- Arts Integrated Unit Planner - A comprehensive planning document for collaborating educators to plan an integrated unit.

- Arts Integrated Unit Reflection - Collaborating educators can use this document to reflect on the success of an integrated unit and the collaboration itself.

Standards Crosswalks
- Illinois Arts Learning Standards and Common Core-ELA Crosswalk
- Illinois Arts Learning Standards and Common Core-Math Crosswalk

☆Research and Resources From the Field:
Arts Integration - Free Arts-Integrated Activities, Lessons, Videos, Printables, and Units
- Art & Science: A Curriculum for Educators -Selections from a Getty Museum curriculum for K–12 visual arts and science educators, which mines the Getty collection to explore the intersections of the visual arts with scientific disciplines. The curriculum was developed by Getty educators with museum conservators, curators, and scientists and a teacher advisory group.
- ARTSEDGE: Arts Integration Collection from the Kennedy Center - A wide-ranging collection on arts integration drawing from more than a decade of the Kennedy Center's efforts to clarify arts integration principles and implement best practices. Contains documents on the what and why of arts integration, a database of K-12 lesson plans, and professional learning resources.
- Education Closet: Arts Integration Library - Free K–12 arts integration and STEAM lessons, videos, and printables for educators. Education Closet also offers a paid, comprehensive online K–12 arts integration and STEAM curriculum supplement, IntegratED.
- Edutopia: Middle School Lesson Plans and Resources for Arts Integration - Educators from Bates Middle School in Annapolis, Maryland share arts-integrated lessons and resources (including templates, professional learning presentations, and more) for grades 6–8.
- Exploratorium: The Science of Music - The Exploratorium in San Francisco created this resource for students to explore the science of music through online exhibits, movies, and questions.
- Getty Museum: Connecting Poetry and Art - Integrating language arts and visual arts, these resources help K–12 students pen poems, create visual poetry, and compare and contrast similar themes across visual art and verse.
- Harvard Project Zero: Artful Thinking - The Artful Thinking program, developed by Harvard Project Zero in collaboration with the Traverse City, Michigan Area Public Schools (TCAPS), aimed at developing a model approach for integrating art into regular classroom instruction. The program's website contains resources to help teachers regularly use works of visual art and music in their curriculum to strengthen student thinking and learning.
- **Incredible Art Department: Visual Arts-Integrated Lessons** - Visual arts-integrated lessons for grades preK–12 created by visual arts educators. Lessons are categorized by discipline and can be used in music, drama, dance, theatre, science, social science/history, math, ELA, physical education, and technology classrooms.
  - PreK–2 Arts Integrated Lessons
  - Elementary Arts-Integrated Lessons
  - Middle School Arts-Integrated Lessons
  - High School Arts-Integrated Lessons
- NEA: Arts Across the Curriculum - Lesson plans and activities for educators in grades K-12 integrating music and visual arts with social studies, math, and science.

- Open Educational Resource (OER) Commons: Arts Integration Collection - A searchable database cataloguing many open-source arts integration lessons, units, and activities on the web, including resources from ArtsEDGE, UNESCO, Getty Museum, and more.
- PBS Learning Media: Math + Arts - A collection of PreK–9 lesson plans that use dance, drama, music, and visual arts to teach math concepts.
- Phil Tulga: Music Integration Activities - Professional musician and music educator Phil Tulga offers these free resources linking music to language arts, math, and science.
- San Francisco Museum of Modern Art: Educator Resources - SFMOMA offers an array of educational resources for teachers to use in arts and non-arts classrooms, including discussion questions for artworks, lesson plans, graphic organizers and worksheets, artist interviews, animations, and more.

