

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
Andrea Anders	Curriculum & Instruction Lead	aganders@cps.edu
Lindsay Hayden	Teacher Leader	lthayden@cps.edu
Paul Homquist	Teacher Leader	pholmquist@cps.edu
Nicolette Norris	Teacher Leader	nanorris@cps.edu
Berniece Padilla	Teacher Leader	breynoso@cps.edu
Kerry Thomas	Teacher Leader	kagardner@cps.edu
Latoya Gross	Business Manager	ltgross@cps.edu
Nakeisha Harris	Inclusive & Supportive Learning Lead	nlharris-hammond@cps.edu
Latasha Taylor	AP	lmtaylor8@cps.edu
Angelique Williams	AP	acwilliams2@cps.edu
Douglas Maclin	Principal	dлмаclin@cps.edu
Donna Roberts	Postsecondary Lead	ddroberts@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	4/1/23	4/1/23
Reflection: Curriculum & Instruction (Instructional Core)	5/1/23	5/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/1/23	6/1/23
Reflection: Connectedness & Wellbeing	6/1/23	6/1/23
Reflection: Postsecondary Success	6/1/23	6/1/23
Reflection: Partnerships & Engagement	6/1/23	6/1/23
Priorities	6/1/23	6/1/23
Root Cause	5/15/23	5/25/23
Theory of Acton	6/1/23	8/1/23
Implementation Plans	6/1/23	8/1/23
Goals	6/1/23	8/1/23
Fund Compliance	8/1/23	9/1/23
Parent & Family Plan	8/1/23	9/1/23
Approval	8/1/23	9/1/23

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	9/22/23
Quarter 2	12/22/23
Quarter 3	2/9/24
Quarter 4	6/7/24

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

[Return to Top](#)

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p>CPS High Quality Curriculum Rubrics</p>	<p>Quantitative Observations </p> <p>-9OT data for black students outpaces that of the district at 82.6 compared to the district's 81.5. (SY22) This speaks to the strenght of the 9th grade team and the support of NCS. However, when disaggregated, our boys are at 76.9 compared to the district's 83.5 (SY22). -Lowest learning conditions from the Cultivate survey are growth mindset and academic risk taking. -Between 2022 and 2023, our EL A/B rate dropped from 87-62 -SAT attainment for the class of 2025 is at 10% for EBRW and 2% for Math</p> <p>Qualitative Observations</p> <p>-Students are empowered decision makers, but need practice to become inquisitive learners, engaged community members, and adaptable & independent thinkers. - Our girls are outperforming our boys in many areas as evidenced by our Freshmen on Track and graduation metrics. -Compared to other schools in our income bracket, our students are underperforming on SAT benchmarks.</p> <p>Takeaways</p> <p>- We need to address low student engagement and commitment to productive struggle in order to cultivate independence and inquisitiveness amongst our students. This should improve academic attainment. - Some factors are outside the school's locus of control i.e. chronic absenteeism.</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p>
Yes	<p>Students experience grade-level, standards-aligned instruction.</p> <p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>		<p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Yes	<p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p> <p>Powerful Practices Rubric</p> <p>Learning Conditions</p>	<p>What is the feedback from your stakeholders?</p> <p>Student Feedback (Gathered from in-person student focus groups, inhouse surveys, Cultivate, and 5 essentials) </p> <p>- Student focus groups indicated that empathetic relationships between staff and students is a priority. - Students want lessons with real world value, opportunities for self-expression, and elements of competition. - Students want accountability (from themselves and others), checkpoints, and support for meeting clearly defined goals.</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p>
Yes	<p>The ILT leads instructional improvement through distributed leadership.</p> <p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership Foundational Pillars</p>	<p>Teacher Feedback (Gathered from inhouse surveys, Cultivate, and 5 essentials)</p> <p>- Students need explicit instruction to navigate the "hidden curriculum." This includes executive functioning skills. - Faculty and staff need to intentionally cultivate relationships with students. - We should emphasize resilience and revision in order to prepare students for productive struggle.</p>	<p>Cultivate</p> <p>Grades</p> <p>ACCESS</p>
Yes	<p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p> <p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development Guide</p>	<p>Parents, Community, and Partners (Gathered from in-person empathy interviews)</p> <p>-Some parents feel that they are not adequately informed about their child's progress, assignments, or areas where improvement is needed. They desire more regular and meaningful communication from teachers. -Some community members would like to see increased engagement between the school and the community, such as mentorship programs, workshops, or volunteer opportunities to support students. -Some corporate partners express concerns about the readiness of students to enter the workforce, noting that low achievement might lead to graduates lacking necessary skills.</p>	<p>TS Gold</p> <p>Interim Assessment Data</p>
Partially	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p>Assessment for Learning Reference Document</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>We are implementing Skyline to address rigor and attempted to increase our use of group work protocols in SY22.23. We want to ensure that all students, even those who struggle, engage grade-level appropriate content. </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.

-9OT data for black students outpaces that of the district at 82.6 compared to the district's 81.5. (SY22) This speaks to the strenght of the 9th grade team and the support of NCS. However, when disaggregated, our boys are at 76.9 compared to the district's 83.5 (SY22).

-Lowest learning conditions from the Cultivate survey are growth mindset and academic risk taking.
 -Between 2022 and 2023, our EL A/B rate dropped from 87-62
 -SAT attainment for the class of 2025 is at 10% for EBRW and 2% for Math

The above factors seem to surface a lack of student engagement and achievement. Therefore need to address teaching practices that target low student engagement and

There are more needs to address teaching practices that target low student engagement and commitment to productive struggle in order to cultivate independence and inquisitiveness amongst our students. This should improve academic attainment.

