

CIWP Team & Schedules

Resources 

Indicators of Quality CIWP: CIWP Team

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




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

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

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



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

[CIWP Team Guidance](#)

Name 	Role 	Email 
Nadine Gonzalez	Teacher Leader	nygonzalez1@cps.edu
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Katherine Childers	Teacher Leader	kechilders@cps.edu
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Ryan Leonard	Principal	rpleonard@cps.edu
Maria Casanova + Jenell Harris	Postsecondary Lead	mtgonsiorek@cps.edu, jsdammar@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	4/10/23	4/16/23
Reflection: Curriculum & Instruction (Instructional Core)	4/17/23	4/24/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/1/23	5/7/23
Reflection: Connectedness & Wellbeing	5/8/23	5/14/23
Reflection: Postsecondary Success	5/15/23	5/21/23
Reflection: Partnerships & Engagement	5/22/23	6/4/23
Priorities	6/5/23	6/11/23
Root Cause	6/26/23	7/2/23
Theory of Acton	7/3/23	7/9/23
Implementation Plans	7/10/23	7/30/23
Goals	7/31/23	8/6/23
Fund Compliance	8/7/23	8/25/23
Parent & Family Plan	8/7/23	8/25/23
Approval	8/7/23	8/25/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.

As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/2/23
Quarter 2	12/4/23
Quarter 3	3/4/24
Quarter 4	5/6/24

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.
 Stakeholders are consulted for the Reflection of Foundations.
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	CPS High Quality Curriculum Rubrics	<p>CAHS CIWP Planning Doc </p> <p>Notes on Curriculum & Instruction Data Points: SAT data is consistent with CPS averages (link) Inconsistency w/ planning (specifically assessments) and student/teacher talk in classrooms Reading and math growth could be better; plus, colleagues have spoken about how they wish our reading/math skills were transferring across contents We need to improve our students' reading - reading is going to be key in their post-secondary success/perhaps bring back quarterly focus on reading skills In individual spaces, this might be a priority area but potentially not for the whole school community. Is this a foundational point for everything else? We were frustrated following the walk-through because of the tier 1 graphic organizers and lack of intentional checks for understanding. Some departments are fine tuning their curricula, English for one. ILT Effectiveness is also a part of this topic - we haven't done well in terms of meeting our staff where they're at/sending mixed messages STAR Data shows that we're drastically missing our mark in terms of grade levels</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Partially	<p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>	<p>What is the feedback from your stakeholders?</p> <p>Differentiation - Inconsistent, not progress monitoring, not effectively implementing interventions </p> <p>Rubrics - Not horizontal and vertically aligned</p> <p>Preps - Teachers having more than 2 preps; negatively impacting ability to plan at a high level</p> <p>Standards-Aligned Planning - We may not fully understand the depth of the standards</p> <p>Instruction - We are taking the rigor out of the work by overscaffolding (objective and task)</p> <p>Student Discussion and Assessment - Two of our lowest average scoring areas were 3B and 3D</p> <p>Student Responses - The two lowest scoring areas, by far, on the Cultivate Survey were "Growth Mindset" and "Academic Risk Taking"</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p> <p>Interim Assessment Data</p>
Partially	<p>Powerful Practices Rubric</p> <p>Learning Conditions</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Skyline curriculum in Math and Science Both ELA and SocStudies undergoing multi-year curricular review </p> <p>All course teams utilized UBD planning practices DL/EL Department has common planning time Common Course Team planning time Wilson/Just Words reading intervention Common assessments for shared course teams Double Algebra and Double English for Freshmen Increased number of DL teachers from 12 to 15 over the last 2 years We have intentionally programmed our Sophomore DL students into prioritized cohorts. MRW for 10-12 Dr. Carry PD for ELA and SS teachers SY24 Instructional Priority is Differentiation Strategic after school tutoring specifically for students of color</p> <p>We hope these efforts will help educators keep the main thing the main thing - Student Growth. As a result we hope to see improvement in student growth and attainment.</p> <p>Barriers?</p> <ul style="list-style-type: none"> - Course Team meeting time lacks structure and accountability - Student work isn't prioritized in Department meeting time - ILT culture needs work - MTSS Lead took LOA - Haven't built student investment in STAR 360 assessment 	
Yes	<p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>		
Yes	<p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p>		
Partially	<p>Assessment for Learning Reference Document</p>		

What student-centered problems have surfaced during this reflection?

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

Students made significantly less than expected growth and achieved vastly less than desired attainment in SY23. For Math, only 7% of students moved up an MTSS tier, students grew less than 1/2 a grade level, and no more than 30% attained benchmark. For Reading, only 12% students moved up an MTSS tier, students grew about 1/3 of a grade level, and no more than 46% attained benchmark.