Arts Integration - Books

- **Bogard, J., & Donovan, L. (2013). Strategies to Integrate the Arts in Language Arts. Huntington Beach, CA: Shell Education.** - Practical arts-based strategies for classroom teachers to use in teaching language arts content. Overview information and model lessons are provided for each strategy and ideas are provided for grades K-2, 3-5, 6-8, and 9-12.
- **Bogard, J., & Creegan-Quinquils, M. (2013). Strategies to Integrate the Arts in Social Studies. Huntington Beach, CA: Shell Education.** - Practical arts-based strategies for classroom teachers to use in teaching social science content. Overview information and model lessons are provided for each strategy and ideas are provided for grades K-2, 3-5, 6-8, and 9-12.
- **Dacey, L., & Donovan, L. (2013) Strategies to Integrate the Arts in Mathematics. Huntington Beach, CA: Shell Education.** - Practical arts-based strategies for classroom teachers to use in teaching mathematics content. Overview information and model lessons are provided for each strategy and ideas are provided for grades K-2, 3-5, 6-8, and 9-12.
- **Diaz, G., & McKenna, M. B. (2017). Preparing Educators for Arts Integration: Placing Creativity at the Center of Learning.** New York, NY: Teachers College Press. - This resource examines professional learning approaches from across the United States to help schools integrate the arts fully into K–12 curriculum.
- **Donahue, D. M. & Stuart, J. (2010). Artful Teaching: Integrating the Arts for Understanding Across the Curriculum, K–8. New York, NY: Teachers College Press.** - Detailed explanations of how arts integration across the K–8 curriculum contributes to student learning, accompanied by rich examples of public school teachers integrating visual arts, music, drama, and dance with subject matter, including English, social studies, science, and mathematics.
- **Poey, V., Weber, N., Diaz, G., & Smiley, S. (2013). Strategies to Integrate the Arts in Science. Huntington, CA: Shell Education.** - Practical arts-based strategies for classroom teachers to use in teaching science content. Overview information and model lessons are provided for each strategy and ideas are provided for grades K-2, 3-5, 6-8, and 9-12.
- **Riley, Susan L. (2012) Shake the Sketch: An Arts Integration Workbook. CreateSpace Independent Publishing Platform.** - A workbook designed for classroom teachers, administrators, arts educators, and community members looking to foster and support 21st-century learning skills that engage and empower students. Learn what arts integration is, how it's revolutionizing education, and how to successfully implement it in your classroom, school or district.

At the conclusion of this phase, the CIWP team should be saying...

I have a clear understanding of what a fully integrated Fine and Performing Arts School might look like.

Fine and Performing Arts Schools are not just about providing increased access to arts education, but can be an important and holistic lever for improving student engagement and learning across many aspects of my building.

Root Cause Analysis

In this section, the CIWP team can find resources to support the collection of additional instructional data, ensuring that they have an honest and clear understanding of what their Fine and Performing Arts strengths and areas of growth are. This will inform a more thorough root cause analysis.

Resource links

☆District Created Resources:

Fine and Performing Arts Standards for Success: These Standards, developed across six key areas of excellence and alongside schools, are the key guideposts designed to ensure the arts are embedded within your systems and structures and are flourishing throughout your school.

- We have utilized the same structure as the Creative Schools Certification (Emerging, Developing, Strong, and Excelling) to ensure consistency.

The Creative Schools Certification measures are embedded in the Standards for Success. Robust access to the arts is one of the fundamental requirements of a Fine and Performing Arts School.

Fine and Performing Arts Schools Standards for Success - Self Assessment

At the conclusion of this phase, the CIWP team should be saying...

I have an understanding where our school as a whole is strong when it comes to our Fine and Performing Arts programming.

I have an emerging theory about where we should consider improving on practices that are tied to the Fine and Performing Arts Standards for Success.

Through taking the self assessment, we have identified gaps in our practice that we think could be part of a root cause of our identified Area of Critical Need.

Theory of Action Development

In this section, CIWP teams can find resources to support the development of a theory of action for Fine and Performing Arts Schools that is aligned to the Fine and Performing Arts Standards for Success.