[Return to Top](#) **Inclusive & Supportive Learning Environment**

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	Observations -Students with IEP's are graduating at lower rates than students with IEP's in the district and general education students in the school. -Students with IEP's fair similar in FOT with the district and general education students in CVCA. Takeaways -Although students with IEPs are supported to pass their classes as freshmen, they lack sufficient community support and resources to earn diplomas three years later. CVS concentrates MTSS supports in 9th grade.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
Yes	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		ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
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	What is the feedback from your stakeholders? Feedback -Teachers believe that EL's are struggling socially and emotionally and they are not well adapting with their peers. -Teachers have reached out to BAM and WOW for SEL support. -MTSS support was also sought from school social worker -ESL Students have collaborated with Bilingual SECA's to bridge multiple gaps -ESL/Bilingual student behavior has improved and levels of frustration has deminished as evidenced by discipline referrals Student Feedback -Some students seemed to open up more. Some have become members of sports teams. Counselors and ROTC have given support to help with adjusting and making more friends	Quality Indicators of Specially Designed Curriculum EL Program Review Tool
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	What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? We are working on development of meeting cadence to share out what is working and what needs support.	
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.			

What student-centered problems have surfaced during this reflection?

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

- Cultural Division is a major obstacle in the lives of some of our ESL and ELL students.
- Diversity activities and enrichment resources are needed for the whole school body
- SEL support is heavily needed in the lives of our ESL and ELL students
- Peer to Peer buddy support is needed to overcome cultural obstacles

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

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	Most students at our school feel a sense of connectedness and well being. However, students also are seeking more guidelines, structures, and consistency on a day to day basis.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC)
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Access to OST Increase Average Daily Attendance

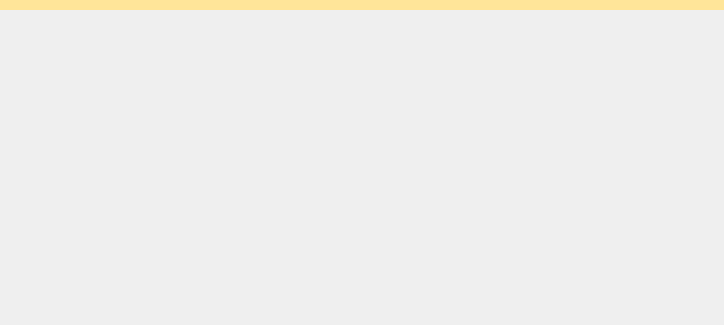
			Increased Attendance for Chronically Absent Students
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<p>What is the feedback from your stakeholders?</p> <p>Teachers and students alike seek greater structure around attendance; out of school time programs could more effectively supplement student learning. 🍌</p>	Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Cultivate (Belonging & Identity)
			Staff trained on alternatives to exclusionary discipline (School Level Data)
			Enrichment Program Participation: Enrollment & Attendance
			Student Voice Infrastructure
			Reduction in number of students with dropout codes at EOY
	<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		
	Students need greater structure around class attendance (cutting class) 🍌	<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>Out of school time programming is in place and can be built on. The attendance team implemented a new plan at the end of the school year that demonstrated success; this can be build on next year. 🍌</p>	

[Return to Top](#) **Postsecondary Success**

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	College and Career Competency Curriculum (C4)	<p>Attention still needs to be paid to the success of our males in the building; we need to better tack our ECCE metrics. 🍌</p> <p>To build the math and reading skills of our students to get them at the level of a college freshman. Despite high GPAs, more than 70% of our students take one or more remedial classes in college.</p> <p>Early exposure helps to promote a college-going culture and helps to build solid foundational connections with underrepresented students. Exposure to a college campus increases students' confidence in their ability to attend college and will have a positive effect on their academic success in highschool. In addition a greater emphasis needs to be placed on CTE majors offered at CVCA and the connection to college majors.</p>	Graduation Rate
Yes	Individualized Learning Plans	<p>A survey of the class of 2023 showed that despite 60% of the students having a 2.5 or above GPA, less than 29% of students felt confident in their ability to be accepted into their college of choice. Only 33% of students were confident in their field of study and more than 60% of students stated they had no idea what they wanted to study. Considering more than 50% of the class of 2023 is currently enrolled in their third year of a CTE program these latest statistics show that enough is not being done to allow students to explore college and career pathways. In addition the student survey data shows there is a lack of connections between CTE classes and transferable college pathways.</p>	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	Work Based Learning Toolkit	<p>What is the feedback from your stakeholders?</p> <p>Positive feedback from Crown, Lumity, and NCS. Partnerships will continue in the future. 🍌</p>	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).		

Yes	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager



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

In the past, our post-secondary information was only given out to parents starting second semester junior year. By exposing parents to the information much earlier in the process, we hope to ease the burden placed on them and give them a head start on planning their student's post-secondary pathway and the financial commitment that comes with it. Parent Nights will include information on 1. Planning for College Costs, 2 Understanding Match, Fit and Affordability, 3. Understanding Meets Needs and Test Optional Colleges and Universities. 4. High School Planning i.e.course selection and Dual Enrollment.

One of the 2022-23 goals was to expose every 9th and 10th grader to a college environment. We were not able to achieve that goal, but we still believe it is important for our underclassmen to have this experience in order for them to start their own process of deciding on their post-secondary pathway. Providing the opportunity to visit a college campus will help them decide if that is a fit or if another pathway (trade school, military, etc.) is better for them.

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 need greater exposure to college and career opportunities to increase both enrollment and persistence rates.

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Spectrum of Inclusive Partnerships	We have robust partnerships that enhance our academic programs, especially Lumity.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families
Partially	Reimagining With Community Toolkit		5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Yes	Student Voice Infrastructure Rubric		Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

Look for ways to increase two-way communication with family - something school wide that is not individual phone calls home.

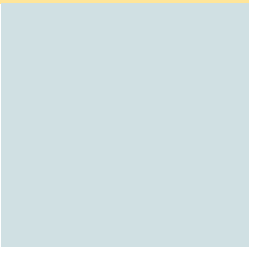
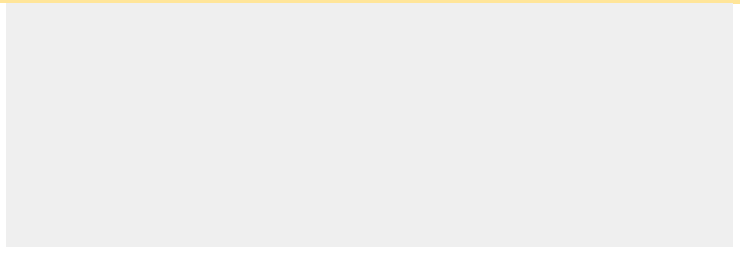
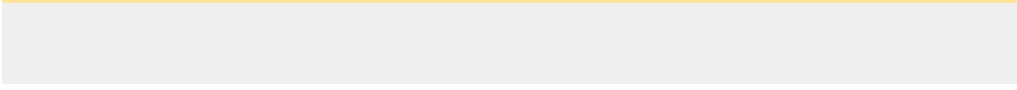
What student-centered problems have surfaced during this reflection?