Inclusive & Supportive Learning Environment

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	<p>Notes on Inclusivity & Supportive Learning Data Points (pg. 7 on CIWP doc) </p> <p>CAHS SY24-26 CIWP Process Details Leonard</p> <p>(-) No MTSS team, Differentiation as the '24 IP for a reason, OST after school and lunch tutoring but focused on on-track not skill development, STAR data doesn't indicate S's growing above 50th percentile.</p> <p>(+) Wil/JW courses, "strong" on 5Es for Supportive Environment - T to S Trust at 95, Safety at 42 (several "outside" factors). Cultivate: we have strong (not perfect) marks on validating students' identity, but have room to grow with motivation, academic risk-taking, and growth mindset</p> <p>5Es Ambitious Instruction: Overall strong instruction! We could grow in "academic press" and "student discussion"</p> <p>2019 School progress report →→→</p> <p>Monitoring & MTSS Team: we don't have that program implemented at CAHS, and we need time to build that well</p> <p>This is the push we need! It's easy to hide behind "C&I" because a lot of it is on paper</p> <p>We don't have a whole school habit of responding to the data we gather in our classes; is that leading to a lower-than-desired growth metric?</p> <p>This has the potential to burn us out pretty quickly - we'll have to be careful about expectations from the jump</p> <p>Who's going to be on the MTSS Team? How will they get paid?</p> <p>Many interventions occur after school, which has traditionally been unpaid. If that becomes an expectation, how can we manage that?</p> <p>There are a number of students who report feeling only "partially safe" in our bathrooms here!</p> <p>IEP Fidelity: this is also a huge legal issue!</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	<p style="text-align: center;">What is the feedback from your stakeholders?</p> <p>MTSS - We do not have a functioning MTSS Team </p> <p>Differentiation - We lack a common definition, bank of effective practices, and progress monitoring tools</p> <p>Supportive Environment - Students and staff report this as an area of strength</p> <p>Instruction - Academic Press and Student Discussion notes as areas of growth in 5Es</p> <p>BHT - Ongoing disconnect between BHT and teachers preventing effective intervention implementation</p>	<p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	<p style="text-align: center;">What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>- New MTSS Lead </p> <p>- Differentiation as the Instructional Priority for SY24</p> <p>- Renorming on the role of BHT/C+C and revising communication norms</p> <p>- MRW, Wilson, and Just Words</p> <p>- Prioritizing hiring staff with ESL endorsements and Spanish/Arabic language proficiency</p> <p>- Attempting to cohort teachers for ESL certification</p> <p>- Dr. Carry PD for ELA and SS teachers</p> <p>Impact</p> <p>- Lowered the ratio of DL students to teachers</p> <p>Barriers</p> <p>- Inconsistent/non-existent methods for tracking student progress</p> <p>- Inconsistent/non-existent academic interventions</p>	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.			

What student-centered problems have surfaced during this reflection?



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CIWP Priority Area #1 | Inclusive and Supportive Learning Environment Symptom | Students made significantly less than expected growth and achieved vastly less than desired attainment in SY23. For Math, only 7% of students moved up an MTSS tier, students grew less than 1/2 a grade level, and no more than 30% attained benchmark. For Reading, only 12% students moved up an MTSS tier, students grew about 1/3 of a grade level, and no more than 46% attained benchmark.

Hypothesis 1
Educators do not have accurate, ongoing, standards-aligned assessments to monitor student progress and implement interventions
Hypothesis 2
Educators do not have the knowledge and/or experience to implement appropriate academic interventions and monitor effectiveness, especially for EL and DL students
Hypothesis 3
CAHS does not have an MTSS Team, specifically a culture around student growth (incentives/recognition)
Why 1
We haven't spent the time unpacking the standards in departments and course teams and/or we have newly adopted curriculum that we don't yet fully understand
Preparation programs don't prepare educators for this work very well and Admin hasn't provided this PD
Admin didn't know/prioritize it - Do we have the time/capacity to pull it off?
Why 2
We feel like we've already done it and/or other things have felt more important the last 3 years
We don't necessarily have the knowledge within Admin to provide one-size-fits-all training | Sometimes students' IEP goals don't align with the course content | Might be lacking the collaboration across DL and GenEd to do this well
Branching minds is a lot - We also didn't spend the time properly training colleagues on the platform
Why 3
1) Taught through a global pandemic and have endured administrative turnover - new people and new visions | 2) Some of our educators lack a growth mindset - did it before therefore I don't need to do it again
Course Team meetings are very unstructured and have no accountability - Only time for collab between DL/GenEd | Lacking consistency in course teams
Lack of appropriate assessments to measure intervention success (STAR 360 = bad)
Why 4
We don't have a common approach/ onboarding to learning, unpacking, and teaching the standards | Lacking self-reflection time/culture of looking at student work | Not the culture in the building to look at student work
Are there too many demands on educators, preventing them from prioritizing the most important work? And/or are we not using our MTSS Lead/ Instr Coaches in the most effective ways?
Hypotheses 1 & 2 are prerequisites
Why 5
Lots of kid blaming - "These kids can't" - Do we lack accountability for our student's outcomes? What is the accountability for teachers?
Do we spend too much time talking about student's grades and not enough time talking about their skill development/growth?
Do our assessments/rubrics provide accurate information on what students know and are able to do?
Unclear expectations / tools for course team meetings

Ideas
Create culture of analyzing student work/skill development
Teach colleagues how to analyze student work - Task analysis, intervention development, differentiation
Alter Department time to analyze student work and
Create accountability for teachers via coaching and REACH
Focus on student skills vs grades (progress monitoring)
PD around crafting rubrics and writing assessments
Simplify the priorities - Keep the main thing the main thing
Establish norms and processes for Course Team meetings
Colleagues establish best-practices
Menu of options - tools
Share calendar invite with Admin/Coach
Align best-practices to Danielson Framework
Proper training on Branching Minds
Create an MTSS team, MTSS culture, and MTSS processes
Continue providing the Dr. Carry training to ELA/SS teachers
Prioritize the Double Alg and Eng/Comp in our early MTSS work

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>BHT Key Component Assessment</p> <p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>SEL Teaming Structure</p>	<p>Notes on Connectedness and Wellbeing Points (pg. 7 on CIWP doc) Fairly strong in SEs, but what we're lacking in is alarming: mental health, for example </p> <p>Are we using the resources we have to the fullest capacity? Diving into 5Es: 24% of our students "don't feel like part of the school" - the subscores are pretty concerning Current juniors are reporting the greatest need in the 5es around mental health - that aligns with things we've seen/experienced when working with this class "Healthy CPS" - there are some quick wins here! We should target some of the things on that list next year (sex health, medicaid, dental testing, etc.) Is that a lack of resources or a purposeful opt-out on our part? Low ratings for "student choice" and "supportive teaching"; teacher-teacher trust is very poor, and teacher-admin trust is kind of low too We need to holistically get on the same page It's going to take longer than a year to improve this! We need to be intentional around how/what we plan to facilitate more teacher-teacher trust Covid definitely played a role in this - students AND teachers were impacted by the past few years How can we be more proactive in teaching our kids how to have restorative conversations? Training on Restorative Justice - whole staff or opt in? Anecdotally, the substance abuse, absences, and fights (or near fights) have amped up this year - the kids need help. They need resources and strategies to help them out. 25-30% of our kids say that they give up quickly and that they're unmotivated Last week we talked about "academic risk-taking" being really really low, and there seems to be a connection between taking academic risks and the measures in Connectedness & Wellbeing (like giving up and being unmotivated)</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p> <p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		
Yes	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	<p>What is the feedback from your stakeholders? </p> <p>Windows and Mirrors - Students don't report seeing themselves in the curriculum</p> <p>Restorative Practices - Whole staff training and renorming is needed</p> <p>SEL - Whole school SEL curriculum, aligned to 5 CASEL Competencies, needed</p> <p>Enrichment Experiences - Only available after school; not meeting the needs of all students (48% of students are student-athletes)</p> <p>5 Essentials - Report very low scores regarding Growth Mindset and Academic Risk Taking</p>	
Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		