Resource links

Sample Theory of Action:

If We…	Then We...	Which Leads To...
organize our school schedule to ensure co-planning and co-teaching time for our arts and	will be able to implement authentic arts integration practices that ensure an	X% of students demonstrating mastery in both arts and non-arts learning standards on summative

non-arts teachers to collaborate,	educational approach in which both the artistic discipline and other academic subjects are equally weighted, taught, and assessed,	assessments in arts-integrated classrooms.

Progress Monitoring Tools:

Fine and Performing Arts Schools Standards for Success - Self Assessment - Schools should use the standards and self-assessment to regularly monitor the progress of theories of action that connect to one or more of the standards.

Available Professional Learning:

All Fine and Performing Arts Schools will have access to professional learning tailored to this cohort of schools and the Fine and Performing Arts Standards for Success. Details about these offerings for the SY20-21 will be available in Spring 2020.

At the conclusion of this phase, the CIWP team should be saying...

I am confident that this plan will make our school's Fine and Performing Arts programming stronger.

We have identified Fine and Performing Arts Schools-specific professional learning resources.

We have a strong plan in place to monitor the progress of our Fine and Performing Arts programming.

For more information please contact Christine Rudy-Reed, Fine and Performing Arts Schools Specialist, at creed18@cps.edu.

Career and Technical Education (CTE)

Building Capacity
In this section, the CIWP team can find resources for **Career and Technical Education (CTE)** and the High Quality CTE Framework that informs the programs. CPS CTE has adopted the **High Quality CTE framework** that was vetted and published by the national Association for Career and Technical Education (ACTE). A specific focus on enhancing meaningful work-based learning (WBL) opportunities for CTE students is included in this section in order to provide guidance on meeting the Mayor's and State's current initiatives.

Guiding Questions
- Does CTE have a high impact on your students' success?
- How does ensuring high quality CTE programming, instruction and work-based learning opportunities for students increase their college and career readiness ?
- What key practices can ensure high quality CTE?

Resource links
☆District Created Resources:
- Resources and Curriculum for CTE on Knowledge Center-

☆Research and Resources From the Field:
- Indicators of High-Quality CTE
- CTE Information from ISBE
- Association of Career and Technical Education
- Advance CTE
- Importance of CTE for College and Career Readiness
- Career and Technical Education Data
- What we Know about CTE in High School

At the conclusion of this phase, the CIWP team should be saying...

> *I understand the value and purpose of Career and Technical Education (CTE).*

> *I have a clear understanding of the indicators of high quality CTE.*

> *CTE is an important lever for improving student learning because it integrates technical, academic, and employment skills that support post-secondary and career success.*

Root Cause Analysis
In this section, the CIWP team can find resources to support the collection of additional instructional data, ensuring that they have an honest and clear understanding of what quality work-based learning in CTE currently looks like at the school. This will inform a more thorough root cause analysis.

Resource links
☆Featured Resource:

- High Quality CTE Rubric
- ACTE High Quality CTE Evaluation

At the conclusion of this phase, the CIWP team should be saying...

> *I have an understanding where our school as a whole is strong when it comes to high quality work-based learning in CTE.*
>
> *I have an emerging theory about where we should consider improving on practices.*
>
> *We have identified gaps in our CTE programming and/or instructional practice that we think could be part of a root cause of our identified area of critical need.*

SEF Priority

Career and Technical education exists explicitly in the SEF within Dimension 6.

Dimension 6: College and Career Readiness Supports

Category: Transitions

Subcategory: (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.

Work-based learning opportunities allow students to participate in the workplace to hone their technical and employability skills and receive feedback from industry professionals. This ensures that students are able to make informed decisions about college and career with the support of community stakeholders.

Theory of Action Development

In this section, CIWP teams can find resources to support the development of a theory of action in Career and Technical Education that ensures:

- Equitable access to WBL experiences are available to all CTE students
- WBL experiences increase in intensity along a continuum from career awareness to career experience.
- High quality WBL experiences are available to all CTE students
- Students are prepared with the high-leverage employability skills to engage meaningful work outside of the school setting.