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

Ss need empathy and calm
Time management as maturity and responsibility rather than anxiety
Pathologized general feelings like nervousness as mental health issues like anxiety
Teach resilience around rough drafts and mistakes. Risk taking. Emphasize editing
Confirms need to support productive struggle

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

Student focus groups to inform CIWP team



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Quantitative Observations
 -9OT data for black students outpaces that of the district at 82.6 compared to the district's 81.5. (SY22) This speaks to the strength of the 9th grade team and the support of NCS. However, when disaggregated, our boys are at 76.9 compared to the district's 83.5 (SY22).
 -Lowest learning conditions from the Cultivate survey are growth mindset and academic risk taking.
 -Between 2022 and 2023, our EL A/B rate dropped from 87-62
 -SAT attainment for the class of 2025 is at 10% for EBRW and 2% for Math

Qualitative Observations
 -Students are empowered decision makers, but need practice to become inquisitive learners, engaged community members, and adaptable & independent thinkers.
 - Our girls are outperforming our boys in many areas as evidenced by our Freshmen on Track and graduation metrics.
 -Compared to other schools in our income bracket, our students are underperforming on SAT benchmarks.

Takeaways
 - We need to address low student engagement and commitment to productive struggle in order to cultivate independence and inquisitiveness amongst our students. This should improve academic attainment.
 - Some factors are outside the school's locus of control i.e. chronic absenteeism.

What is the feedback from your stakeholders?

Student Feedback (Gathered from in-person student focus groups, inhouse surveys, Cultivate, and 5 essentials)
 - Student focus groups indicated that empathetic relationships between staff and students is a priority.
 - Students want lessons with real world value, opportunities for self-expression, and elements of competition.
 - Students want accountability (from themselves and others), checkpoints, and support for meeting clearly defined goals.

Teacher Feedback (Gathered from inhouse surveys, Cultivate, and 5 essentials)
 - Students need explicit instruction to navigate the "hidden curriculum." This includes executive functioning skills.
 - Faculty and staff need to intentionally cultivate relationships with students.
 - We should emphasize resilience and revision in order to prepare students for productive struggle.

Parents, Community, and Partners (Gathered from in-person empathy interviews)
 -Some parents feel that they are not adequately informed about their child's progress, assignments, or areas where improvement is needed. They desire more regular and meaningful communication from teachers.
 -Some community members would like to see increased engagement between the school and the community, such as mentorship programs, workshops, or volunteer opportunities to support students.
 -Some corporate partners express concerns about the readiness of students to enter the workforce, noting that low achievement might lead to graduates lacking necessary skills.

What student-centered problems have surfaced during this reflection?

-9OT data for black students outpaces that of the district at 82.6 compared to the district's 81.5. (SY22) This speaks to the strength of the 9th grade team and the support of NCS. However, when disaggregated, our boys are at 76.9 compared to the district's 83.5 (SY22).
 -Lowest learning conditions from the Cultivate survey are growth mindset and academic risk taking.
 -Between 2022 and 2023, our EL A/B rate dropped from 87-62
 -SAT attainment for the class of 2025 is at 10% for EBRW and 2% for Math

The above factors seem to surface a lack of student engagement and achievement. Therefore need to address teaching practices that target low student engagement and commitment to productive struggle in order to cultivate independence and inquisitiveness amongst our students. This should improve academic attainment.

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

We are implementing Skyline to address rigor and attempted to increase our use of group work protocols in SY22.23. We want to ensure that all students, even those who struggle, engage grade-level appropriate content.

Return to Top Determine Priorities

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

Students...
 - Low student engagement and time on task

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...
 - Do not clearly communicate expectations/criteria for success on all learning activities
 - Do not consistently demonstrate the relevance of all learning activities
 - Do not explicitly teach the "hidden curriculum" and executive functioning skills
 - Do not appropriately pace all units consistently, so all students can succeed
 - Do not provide consistent boundaries necessary to the maintenance of a culture for

Resources:

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

Indicators of a Quality CIWP: Root Cause Analysis

learning

- Do not consistently address external distractions
- Do not adequately shape students' perceptions of school and academic success

The following root causes surfaced:

- Lack of Clarity in Instruction: If teachers do not explain concepts clearly, provide examples, or offer step-by-step instructions, students may struggle to understand the material.
- Ineffective Communication: Poor communication between teachers and students can hinder the learning process. This includes not addressing students' questions, concerns, or misconceptions.
- One-Size-Fits-All Approach: Not all students learn at the same pace or through the same methods. Using a uniform teaching approach without considering individual learning styles and needs can lead to disengagement and poor performance.
- Lack of Engagement: Boring and monotonous teaching methods can lead to disinterest among students. Engaging lessons that incorporate interactive activities, discussions, and real-world applications tend to be more effective.
- Insufficient Differentiation: Failing to adapt teaching strategies to accommodate diverse learning abilities can leave struggling students behind while not challenging high-achieving ones.
- Limited Use of Technology: Ignoring the potential of educational technology to enhance learning experiences can hinder students' exposure to varied resources and interactive learning opportunities.
- Assessment Mismatch: If assessments do not align with what was taught or are too challenging for the level of instruction, students may feel demotivated and perform poorly.
- Overemphasis on Memorization: Focusing solely on rote memorization rather than promoting critical thinking, problem-solving, and application of knowledge can hinder deeper understanding.
- Lack of Support for Struggling Students: If teachers do not provide additional help or resources for students who are falling behind, these students may become frustrated and disheartened.
- Low Expectations: Having low expectations for certain groups of students can lead to a self-fulfilling prophecy where those students underperform due to lack of belief in their potential.
- Inadequate Feedback: Not providing timely and constructive feedback on assignments and assessments can prevent students from understanding their mistakes and making necessary improvements.
- Uninspiring Curriculum: Outdated or irrelevant curriculum content can lead to disengagement and a lack of motivation to learn.
- Lack of Real-World Application: Failing to connect classroom lessons to real-world applications can make learning seem abstract and disconnected from students' lives.