What student-centered problems have surfaced during this reflection?
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What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

CIWP Priority Area #2 | Connectedness and Wellbeing Symptom | While students are physically present (90.4% attendance) and academically engaged (98.9% on-track), they do not consistently exhibit a growth mindset, they do not regularly engage in academic risk taking, and they have concerning rates of substance use.

- SEL Practices in the Skyline curriculum and the CASEL curriculum in PE1, PE2, Jr Sem, and Sr Sem
- Staff Training on Restorative Practices (SY24)
- Increasing enrichment opportunities via Seminar Schedule
- Fall "Extra Curricular Fair"
- Family Engagement Night in September
- Leverage Cultivate Survey data to improve student growth mindset and academic risk taking


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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	College and Career Competency Curriculum (C4) An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	Notes on Postsecondary Success Points (pg. 8 on CIWP doc)  How is PSS defined? WE define it as "students choosing the best fit for them after high school" (college, career training, military, etc.) CPS defines it currently as: graduation rate, participation in ECCC's, completion of LPS The connection to the 5Es survey seems tenuous - misleading, even School Report Card: Community College Remediation Downward trend over time (since 2017) In 2020, we were slightly below the CPS average These numbers will be skewed because alumni have opted OUT of sharing their data with National Clearinghouse We consider best fit for our kids, and that's not college for everyone We seem to be doing well in this category, so maybe it's not something we need to focus on for the next three years We should be so proud of our cohort graduation rate! 10 points ABOVE CPS's average; it has a large amount to do with our outstanding FOT rates On the flipside, simultaneously our students have been reaching benchmarks at a LOWER rate, which may not set them up for success in their postsecondary lives If this isn't one of our foci, will we lose traction in this area? We shouldn't move any resources out of this area! The churn in the Seminar team has been a challenge, so it would be great to have the same stable team for multiple years How can we encourage students to take an ECCC? Staffing and changes to programs (like Rasmussen) might be one of the causes of this downward trajectory	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Yes	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		
Partially	Work Based Learning Toolkit Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	What is the feedback from your stakeholders?  Lack of partnerships with organizations providing trade school training, Lack of focus on student building skills that would support them in their academics such as study habits or writing emails, Lack of exposure to knowledge or experience of college,	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Yes	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
No	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
Yes	PLT Assessment Rubric There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).		
Yes	Alumni Support Initiative One Pager Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?  Working with Armando Rodriguez downtown on a trade partnership with the O'Hare airport expansion The barriers to this are immense - We have, for a long time, sought a trade partnership but CPS is very hesitant to provide new CTE programs, especially to schools like CA who do not demonstrate significant enough levels of community need.	

What student-centered problems have surfaced during this reflection?


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While we have incredibly high on-track and cohort graduation rates (which have increased significantly over the last 5 years), we also have relatively low academic attainment rates and college persistence rates below 75%. We believe there is a correlation. 

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>Notes on Partnership & Engagement Points (pg. 8 on CIWP doc) </p> <p>O'Keefe: (I start grad classes for this summer this afternoon, so I am adding my thoughts here. I will be happy to support what the team comes up with!) These seem like areas where we could make some gains and develop some partnerships with families and the community that can be stronger. Having strong learning and community partnerships can improve the students' overall experience. How can we meaningfully partner with parents? What tools can we offer to help them? What can we learn from our families?</p> <p>Leonard: 5E's suggest that students have limited support at home and families don't have a lot of influence at CA. CA used to have partnerships with local businesses for senior year internships (they left campus early and everything!) Pandemic may have contributed to the separation of teachers and families - it made it contentious</p> <p>Outreach programs to help parents help their kids with homework</p> <p>UnidosUS - https://unidosus.org/ (BAC support)</p> <p>We sometimes don't see parents until there's a PC or RCPU - it's not often something positive. How can we boost parent communication?</p> <p>Schoology as part of registration?</p> <p>Positive parent/family groups</p> <p>How can we encourage families to register to be field trip volunteer</p> <p>Back to School Nights! Grade Level Community Events!</p> <p>Teachers assisting with registration to help build relationships with families</p> <p>Alarming to hear from colleagues that "it's not their job" to communicate with families; making this a priority might work to shift that headspace</p> <p>Invite families to awards assemblies</p> <p>We have \$3K to spend on Title 1 activities (i.e. family training) for SY24</p> <p>Can we "pay" staff for evening family events with "comp time"?</p> <p>Institute Week Volunteer Sign-Ups!</p> <p>Rosey: can we bring back a "Back to School" barbeque or the Cultural Food potluck event we used to have? Are there other programs that could support our families/parents (English-language classes, etc?)</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>	<p>Reimagining With Community Toolkit</p>	<p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
No	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>Student Voice Infrastructure Rubric</p> <p>What is the feedback from your stakeholders?</p> <p>5Es- communicates a lack of parental influence, Pandemic and Covid-19 regulations limited parental access, Convenience of staff was placed over the needs of parents, lack of staff professionalism with communicating with families - especially in their preferred methods, Staff mindset shifts, Language/Cultural/Religious barriers, Lack of parental incentives, Lack of schoolwide events that parent can attend (our assembly are most during the day and parents are working), Professional development opportunities for parents, Confusing grading policy</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>

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CIWP Priority Area #3 | Partnerships and Engagement Symptom | Staff report limited family influence, engagement, and trust at CA. Low parental engagement for PAC, BAC, ALSC, etc. 