Resource links

Sample Theory of Action:

If We…	Then We...	Which Leads To...
Engage with the CTE department's WBL Specialists, initiate use of the CTE WBL program menu, evaluate the WBL	Have access to a variety of career pathway-specific industry partners, ensure that the WBL experiences are of high quality,	[related academic goals that are written on school CIWP Goal component webpage]

experiences based on the High Quality CTE rubric and utilize the CPS CTE Work-based Learning Guidebook	that students, teacher and industry stakeholders are prepared to foster the learning of our students over the tenure of their CTE coursework, see equitable access to high-quality WBL experiences available to all CTE students as well as community engagement.	

Professional Learning Materials/ Resources:
- CPS CTE Work-based Learning Guidebook coming in May 2020. In the meantime, use: WBL Toolkit from New York City Board of Education

Progress Monitoring Tools:
- High Quality CTE Framework Rubric
- ACTE High Quality CTE Evaluation

Available Professional Learning:
- CTE 101- offered quarterly
- CTE 102- coming September 2020

At the conclusion of this phase, the CIWP team should be saying...

> *I am confident that this plan will make our school's CTE department stronger.*
>
> *We have identified CTE's work-based learning professional learning resources.*
>
> *We have a strong plan in place to monitor the progress of work-based learning in CTE.*

Please contact Sarah Rudofsky (serudofsky@cps.edu) to gain insight into current numbers of Work-based learning experiences for your CTE programs.

Dual Credit

Building Capacity

In this section, the CIWP team can find resources to determine whether dual credit coursework would be fit in our school's portfolio of offerings.

Guiding Questions
- Is this domain high impact?
- Would improvement in this area yield significant improvements to the instructional core and student outcomes?
- Is their convergence and alignment between SEF priorities such that they mutually reinforce each other and instructional core outcomes?"

Resource links
☆District Created Resources:
- Dual Credit Application Process
- CCC Early College Handbook

☆Research and Resources From the Field:
- JFF's Early College Equals Early Success

At the conclusion of this phase, the CIWP team should be saying...

I understand the value and purpose of dual credit.

I have a clear understanding of what a dual credit course offering is

Dual credit is an important lever for improving student learning because it allows students to engage in rigorous college coursework and gain valuable college credit before graduating high school.

Root Cause Analysis

In this section, the CIWP team can find resources to support the collection of additional instructional data, ensuring that they have an honest and clear understanding of what dual credit currently looks like at the school. This will inform a more thorough root cause analysis.

Resource links
☆Featured Resource:
- CPS College and Career Data Portal: Under Final Reports, please find the *College and Career Credential Scorecard* and *Early College Planning Guide*
- CCC Credentialing Guideline

At the conclusion of this phase, the CIWP team should be saying...

> *I have an understanding where our school as a whole is strong when it comes to student early college attainment.*

> *I have an emerging theory about where we should consider improving on practices.*

> *We have identified gaps in our practice that we think could be part of a root cause of our identified area of critical need.*

Theory of Action Development

In this section, CIWP teams can find resources to support the development of a theory of action in early college that allows students to gain significant strategic dual credit.

Resource links

Sample Theory of Action:

If We…	Then We...	Which Leads To...
develop strategic pathways for dual credit	give students valuable college content and credit	reduced time and cost of college while accelerating on an in demand career path for students

Professional Learning Materials/ Resources:
- JFF's Promising Credentials - Healthcare (additional pathways to come shortly)

Progress Monitoring Tools:
- Currently under development to track progress towards strategic dual credit.

At the conclusion of this phase, the CIWP team should be saying...

> *I am confident that this plan will make our school's early college culture stronger.*

> *We have identified new ways to implement dual credit professional learning.*

> *We have a strong plan in place to monitor the progress of strategic dual credit.*

For more information please contact Joe Halli, Manager of Early College Initiatives, at jhhalli@cps.edu.