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....
 strive to improve our students' growth mindset and academic risk taking by igniting curiosity, posing complex problems, emphasizing process over product, and promoting continuous reflection,

then we see....
 students empowered to own their learning and embracing productive struggle

which leads to...
 increased time on task (engagement) and a 10% yearly increase in the number of students who meet P/SAT benchmarks

Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

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

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

ILT

Dates for Progress Monitoring Check Ins

Q1	9/22/23	Q3	2/9/24
Q2	12/22/23	Q4	6/7/24

SY24 Implementation Milestones & Action Steps

Who



By When

Progress Monitoring

Implementation Milestone 1	By the end of the first quarter, we will implement strategies of executive function focusing on time management, planning, and organization, resulting in improved student abilities to effectively manage their time, plan tasks, and maintain organization, as evidenced by increased completion rates of assignments and reduced instances of missing deadlines.	All Stakeholders	10/27/23	Completed
Action Step 1	Whole School Roll Out (Executive Function; Productive Struggle)	ILT	9/1/23	Completed

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>
Reflection	Root Cause	Implementation Plan			
Action Step 2	Revise instructional focus to align with theory of action	Department Chairs and GLAM Leads	9/1/23	Completed	
Action Step 3	All core teachers analyze student rosters according to P/SAT data and plan strategies for differentiation	All Core Teachers	9/29/23	Completed	
Action Step 4	Create classroom practice rubric around our revised instructional focus for peer-to-peer classroom observations	All	9/1/23	Completed	
Action Step 5	Implement a Junior Level pilot using AVID type strategies around organization and Cornell notetaking	Junior Level Teachers	9/22/23	Completed	
Implementation Milestone 2	By the end of the semester, we will implement a targeted plan focusing on developing students' working memory and metacognitive skills, leading to increased student ability to effectively utilize working memory and employ metacognitive strategies, as demonstrated through improved performance on complex cognitive tasks and reflective self-assessment.	All Stakeholders	12/22/23	Not Started	
Action Step 1	Whole school roll out (working memory and metacognitive strategies) - add categories to existing classroom practice rubric	ILT	12/22/23	Select Status	
Action Step 2	Departmental and GLAM learning utilizing N17 and District supports	Department Chairs and GLAM Leads	12/22/23	Select Status	
Action Step 3	Engage in Performance Management around subgroup growth based on available P/SAT data, STAR 360, and/or Skyline assessments	Principal Maclin	12/22/23	Select Status	
Action Step 4	Conduct peer observations with rubrics in order to progress monitor implementation	All	12/22/23	Select Status	
Action Step 5	Collectively reflect on progress and identify areas of need	Individuals	12/22/23	Select Status	
Implementation Milestone 3	By the end of 3rd quarter, we will implement targeted strategies and interventions to support high school students in improving their task initiation skills, resulting in increased student ability to initiate tasks independently and demonstrate improved timeliness in starting assignments, as evidenced by reduced instances of time off task and improved completion rates of assignments.	ILT	2/9/24	Not Started	
Action Step 1	Whole school roll out (task initiation) - add category to existing classroom practice rubric	ILT	2/9/24	Select Status	
Action Step 2	Departmental and GLAM learning utilizing N17 and District supports	Department Chairs and GLAM Leads	2/9/24	Select Status	
Action Step 3	Engage in Performance Management around subgroup growth based on available P/SAT data, STAR 360, and/or Skyline assessments	Principal Maclin	2/9/24	Select Status	
Action Step 4	Conduct peer observations with rubrics in order to progress monitor implementation	Departments	2/9/24	Select Status	
Action Step 5	Collectively reflect on progress and identify areas of need	Individuals	2/9/24	Select Status	
Implementation Milestone 4	By the end of the school year, we will implement targeted instructional strategies and create a supportive learning environment to enhance high school students' perseverance and flexibility, resulting in increased student resilience, adaptability, and willingness to persist through challenges, as demonstrated by improved problem-solving skills, higher task completion rates, and positive self-reflection.	ILT	6/7/24	Not Started	
Action Step 1	Whole school roll out (perseverance and flexibility) - add categories to existing classroom practice rubric	ILT	6/7/24	Select Status	
Action Step 2	Departmental and GLAM learning utilizing N17 and District supports	Department Chairs and GLAM Leads	6/7/24	Select Status	
Action Step 3	Engage in Performance Management around subgroup growth based on available P/SAT data, STAR 360, and/or Skyline assessments	Principal Maclin	6/7/24	Select Status	
Action Step 4	Conduct peer observations with rubrics in order to progress monitor implementation	Departments	6/7/24	Select Status	
Action Step 5	Collectively reflect on progress and identify areas of need	Individuals	6/7/24	Select Status	

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Implement student-centered instructional practices and create a supportive learning environment to foster a greater sense of student ownership over learning, resulting in increased student engagement, autonomy, and active participation, as demonstrated by higher levels of self-direction, goal setting, reflection on learning progress, and increased GPAs. 
SY26 Anticipated Milestones	Implement a targeted acceleration plan to facilitate rapid learning for high school students, resulting in significant academic growth, as evidenced by increased mastery of content, improved performance on assessments, and demonstrated proficiency in advanced concepts or skills. 