Hypothesis 1

Families have no consistent means to impact school decision making - Their decision making isn't valued

Hypothesis 2

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

Improvement: Effective parent communication, family engagement surveys to inquire about the needs of our parents, BOY staff expectations around communicating with families, Sending more newsletters, and regularly updating our website. 

Barriers: Compromised means of transportation, Staff mindsets, lack of many resources to support the schools with communication in very diverse schools such as CA because of a broad spectrum of needs.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Notes on Inclusivity & Supportive Learning Data Points (pg. 7 on CIWP doc)
 CAHS | SY24-26 CIWP Process Details
 Leonard
 (-) No MTSS team, Differentiation as the '24 IP for a reason, OST after school and lunch tutoring but focused on on-track not skill development, STAR data doesn't indicate S's growing above 50th percentile.
 (+) Wil/JW courses, "strong" on 5Es for Supportive Environment - T to S Trust at 95, Safety at 42 (several "outside" factors).
 Cultivate: we have strong (not perfect) marks on validating students' identity, but have room to grow with motivation, academic risk-taking, and growth mindset
 5Es Ambitious Instruction: Overall strong instruction! We could grow in "academic press" and "student discussion"
 2019 School progress report →→→
 Monitoring & MTSS Team: we don't have that program implemented at CAHS, and we need time to build that well
 This is the push we need! It's easy to hide behind "C&I" because a lot of it is on paper
 We don't have a whole school habit of responding to the data we gather in our classes; is that leading to a lower-than-desired growth metric?

What is the feedback from your stakeholders?

MTSS - We do not have a functioning MTSS Team
 Differentiation - We lack a common definition, bank of effective practices, and progress monitoring tools
 Supportive Environment - Students and staff report this as an area of strength
 Instruction - Academic Press and Student Discussion notes as areas of growth in 5E's
 BHT - Ongoing disconnect between BHT and teachers preventing effective intervention implementation

What student-centered problems have surfaced during this reflection?

CIWP Priority Area #1 | Inclusive and Supportive Learning Environment Symptom | Students made significantly less than expected growth and achieved vastly less than desired attainment in SY23. For Math, only 7% of students moved up an MTSS tier, students grew less than ½ a grade level, and no more than 30% attained benchmark. For Reading, only 12% students moved up an MTSS tier, students grew about ½ of a grade level, and no more than 46% attained benchmark.
 Hypothesis 1
 Educators do not have accurate, ongoing, standards-aligned assessments to monitor student progress and implement interventions
 Hypothesis 2
 Educators do not have the knowledge and/or experience to implement appropriate

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

- New MTSS Lead
 - Differentiation as the Instructional Priority for SY24
 - Renorming on the role of BHT/C+C and revising communication norms
 - MRW, Wilson, and Just Words
 - Prioritizing hiring staff with ESL endorsements and Spanish/Arabic language proficiency
 - Attempting to cohort teachers for ESL certification
 - Dr. Carry PD for ELA and SS teachers
 Impact
 - Lowered the ratio of DL students to teachers
 Barriers
 - Inconsistent/non-existent methods for tracking student progress
 - Inconsistent/non-existent academic interventions

Return to Top Determine Priorities

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

Students...
 made significantly less than expected growth and achieved vastly less than desired attainment in SY23. For Math, only 7% of students moved up an MTSS tier, students grew less than ½ a grade level, and no more than 30% attained benchmark. For Reading, only 12% students moved up an MTSS tier, students grew about ½ of a grade level, and no more than 46% attained benchmark.
 Hypothesis 1 | Educators do not have accurate, ongoing, standards-aligned assessments to monitor student progress and implement interventions
 Hypothesis 2 | Educators do not have the knowledge and/or experience to implement appropriate academic interventions and monitor effectiveness, especially for EL and DL students
 Hypothesis 3 | CAHS does not have an MTSS Team, specifically a culture around student growth (incentives/recognition)

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...
 1) Engage in kid blaming - "These kids can't" and lack accountability for our student's outcomes.
 2) Overly prioritize student's grades and underprioritize student's skill development and growth.
 3) Lack assessments and rubrics that provide accurate information on what students know and are able to do.
 4) Lack clear expectations / tools for course team meetings.
 5) Lack a functioning MTSS team and structure.
 6) Lack of collective investment in standards-based grading.

Resources:

[5 Why's Root Cause Protocol](#)

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
 Effectively implement MTSS in every classroom at every grade level

Resources:

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

Inclusive & Supportive Learning Environment

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

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

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

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

then we see....

- Effective Tier 1 Practices including 1) standards-aligned assessments and rubrics (Planning), 2) ongoing, student-specific progress monitoring (Team Meetings), 3) effective Tier 1 differentiation practices that do not remove the rigor



- Effective and ongoing, research-based Tier 2 and 3 Targeted Intervention

which leads to...

All students achieve expected or better academic growth as measured by the following:

- STAR 360 | BOY to EOY
- REACH Performance task | BOY to EOY
- P/SAT | Spring to Spring
- Classroom assessments | Final Exams
- Eliminating the achievement gap between subgroups (e.g. race, ethnicity, EL/DL)



Return to Top Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Dates for Progress Monitoring Check Ins