[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 📊	SY24	SY25	SY26
10% yearly increase in the number of students meeting P/SAT EBWR benchmarks (or approaching for students with IEPs)	Yes	PSAT (EBRW)	African American Male	16%	17%	19%	20%
			Students with an IEP	11%	12%	13%	14%
10% yearly increase in the number of students meeting P/SAT math benchmarks (or approaching for students with IEPs)	Yes	PSAT (Math)	African American Male	6%	7%	8%	9%
			Students with an IEP	3%	4%	5%	6%

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 📌

Specify your practice goal and identify how you will measure progress towards this goal. 📌

	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Implement foundational skills including executive functioning skills in weekly lesson plans Metric: Network walkthrough look-for tool; CVS classroom practice rubric; Equip, Cultivate, and In-house surveys	Adapt foundational skills sequence for vertical alignment and cultural responsiveness Metric: Network walkthrough look-for tool; CVS classroom practice rubric; Equip, Cultivate, and In-house surveys	Finalize foundational skills sequence and universal practices Metric: Network walkthrough look-for tool; CVS classroom practice rubric; Equip, Cultivate, and In-house surveys
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Identify and address the gaps in classroom practices that students in our school need to develop a growth mindset and academic risk taking skills. Metric: 5Essentials- Student Responsibility: Actively participate in class activities; Grit	Identify and address the gaps in classroom practices in order to enable students to develop a sense of ownership for their learning Metric: 5Essentials- Student Responsibility: Actively participate in class activities; Grit	Create a set of universal classroom practices that enable students to accelerate their learning. Metric: 5Essentials- Student Responsibility: Actively participate in class activities; Grit
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT rolls out professional development around executive function Metric: 5Essentials- Instructional Leadership: Quality Professional Development	ILT rolls out professional development around student-centered learning Metric: 5Essentials- Instructional Leadership: Quality Professional Development	ILT rolls out professional development around acceleration Metric: 5Essentials- Instructional Leadership: Quality Professional Development

[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
10% yearly increase in the number of students meeting P/SAT EBWR benchmarks (or approaching for students with IEPs)	PSAT (EBRW)	African American Male	16%	17%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	11%	12%	Select Status	Select Status	Select Status	Select Status
10% yearly increase in the number of students meeting P/SAT math benchmarks (or approaching for students with IEPs)	PSAT (Math)	African American Male	6%	7%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	3%	4%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Implement foundational skills including executive functioning skills in weekly lesson plans Metric: Network walkthrough look-for tool; CVS classroom practice rubric; Equip, Cultivate, and In-house surveys	On Track	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Identify and address the gaps in classroom practices that students in our school need to develop a growth mindset and academic risk taking skills. Metric: 5Essentials- Student Responsibility: Actively participate in class activities; Grit	On Track	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT rolls out professional development around executive function Metric: 5Essentials- Instructional Leadership: Quality Professional Development	On Track	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Yes	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.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Observations
 -Students with IEP's are graduating at lower rates than students with IEP's in the district and general education students in the school.
 -Students with IEP's fair similar in FOT with the district and general education students in CVCA.

Takeaways
 -Although students with IEPs are supported to pass their classes as freshmen, they lack sufficient community support and resources to earn diplomas three years later. CVS concentrates MTSS supports in 9th grade.

What is the feedback from your stakeholders?

Feedback
 -Teachers believe that EL's are struggling socially and emotionally and they are not well adapting with their peers.
 -Teachers have reached out to BAM and WOW for SEL support.
 -MTSS support was also sought from school social worker
 -ESL Students have collaborated with Bilingual SECA's to bridge multiple gaps
 -ESL/Bilingual student behavior has improved and levels of frustration has deminished as evidenced by discipline referrels

Student Feedback
 -Some students seemed to open up more. Some have become members of sports teams. Counselors and ROTC have given support to help with adjusting and making more friends

What student-centered problems have surfaced during this reflection?

- Cultural Division is a major obstacle in the lives of some of our ESL and ELL students.
- Diversity activities and enrichment resources are needed for the whole school body
- SEL support is heavily needed in the lives of our ESL and ELL students
- Peer to Peer buddy support is needed to overcome cultural obstacles

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

We are working on development of meeting cadence to share out what is working and what needs support.

Return to Top Determine Priorities

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

Students...

- Cultural Division is a major obstacle in the lives of some of our ESL and ELL students.
- Diversity activities and enrichment resources are needed for the whole school body
- SEL support is heavily needed in the lives of our ESL and ELL students
- Peer to Peer buddy support is needed to overcome cultural obstacles

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...

Begin projects and sometimes see them through completion

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....

implement strategies to improve student belonging and sense of safety at school,

Resources:

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

Inclusive & Supportive Learning Environment

then we see....

an increase in student confidence

an increase in student self-awareness and willingness to strive for excellence



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

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

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

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

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

which leads to...

a decrease in misconducts

increased student success and participation in student led mentorship and activities



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

Culture and Climate Team (Counselors, BHT, Ms. Harris, Male Mentors)