Q1	10/2/23	Q3	3/4/24
Q2	12/4/23	Q4	5/6/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Providing staff with professional development around standards-aligned assessments and rubrics ("How to" process)	ILT		In Progress
Action Step 1	Norming on standards based grading and what it means to be "standards-aligned"	ILT	August/Q1 Wednesday PDs	In Progress
Action Step 2	Unpacking standards and creating common rubrics	Department Leads	Q1, Department Meetings	In Progress
Action Step 3	1:1 coaching on assessments and rubrics linked in unit plans	Instructional Coaches	Ongoing	Not Started
Action Step 4	Self-evaluate rubric efficacy via student work analysis	Department Leads	Q1, Department Meetings	Not Started
Action Step 5	Reflect and Adapt	ILT	End of Q1, prior to Q2	Not Started
Implementation Milestone 2	Providing staff with professional development around differentiation of assessments	ILT		Not Started
Action Step 1	Examples of differentiated assessments	ILT	Q2, Wednesday PD	Not Started
Action Step 2	Differentiating Assessment Workshops	Department Leads	Q2, Department Meetings	Not Started
Action Step 3	1:1 coaching on differentiated assessments linked in unit plans	Instructional Coaches	Ongoing	Not Started
Action Step 4	Self-evaluate efficacy of differentiation options via student work analysis	Department Leads	Q2, Department Meetings	Not Started
Action Step 5	Reflect and Adapt	ILT	End of Q2, prior to Q3	Not Started
Implementation Milestone 3	Providing staff with professional development around differentiated instructional practices without removing the rigor	ILT		Not Started
Action Step 1	Examples of differentiated instructional practices	ILT	Q3, Wednesday PD	Not Started
Action Step 2	Differentiating Instructional Practices Workshops	Department Leads	Q3, Department Meetings	Not Started
Action Step 3	1:1 coaching on differentiated instructional practices linked in unit plans	Instructional Coaches	Ongoing	Not Started
Action Step 4	Self-evaluate efficacy of differentiated instructional practices via student work analysis	Department Leads	Q3, Department Meetings	Not Started
Action Step 5	Reflect and Adapt	ILT	End of Q3, prior to Q4	Not Started
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Horizontal rubric alignment in grade levels Tier 2 & 3 instructional practices training Check for Understanding Tips/Tricks (Chunk Chew Check)	
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SY26 Anticipated Milestones 🔥
 [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]

Return to Top Goal Setting

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

Resources: 🚀

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

Performance Goals

Specify the Goal 🚀	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🚀	Numerical Targets [Optional] 🚀		
				SY24	SY25	SY26	
Eliminate the 3.0+ G.P.A. achievement gap for our DL and EL students by the end of SY26.	Yes	Grades	Students with an IEP	30	20%	10%	0%
			English Learners	12	8%	4%	0%
100% of students achieve expected growth (+100 pts on Spring-to-Spring SAT, +50 pts on Spring-to-Spring PSAT) or better in one year.	Yes	PSAT	Overall		50%	75%	100%
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🚀	Specify your practice goal and identify how you will measure progress towards this goal. 🚀		
	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	100% of staff will have 50% of their summatives & rubrics meeting the Look-Fors (i.e. Standards-Aligned, Differentiated Options, Student Choice, etc.)	100% of staff will have 75% of their summatives & rubrics meeting the Look-Fors (i.e. Standards-Aligned, Differentiated Options, Student Choice, etc.)	100% of staff will have 100% of their summatives & rubrics meeting the Look-Fors (i.e. Standards-Aligned, Differentiated Options, Student Choice, etc.)
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	N/A	100% of staff will have 75% of their differentiated instructional practices meeting the Observation Look-Fors	100% of staff will have 100% of their differentiated instructional practices meeting the Observation Look-Fors
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	N/A	100% of course teams will create at least 1 Tier 2 and/or 3 intervention cycle for at least 2 classes based on accurate and effective progress monitoring.	100% of course teams will create at least 1 Tier 2 and/or 3 intervention cycle for all classes based on accurate and effective progress monitoring.

Return to Top SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Eliminate the 3.0+ G.P.A. achievement gap for our DL and EL students by the end of SY26.	Grades	Students with an IEP	30	20%	Select Status	Select Status	Select Status	Select Status
		English Learners	12	8%	Select Status	Select Status	Select Status	Select Status
100% of students achieve expected growth (+100 pts on Spring-to-Spring SAT)	PSAT	Overall		50%	Select Status	Select Status	Select Status	Select Status

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#)

[Reflection](#) [Root Cause](#) [Implementation Plan](#)

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

Inclusive & Supportive Learning Environment

SAT, +50 pts on Spring-to-Spring (PSAT) or better in one year.	PSAT	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
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Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	100% of staff will have 50% of their summatives & rubrics meeting the Look-Fors (i.e. Standards-Aligned, Differentiated Options, Student Choice, etc.)	Select Status	Select Status	Select Status	Select Status
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	N/A	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	N/A	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Notes on Connectedness and Wellbeing Points (pg. 7 on CIWP doc)
 Fairly strong in 5Es, but what we're lacking in is alarming: mental health, for example
 Are we using the resources we have to the fullest capacity?
 Diving into 5Es: 24% of our students "don't feel like part of the school" - the subscores are pretty concerning
 Current juniors are reporting the greatest need in the 5es around mental health - that aligns with things we've seen/experienced when working with this class
 "Healthy CPS" - there are some quick wins here! We should target some of the things on that list next year (sex health, medicaid, dental testing, etc.)
 Is that a lack of resources or a purposeful opt-out on our part?
 Low ratings for "student choice" and "supportive teaching"; teacher-teacher trust is very poor, and teacher-admin trust is kind of low too
 We need to holistically get on the same page
 It's going to take longer than a year to improve this!
 We need to be intentional around how/what we plan to facilitate more teacher-teacher trust
 Covid definitely played a role in this - students AND teachers were impacted by the past few years
 How can we be more proactive in teaching our kids how to have restorative conversations?
 Training on Restorative Justice - whole staff or opt in?
 Anecdotally, the substance abuse, absences, and fights (or near fights) have amped up this year - the kids need help. They need resources and strategies to help them out.
 25-30% of our kids say that they give up quickly and that they're unmotivated
 Last week we talked about "academic risk-taking" being really really low, and there seems to be a connection between taking academic risks and the measures in Connectedness & Wellbeing (like giving up and being unmotivated)

What is the feedback from your stakeholders?

Windows and Mirrors - Students don't report seeing themselves in the curriculum
 Restorative Practices - Whole staff training and renorming is needed
 SEL - Whole school SEL curriculum, aligned to 5 CASEL Competencies, needed
 Enrichment Experiences - Only available after school; not meeting the needs of all students (48% of students are student-athletes)
 5 Essentials - Report very low scores regarding Growth Mindset and Academic Risk Taking

What student-centered problems have surfaced during this reflection?

CIWP Priority Area #2 | Connectedness and Wellbeing Symptom | While students are physically present (90.4% attendance) and academically engaged (98.9% on-track), they do not consistently exhibit a growth mindset, they do not regularly engage in academic risk taking, and they have concerning rates of substance use.