Dates for Progress Monitoring Check Ins

Q1	9/22/23	Q3	2/9/24
Q2	12/22/23	Q4	6/7/24


SY24 Implementation Milestones & Action Steps


Who

By When

Progress Monitoring

Implementation Milestone	Description	Who	By When	Progress Monitoring
Implementation Milestone 1	By the end of quarter 1, the male mentoring team will implement systems and structures that will positively impact male attendance, performance and behavior as evidence by a 10% decrease in misconducts, 10% increase in attendance and 10% increase in academic performance metrics from CPS Dashboard.	Willie Grant, Phillip Watson, Craig Brown, Bruce Williams	October 2023	In Progress
Action Step 1	Identify male students by referrals	Teachers, other school staff	9/6/23	Completed
Action Step 2	Plan a welcome meeting (Open House) students and parents	Male mentoring team	10/1/23	In Progress
Action Step 3	Implementation of Male Mentoring Program	Male mentoring team	October 2023	In Progress
Action Step 4	Evaluate effectiveness of program	male mentoring team	End of Quarter 1	In Progress
Action Step 5				Select Status
Implementation Milestone 2	By the end of quarter 1, the ELL team will implement and develop structures and supports to ensure that ELL students develop a sense of belonging and the tools necessary to be successful in their classes.	AP Williams and Ms. Mott	9/22/23	In Progress
Action Step 1	Staff development around quick implementations to support EL learners	Ms. Mott	9/22/23	In Progress
Action Step 2	Create spanish listening lab to support EL learners	Ms. Anders and ELL Team	10/15/23	In Progress
Action Step 3	all ELL will be screened via WIDA to ensure proper placement and needed supports	Ms. Mott	9/25/23	Completed
Action Step 4	Acquire language devices for translating	ELL Team	9/25/23	In Progress
Action Step 5	Monitoring student APB's weekly	Ms. Mott and ELL team	9/30/23	In Progress
Implementation Milestone 3	By the end of quarter 1, we will target school structures and protocols that strengthen improvement in students' attendance, performance, and behavior. This milestone will be evidenced by staff surveys which measure student engagement. We will also use CPS dashboard metrics to monitor student performance and behavior. Pass rates in Dashboard will be monitored every 5 weeks.	Culture and Climate Team	9/22/23	In Progress
Action Step 1	Send staff members to discipline lead training and safe schools training	Ms. Harris and Ms. Askew	9/5/23	Completed
Action Step 2	Revise student entry and exit procedures	Culture and Climate Team	9/5/23	Completed
Action Step 3	Whole school roll-out (cell phone collection every morning, student cellphone training locker protocols)	Culture and Climate Team	9/5/23	Completed
Action Step 4	Improve restorative justice protocols through collaborative team review of data	Ms. Annie Reid, Hamp, Harris	9/22/23	Completed
Action Step 5	Utilize grade level teaming as tier 2 supports	GLAM leads	9/22/23	In Progress
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 Anticipated Milestones Through the implementation systems and structures that will positively impact male attendance, performance and behavior, while increasing student voice through youth partnerships and restorative practices. We will increase attendance, performance and behavior through collaboration mentorship and family engagement. While creating a sense of belonging agency identity and authority students will be able to advocate for themselves. Through progress monitoring and data analysis we will strengthen school structures and protocols while decreasing misconducts by 5%. 

SY26 Anticipated Milestones Through the implementation systems and structures that will positively impact male attendance, performance and behavior, while increasing student voice through youth partnerships and restorative practices. We will increase attendance, performance and behavior through collaboration mentorship and family engagement. While creating a sense of belonging agency identity and authority students will be able to advocate for themselves. Through progress monitoring and data analysis we will strengthen school structures and protocols while decreasing misconducts by 10%. 




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

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

Resources: 

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

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
By the end of quarter 1, the male mentoring team will implement systems and structures that will positively impact male attendance, performance and behavior as evidenced by a 10% decrease in misconducts, 10% increase in attendance and 10% increase in academic performance metrics from CPS Dashboard.	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	African American Male	10%	2%	4%	4%
			NA				
By the end of quarter 1, we will target school structures and protocols that strengthen improvement in students' attendance, performance, and behavior. This milestone will be evidenced by staff surveys which measure student engagement. We will also use CPS dashboard metrics to monitor student performance and behavior. Pass rates in Dashboard will be monitored every 5 weeks.	Yes	Other	African American Male	10%	2%	3%	5%
			African American Female	10%	2%	3%	5%

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:3 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).	The male mentoring team will implement and adopt structures and protocols around the following achievement goals : Set clear, specific goals with the at the beginning of the mentoring relationship. Regularly assess progress toward these goals. This can include academic, career, or personal development goals. Skill Development: Track the mentee's acquisition of new skills and abilities. Are they improving in areas that are important to their growth and success? Self-Confidence: Assess the mentee's self-confidence and self-esteem. Are they becoming more confident in their abilities and more assured in their identity? Metric: disaggregation of attendance performance and behavior data, student surveys, teacher feedback forms	Establish a welcoming environment for families and community members that is warm, inviting, and helpful Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community. Metric: Remind app, student council, town halls, student/parent surveys, BAM(Becoming A Man), WOW(Working on Womanhood) Google platforms, CPS Student Voice 360	Establish a welcoming environment for families and community members that is warm, inviting, and helpful Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community. Metric: Remind app, student council, town halls, student/parent surveys, BAM(Becoming A Man), WOW(Working on Womanhood) Google platforms, CPS Student Voice 360
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	The culture and climate team will target school structures and protocols that strengthen improvement in students' attendance, performance, and behavior. This milestone will be evidenced by staff surveys which measure student engagement. We will also use CPS dashboard metrics to monitor student performance and behavior. Pass rates in Dashboard will be monitored every 5 weeks.	Analyze and discuss trends from 5 essentials, parent teacher conference, parent nights to evaluate family engagement. We will also provide opportunities for parents to experience being a student for the day. Metric: Five Essentials: Student surveys, parental surveys	Analyze and discuss trends from 5 essentials, parent teacher conference, parent nights to evaluate family engagement. We will also provide opportunities for parents to experience being a student for the day. Metric: Five Essentials: Student surveys, parental surveys

I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Provide bilingual education programs that teach academic content in both the student's native language and English. Seek content teachers to fulfill ESL endorsement requirements Metric: Retain language support specialists who can work with EL students and collaborate with mainstream teachers	Provide bilingual education programs that teach academic content in both the student's native language and English. Seek content teachers to fulfill ESL endorsement requirements Metric: Retain language support specialists who can work with EL students and collaborate with mainstream teachers	Provide bilingual education programs that teach academic content in both the student's native language and English. Seek content teachers to fulfill ESL endorsement requirements Metric: Retain language support specialists who can work with EL students and collaborate with mainstream teachers
--	---	---	---

Return to Top SY24 Progress Monitoring

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By the end of quarter 1, the male mentoring team will implement systems and structures that will positively impact male attendance, performance and behavior as evidenced by a 10% decrease in misconducts, 10% increase in attendance and 10% increase in academic performance metrics from CPS Dashboard.	Reduction in repeated disruptive behaviors (4-6 SCC)	African American Male	10%	2%	On Track	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
By the end of quarter 1, we will target school structures and protocols that strengthen improvement in students' attendance, performance, and behavior. This milestone will be evidenced by staff surveys which measure student engagement. We will also use CPS dashboard metrics to monitor student performance and behavior. Pass rates in Dashboard will be monitored every 5 weeks.	Other	African American Male	10%	2%	On Track	Select Status	Select Status	Select Status
		African American Female	10%	2%	On Track	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:3 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).	The male mentoring team will implement and adopt structures and protocols around the following achievement goals : Set clear, specific goals with the at the beginning of the mentoring relationship. Regularly assess progress toward these goals. This can include academic, career, or personal development goals. Skill Development: Track the mentee's acquisition of new skills and abilities. Are they improving in areas that are important to their growth and success? Self-Confidence: Assess the mentee's self-confidence and self-esteem. Are they becoming more confident in their abilities and more assured in their identity? Metric: disaggregation of attendance performance and behavior data, student surveys, teacher feedback forms	On Track	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.	The culture and climate team will target school structures and protocols that strengthen improvement in students' attendance, performance, and behavior. This milestone will be evidenced by staff surveys which measure student engagement. We will also use CPS dashboard metrics to monitor student performance and behavior. Pass rates in Dashboard will be monitored every 5 weeks.	On Track	Select Status	Select Status	Select Status
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Provide bilingual education programs that teach academic content in both the student's native language and English. Seek content teachers to fulfill ESL endorsement requirements Metric: Retain language support specialists who can work with EL students and collaborate with mainstream teachers	Limited Progress	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).
Yes	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).
Yes	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).

What are the takeaways after the review of metrics?

Attention still needs to be paid to the success of our males in the building; we need to better track our ECCE metrics.

To build the math and reading skills of our students to get them at the level of a college freshman. Despite high GPAs, more than 70% of our students take one or more remedial classes in college.

Early exposure helps to promote a college-going culture and helps to build solid foundational connections with underrepresented students. Exposure to a college campus increases students' confidence in their ability to attend college and will have a positive effect on their academic success in highschool. In addition a greater emphasis needs to be placed on CTE majors offered at CVCA and the connection to college majors.

A survey of the class of 2023 showed that despite 60% of the students having a 2.5 or above GPA, less than 29% of students felt confident in their ability to be accepted into their college of choice. Only 33% of students were confident in their field of study and more than 60% of students stated they had no idea what they wanted to study. Considering more than 50% of the class of 2023 is currently enrolled in their third year of a CTE program these latest statistics show that enough is not being done to allow students to explore college and career pathways. In addition the student survey data shows there is a lack of connections between CTE classes and transferable college pathways.

What is the feedback from your stakeholders?

Positive feedback from Crown, Lumity, and NCS. Partnerships will continue in the future.

What student-centered problems have surfaced during this reflection?

Students need greater exposure to college and career opportunities to increase both enrollment and persistence rates.

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?

.In the past, our post-secondary information was only given out to parents starting second semester junior year. By exposing parents to the information much earlier in the process, we hope to ease the burden placed on them and give them a head start on planning their student's post-secondary pathway and the financial commitment that comes with it. Parent Nights will include information on 1. Planning for College Costs, 2 Understanding Match, Fit and Affordability, 3. Understanding Meets Needs and Test Optional Colleges and Universities. 4. High School Planning i.e.course selection and Dual Enrollment.

One of the 2022-23 goals was to expose every 9th and 10th grader to a college environment. We were not able to achieve that goal, but we still believe it is important for our underclassmen to have this experience in order for them to start their own process of deciding on their post-secondary pathway. Providing the opportunity to visit a college campus will help them decide if that is a fit or if another pathway (trade school, military, etc.) is better for them.

Return to Top Determine Priorities

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

Students...
...need exposure to college in order to meet metrics around both enrollment and persistence.

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...
May not consistently provide all students with college or post-secondary experiences aligned to their fit and match.

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...
Promote early college planning, enhance knowledge to inform college choices, and Organize

Resources:

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

and encourage campus visits,

then we see...
students improve their Fit & Match, particularly for 11th (e.g., college lists and options) and 12th graders (e.g., applications and enrollment).

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

which leads to...
an increase in graduation rate, college enrollment, and college persistence.

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

Resources:

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

Team/Individual Responsible for Implementation Plan
Counseling and CTE Team

Dates for Progress Monitoring Check Ins
Q1 9/22/23 Q3 2/9/24
Q2 12/22/23 Q4 6/7/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Freshman Only- College/Career Field trips	Grade 09	June 2024	Select Status
Action Step 1	Students complete interest inventory	Grade 09 Students	October 25, 2023	Select Status
Action Step 2	Freshmen Counselor identifies site visits	Donna Roberts	December 20,2023	Select Status
Action Step 3	Freshmen Teachers tie the college/career to current learning	Grade 09 Teachers	June 2024	Select Status
Action Step 4	9th grade post-secondary survey through SchoolLinks.	Grade 09 Teachers/Students	November 1, 2023	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Parent Nights with Post-Secondary Focus	Grade 9		Select Status
Action Step 1	Parents complete needs assessment.	Parents	October 25,2023	Select Status
Action Step 2	Post Secondary staff meet to review results and identify needs.	Post Secondary Team	November 1, 2023	Select Status
Action Step 3	Parent meeting #1	Post Secondary Team	December 1, 2023	Select Status
Action Step 4	Parent Meeting #2	Post Secondary Team	February 1, 2023	Select Status
Action Step 5	Parent Meeting #3	Post Secondary Team	May 15,2023	Select Status
Implementation Milestone 3	College/Career combination visits			Select Status
Action Step 1	Pre-test of knowledge of careers related to CTE majors.	Post Secondary Team	October 1, 2023	Select Status
Action Step 2	Identify companies that correlate with CTE majors.	Post Secondary Team	November 2,2023	Select Status
Action Step 3	Schedule tours and visit.	Post Secondary Team	June 2024	Select Status
Action Step 4	Post-test of knowledge of careers related to CTE majors	Post Secondary Team	June 2024	Select Status
Action Step 5				Select Status
Implementation Milestone 4	Enrollment in post-secondary support programs			Select Status
Action Step 1	Identify programs for students at all grade levels	Post Secondary Team	June 2024	Select Status
Action Step 2	Identify students that meet criteria for programs	Post Secondary Team	June 2024	Select Status
Action Step 3	Assist student with meeting deadlines for programs	Post Secondary Team	June 2024	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
Continue to build a college going culture in the school by creating school best practices and traditions that encourage student aspirations and highlight post secondary success that increases the college enrollment and persistence rate by 5%.