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

- SEL Practices in the Skyline curriculum and the CASEL curriculum in PE1, PE2, Jr Sem, and Sr Sem
- Staff Training on Restorative Practices (SY24)
- Increasing enrichment opportunities via Seminar Schedule
- Fall "Extra Curricular Fair"
- Family Engagement Night in September
- Leverage Cultivate Survey data to improve student growth mindset and academic risk taking

Return to Top Determine Priorities

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

Students...
 are physically present (90.4% attendance) and academically engaged (98.9% on-track), but they do not consistently exhibit a growth mindset, they do not regularly engage in academic risk taking, and they have concerning rates of substance use.
 Hypothesis 1 | Students have not adequately developed the 5 CASEL Competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) - We don't provide the daily time to develop relationships
 Hypothesis 2 | Class curricula and classroom environments do not effectively foster growth mindsets and academic risk taking (grading policy?); lack of rigor and high expectations consistently across contents and grade levels.
 Hypothesis 3 | C+C | Lacks clarity/ consistency/ coordination with teachers? Are we properly implementing restorative practices?

Resources: [Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...
 1) Have not empowered students to know, recognize, implement, and self-assess themselves on the 5 CASEL competencies.
 2) Have not consistently created safe, supportive, collaborative classroom environments; rooted in high-expectations.
 3) Have not built common understanding around Restorative Practices and implemented these principles with fidelity.
 4) Transition plan back from remote learning did not properly account for the challenges students experienced academically and personally and how that would manifest back in person

Resources: [5 Whys Root Cause Protocol](#)

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
Implement restorative justice practices, culturally responsive teaching strategies, and social-emotional enrichment opportunities...



Resources:

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.
Theory of Action is an impactful strategy that counters the associated root cause.
Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see....
Students lead and participate in restorative practices, enrichment activities, and the decision-making process both in the classroom and schoolwide (i.e. student feedback/choice surveys in classrooms, Student Voice Committee); demonstrate the 5 CASEL competencies; and engage in authentic, relevant, and collaborative instructional tasks.



Staff model and implement the 5 CASEL competencies and restorative practices, communicate consistently about student needs (e.g. G-Chat groups); and demonstrate best practices related to culturally responsive teaching (i.e., eliciting student feedback and offering student choice in the classroom).

which leads to...
Decrease in substance use, disciplinary infractions (ISS/OSS), and students receiving Tier 2 and 3 SEL services



Increase in student attendance, participation in enrichment activities, student-led restorative conversations, improved metrics annually on 5 Essentials (Supportive Environment; Safety and Expectations for Post-Secondary Education) and Cultivate surveys (academic risk taking, growth mindset)

[Return to Top](#)

Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

Team/Individual Responsible for Implementation Plan

Dates for Progress Monitoring Check Ins

Q1	10/2/23	Q3	3/4/24
Q2	12/4/23	Q4	5/6/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Provide instruction on and practice with the 5 CASEL competencies	SLT (PE/Seminar)	August	In Progress
Action Step 1	Purchase curriculum and train implementors (PE + Sem)	Principal	Ongoing	In Progress
Action Step 2	Monitor implementation and support teachers	Admin	Ongoing	Not Started
Action Step 3	CASEL Focus areas shared weekly in CC & in Hub	Admin w/ Team Counseling	Ongoing	Not Started
Action Step 4	Opening Week PD for whole staff around CASEL Competencies; follow-up support for all teachers in Grade Level meetings	SLT	August	In Progress
Action Step 5	Survey students regarding effectiveness of CASEL curriculum + environment via Elevate Survey	SLT	Quarterly	Not Started
Implementation Milestone 2	Provide opportunities (in-school...) for student enrichment activities	N/A	Ongoing	In Progress
Action Step 1	Launch Seminar (Cougar Community) Days in Opening Week PD	Admin	August	Completed
Action Step 2	Staff identify sessions they want to lead after Opening Week PD session	All Staff	August	Completed
Action Step 3	Students select enrichment activities via survey - schedules built by semester	Tollerud + Crawford	August & November	Completed
Action Step 4	Survey students and staff re: experience	Admin	Staff: November & May Students: End of semesters	Not Started
Action Step 5				Select Status
Implementation Milestone 3	Provide training and resources for teachers to implement restorative practices in their classrooms	BHT + C&C + SLT	Ongoing	In Progress
Action Step 1	Re-launch restorative practices in Opening Week PD	C&C	August via rotating sessions	In Progress
Action Step 2	Establish grade level Google Chat Spaces for easy and quick communication about student interactions 4:1 ratio with "heart" message responses	SLT	August	Completed
Action Step 3	Grade level team meetings include training & professional discussions around restorative mindsets and restorative language	SLT	Ongoing	Not Started
Action Step 4	Use classroom look-for data and student Elevate survey data to reflect on practice	BHT + MTSS	Monthly	Not Started
Action Step 5				Select Status
Implementation Milestone 4	Provide training and resources for teachers to implement culturally responsive teaching practices in their classrooms	ILT & Instructional Coaches	Ongoing	Not Started
Action Step 1	Re-calibrate on culturally responsive teaching in Opening Week PD	ILT	August	Not Started
Action Step 2	Coaching and feedback around culturally responsive teaching practices (i.e., Collaboration and Warm Demander) as evidenced in Unit/lesson plans/classroom observations	Instructional Coaches	Ongoing	Not Started
Action Step 3	Reflect on quarterly Elevate survey data	ILT	Quarterly	Not Started

Action Step 4	Learning Walks use some version of look-fors related to culturally responsive teaching - Mass Ed , Ready for Rigor Framework	ILT	Quarterly	Not Started
Action Step 5				Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 Analyze CASEL student survey results and make changes based on that analysis
 Analyze student survey results on Cougar Community Days and make changes
 Expand restorative practices in each classroom space based on look-for data
 Create CA "Safe Passage" initiative

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

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Students will report increased feelings of safety, trust, and support according to the 5 Essentials survey.	Yes	5Essentials (Supportive Environment, Safety)	Overall (Supportive Environment)	72	80	85	90
			Overall (Safety)	43	60	70	80
Students will report that they feel safe taking academic risks, and hold a growth mindset about their learning according to the Cultivate survey.	Yes	Cultivate (Academic Risk-Taking, Growth Mindset)	Overall (Academic Risk-Taking)	17	25	40	60
			Overall (Growth Mindset)	13	25	40	60

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	100% of students experience a CASEL aligned SEL Curriculum in their PE or Seminar class	Each department creates their own "playbook" of CASEL aligned strategies for daily SEL practice and Culturally Responsive teaching practices in alignment with the Ready for Rigor Framework	100% of teachers incorporate CASEL aligned strategies and Culturally Responsive Teaching practices in their classrooms on a daily basis.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	100% of student conflicts will be resolved using Restorative Justice practices.	Students and staff will develop a universal Restorative Justice program at CA	Students engage in Restorative Justice practices for conflict resolution as determined by a Peer Jury.
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	100% of students will experience student-centered enrichment opportunities during the school day (Cougar Community Days).	100% of students will experience student-centered enrichment opportunities during the school day that complement and supplement instruction.	Teachers and students collaborate to create and lead student-centered enrichment opportunities during the school day that complement and supplement instruction.

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

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Students will report increased feelings of safety, trust, and support according to the 5 Essentials survey.	5Essentials (Supportive Environment, Safety)	Overall (Supportive Environment)	72	80	Select Status	Select Status	Select Status	Select Status
		Overall (Safety)	43	60	Select Status	Select Status	Select Status	Select Status
Students will report that they feel safe taking academic risks, and hold a growth mindset about their learning according to the Cultivate survey.	Cultivate (Academic Risk-Taking, Growth Mindset)	Overall (Academic Risk-Taking)	17	25	Select Status	Select Status	Select Status	Select Status
		Overall (Growth Mindset)	13	25	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	100% of students experience a CASEL aligned SEL Curriculum in th	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	100% of student conflicts will be resolved using Restorative Justice	Select Status	Select Status	Select Status	Select Status
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	100% of students will experience student-centered enrichment oppo	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
No	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

What are the takeaways after the review of metrics?

Notes on Partnership & Engagement Points (pg. 8 on CIWP doc)
 O'Keefe: (I start grad classes for this summer this afternoon, so I am adding my thoughts here. I will be happy to support what the team comes up with!) These seem like areas where we could make some gains and develop some partnerships with families and the community that can be stronger. Having strong learning and community partnerships can improve the students' overall experience. How can we meaningfully partner with parents? What tools can we offer to help them? What can we learn from our families?
 Leonard: 5E's suggest that students have limited support at home and families don't have a lot of influence at CA.
 CA used to have partnerships with local businesses for senior year internships (they left campus early and everything!)
 Pandemic may have contributed to the separation of teachers and families - it made it contentious
 Outreach programs to help parents help their kids with homework
 UnidosUS - <https://unidosus.org/> (BAC support)
 We sometimes don't see parents until there's a PC or RCPU - it's not often something positive. How can we boost parent communication?
 Schoology as part of registration?

What is the feedback from your stakeholders?

5Es- communicates a lack of parental influence, Pandemic and Covid-19 regulations limited parental access, Convenience of staff was placed over the needs of parents, lack of staff professionalism with communicating with families - especially in their preferred methods, Staff mindset shifts, Language/Cultural/Religious barriers, Lack of parental incentives, Lack of schoolwide events that parent can attend (our assembly are most during the day and parents are working), Professional development opportunities for parents, Confusing grading policy

What student-centered problems have surfaced during this reflection?

CIWP Priority Area #3 | Partnerships and Engagement Symptom | Staff report limited family influence, engagement, and trust at CA. Low parental engagement for PAC, BAC, ALSC, etc.

Hypothesis 1
 Families have no consistent means to impact school decision making - Their decision making isn't valued

Hypothesis 2
 Staff are only required to communicate with families when students are experiencing academic or behavioral difficulties; additionally, families have few reasons to come to CA

Hypothesis 3

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

Improvement: Effective parent communication, family engagement surveys to inquire about the needs of our parents, BOY staff expectations around communicating with families, Sending more newsletters, and regularly updating our website.

Barriers: Compromised means of transportation, Staff mindsets, lack of many resources to support the schools with communication in very diverse schools such as CA because of a broad spectrum of needs.

Return to Top Determine Priorities

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

Students...
 and families experience limited influence, engagement, and trust at CA. Low parental engagement for PAC, BAC, ALSC, etc.

Hypothesis 1 | Families have no consistent means to impact school decision making - Their decision making isn't valued

Hypothesis 2 | Staff are only required to communicate with families when students are experiencing academic or behavioral difficulties; additionally, families have few reasons to come to CA

Hypothesis 3 | Staff make negative assumptions about our families - Their collaboration isn't valued

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...
 1) Have not created consistent, authentic ways for our community to impact decision-making.
 2) Have not created opportunities for authentic engagement outside of traditional events (e.g. report-card pick-up and athletic events).
 3) Have not developed a common belief about the value of partnering with our families or collective expectations for family communication.

Resources:

[5 Why's Root Cause Protocol](#)

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

Return to Top Theory of Action

What is your Theory of Action?

If we...
 Create authentic family and community engagement opportunities, gather and act on family preferences, and build genuine relationships with families and alumni via two-way communication...

Resources:

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

then we see....

Families and caregivers present at several events every year (e.g. Decision Day, assemblies, games, Seminar days, BBQs, etc.), consistent two-way communication in families' preferred language/method, support/trainings that reflect families' interests/needs, decisions regarding the student experience (e.g. phone policy, extracurricular offerings, bell schedule, discretionary funds) made in collaboration with families, a streamlined website experience, stronger partnerships with feeder elementary families (TCA), and alumni networking with one another and engaging with current CA students



which leads to...

Families reporting greater influence over creation and implementation of school wide policies, engagement, and trust at CA. Increased family and alumni engagement in community events, PAC, BAC, ALSC, Parents/Friends of CA, etc.