SY26 Anticipated Milestones
Continue to build a college going culture in the school by creating school best practices and traditions that encourage student aspirations and highlight post secondary success that increases the college enrollment and persistence rate by 10%.

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
5% yearly increase of 6 year graduation rates for students with an IEP and students with disabilities	Yes	Graduation Rate	Students with an IEP	70.2%	73.2%	77%	80%
			Students with disabilities	73%	76%	79%	82%
5% yearly increase of 4 year graduation rate	Yes	Graduation Rate	African American Male	65%	68%	71%	
			Overall	72%	75%	78%	

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.

Specify your practice goal and identify how you will measure progress towards this goal.

	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers use Skyline curriculum with 75% fidelity	Teachers use Skyline curriculum with 85% fidelity	Teachers use Skyline curriculum with 100% fidelity
PS:6 There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT meets 2x a month	PLT meets 2x a month	PLT meets 2x a month
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Once a quarter, the PLT shares information regarding ILPs; ILP work time is embedded into both English classes and advisory	Once a quarter, the PLT shares information regarding ILPs; ILP work time is embedded into both English classes and advisory	Once a quarter, the PLT shares information regarding ILPs; ILP work time is embedded into both English classes and advisory

[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
5% yearly increase of 6 year graduation rates for students with an IEP and students with disabilities	Graduation Rate	Students with an IEP	70.2%	73.2%	Select Status	Select Status	Select Status	Select Status
		Students with disabilities	73%	76%	Select Status	Select Status	Select Status	Select Status
5% yearly increase of 4 year graduation rate	Graduation Rate	African American Male	65%	68%	Select Status	Select Status	Select Status	Select Status
		Overall	72%	75%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers use Skyline curriculum with 75% fidelity	Select Status	Select Status	Select Status	Select Status
PS:6 There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT meets 2x a month	Select Status	Select Status	Select Status	Select Status
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Once a quarter, the PLT shares information regarding ILPs; ILP work	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)

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.

- The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).
- The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.
- Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
 - a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
 - b) Contracting for professional services from State-Approved Learning Partners
 - c) Conducting school-level needs assessments
 - d) Analyzing data
 - e) Identifying resource inequities
 - f) Researching and implementing evidence-based interventions
 - g) Purchasing standards-aligned curriculum and materials
 - h) Purchasing and administering local assessments for progress monitoring
- Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.
- School Improvement Reports (SIR) are due on a triannual basis.
- Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.
- As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.
- As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal

PSAT (Math): 10% yearly increase in the number of students meeting P/SAT math benchmarks (or approaching for students with IEPs)

Required Reading Goal

PSAT (EBRW): 10% yearly increase in the number of students meeting P/SAT EBWR benchmarks (or approaching for students with IEPs)

Optional Goal

Graduation Rate: 5% yearly increase of 6 year graduation rates for students with an IEP and students with disabilities

Student Groups	Baseline	SY24	SY25	SY26
African American Male	6%	7%	8%	9%
Students with an IEP	3%	4%	5%	6%
African American Male	16%	17%	19%	20%
Students with an IEP	11%	12%	13%	14%
Students with an IEP	70%	73%	77%	80%
Students with disabilities	73%	76%	79%	82%

Parent and Family Plan

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



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.

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.

Our annual Title I PAC meeting took place on September 19, 2023. Academic priority areas for parent engagement and skills development include children with disabilities, post-secondary opportunities (Job Certificates), and executive function skills to boost academic perseverance. The Diverse Learner Department focuses on preparing our students for post-secondary placements. These placements range from, college/universities, transition centers, or entering the work force. To assist in preparing students for their post-secondary endeavors, the department has implemented the following:



- ☒ DMV day at Chicago Vocational High School – Diverse Learner students are able to receive their state identification cards. This provides students with valid government identification. Having valid identification is essential to accessing employment.
- ☒ Linkage to Department of Human Services – Through this linkage, students are provided employment, education, independent living, and financial services.
- ☒ PAES (Practical Assessment Exploration System) Lab – This in-house lab is a research-based, data-driven, and age appropriate transition assessment of employment potential. With the use of the lab, teachers are able to interact with students, identify immediate instructional needs, and then adjust instruction accordingly. The PAES Lab is set up to mimic real job settings in the community. The beauty of the PAES Lab is that it assists students in finding out what they can do on their own with as little help as possible. These skills can assist the students in securing post-secondary employment which can lead to them becoming more independent.
- ☒ PUNS (Prioritization of Urgency of Need for Services) Workshop – CVS hosts a yearly workshop for parents to make them aware of programs and supports for their transitioning students. During the workshop, parents are introduced to PUNS. PUNS is a database that registers individuals who want or need Developmental Disability (DD) Waiver service. As funding is available, individuals are selected from PUNS and invited to apply for DD Waiver services. Individuals can join the list at any age and being on the list prior to 18 years old. Once your student receives funding, they are set for life. Meaning, once they are pulled off the waitlist, they will continue to receive funding for the length of their life. Get on the waitlist, wait, and then you're in!
- ☒ Social Security Workshop – CVS hosts a yearly social security workshop to inform parents of SSI payments that their child can apply for when they turn 18. Parents are provided with all pertinent information to assist with the process.
- ☒ CBI (Community-Based Instruction) – CVS implements this evidence-based practice that supports the transition from school to adult life and promotes the successful inclusion of students with disabilities in their communities. Students with disabilities of all ages can participate in CBI activities. CBI increases the likelihood that students will generalize skills learned to multiple settings, increase student independence and self-determination skills, and decrease reliance on families and caregivers while promoting active participation in integrated settings. These are key skills for students in transition focused programming because the community is the authentic environment, as well as the place where their non-disabled peers live, work, and interact.

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