As a result, students will experience higher levels of achievement as noted in priority 1 and priority 2 (attendance, academic, behavior)

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

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

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

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

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

Resources:

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

Team/Individual Responsible for Implementation Plan

Dates for Progress Monitoring Check Ins

Q1	10/2/23	Q3	3/4/24
Q2	12/4/23	Q4	5/6/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Alumni networking with one another and engaging with current CA students	Team Counseling	Q1	Not Started
Action Step 1	Create alumni email network	Team Counseling	August	Not Started
Action Step 2	Send initial alumni email (leverage coaches)	Team Counseling & Miller	August	Not Started
Action Step 3	Share invitations to alumni BBQ (email, social media, Nadig News, & CA website)	Team Counseling, Reay, & Sandberg	August/September	Not Started
Action Step 4	Host alumni Homecoming BBQ	Admin	September 15th	Not Started
Action Step 5	Recruit alumni network leadership (lead to landing page on website)	Team Counseling	September	Not Started
Implementation Milestone 2	Gather information regarding families' needs, preferences, and interests	Principal	Summer	In Progress
Action Step 1	Create Google Form survey for families to be given on registration	Principal	July 19th	Completed
Action Step 2	Including: Preferred language and communication method	Principal	July 19th	Completed
Action Step 3	Including: Ideas for family workshops, interest in leadership positions (Volunteer, ALSC, PAC, Friends of CA, etc.), anything else you want us to know (start doing, stop doing, etc.)	Principal	July 19th	Completed
Action Step 4	Translate survey into Spanish, Arabic, Polish, and Ukrainian	Principal	August	In Progress
Action Step 5	Add preferred language and comm method to Data Portal	Principal	August	In Progress
Implementation Milestone 3	Families and caregivers present at several events every year	Admin & ALSC	Ongoing	In Progress
Action Step 1	Create invitations for Family Night @ CA on 9/21 (Website, Insta, Nadig, Alderperson Cruz)	Admin + Reay	August (9/14 at LATEST)	In Progress
Action Step 2	Plan agenda for Family Night, purchase food, and prepare raffle	Admin & Team Counseling	August	Completed
Action Step 3	Invite families to support upcoming assemblies - join PAC, ALSC, Friends of. - Help decorate CA	ALSC & Gonzalez	9/21 (at event)	Not Started
Action Step 4	Memorialize on website, social media, yearbook, etc.	Reay and Sandberg	9/22-28	Not Started
Action Step 5	Assemblies After school performance (pilot w/ 1 group); live stream assemblies on YT	TBD	See CA Calendar SY24	Not Started
Implementation Milestone 4	Consistent two-way communication in families' preferred language/method	Admin	Ongoing	In Progress
Action Step 1	Establish staff communication expectations (1 new family per week)	Admin + SLT	August	Completed
Action Step 2	Opportunities to update contact information during events	DeLuna, Waltos, G, Sandberg, ALSC	Ongoing	Not Started
Action Step 3	Offer templates for communication on Hub in multiple languages	SLT, Waltos + DeLuna/G	Prior to Mentor deadlines (see Action Step 4)	Not Started
Action Step 4	Mentor communication: All Mentees: BOY Intro, Q2 progress report, Q4 progress report; Tier 2 and 3 Mentees: All grade deadlines	All House Mentors	BOY September 1st, Week of Nov 17th, & Week of May 3rd	In Progress
Action Step 5	Communications logged into CPS Branching Minds (explore expanded access)	All Staff	Ongoing	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Expand Alumni Homecoming BBQ Launch 1st annual Spring Alumni event Expand evening assembly performances Launch 'Friends of CA' organization	
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Launch monthly "Saturdays at CA" family feedback sessions with Admin
 Create and implement Family version of 5 Essential Parent-Teacher Trust survey questions
 Launch "Alumni Post Secondary Fair" in late December

SY26 Anticipated Milestones
 Expand Spring Alumni event
 Expand evening assembly performances
 Expand "Friends of CA" organization
 Expand monthly "Saturdays at CA" family feedback sessions with Admin
 Establish family phone trees and volunteer roles for drop-off, open campus, and pick-up

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Family attendance at school functions, including but not limited to RCPU, will increase	Yes	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Overall (RCPU Attendance)	20	30	40	50
			Overall (Participating in family group)	unknown	100	100	100
Families will report an increasingly higher level of input on decisions and involvement in the school community.	Yes	5E: Involved Families	Other [Teacher reported]	45	60	80	95
			Other [Family reported]	unknown	20	35	50

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	75 families attend our inaugural fall Family Night.	100 families attend our second annual fall Family Night.	150 families attend our third annual fall Family Night.
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	100% of families will be contacted at least three times in their preferred language and method, as specified by their response to the Registration Day survey.	50% of families report having at least two CA staff members they feel comfortable reaching out to.	75% of families report having at least two CA staff members they feel comfortable reaching out to.
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	20% of families report that they have input on decisions and feel involved in the school community.	35% of families report that they have input on decisions and feel involved in the school community.	50% of families report that they have input on decisions and feel involved in the school community.

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

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Family attendance at school functions, including but not limited to	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.)	Overall (RCPU Attendance)	20	30	Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress	Select the Priority Foundation to pull over your Reflections here =>					
Reflection	Root Cause	Implementation Plan	Monitoring							
functions, including but not limited to RCPU, will increase			engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Overall (Participating in family group)	unknown	100	Select Status	Select Status	Select Status	Select Status
Families will report an increasingly higher level of input on decisions and involvement in the school community.	5E: Involved Families	Other [Teacher reported]		45	60	Select Status	Select Status	Select Status	Select Status	
		Other [Family reported]		unknown	20	Select Status	Select Status	Select Status	Select Status	

Partnership & Engagement

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	75 families attend our inaugural fall Family Night.	Select Status	Select Status	Select Status	Select Status
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	100% of families will be contacted at least three times in their prefer	Select Status	Select Status	Select Status	Select Status
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	20% of families report that they have input on decisions and feel inv	Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



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

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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



In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...

- Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)
- Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures
- Assure that funds impact the majority of parents or focus on parents with students most at academic risk
- Provide up to date monthly fund reports to PAC officers
- Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration
- Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support