

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 |
|------------------|--------------------------------------|---------------------------|
| Charles Anderson | Principal | canderson@aq.s.org |
| Charles Williams | AP | CMWilliams49@cps.edu |
| Vernon Driskell | Other [Resident Principal] | VRDriskell@cps.edu |
| Jessica Faughn | Curriculum & Instruction Lead | jfaughn@cps.edu |
| Kenneth Smith | Curriculum & Instruction Lead | kjsmith2@cps.edu [1] |
| Jaquez Williams | Partnerships & Engagement Lead | jwilliams458@cps.edu |
| Bernard Clay | LSC Member | bclay@introspectyouth.org |
| Charnelle Evans | Inclusive & Supportive Learning Lead | ccevans@cps.edu |
| Henry McDavid | LSC Member | |
| | Select Role | |
| | Select Role | |
| | Select Role | |

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

| CIWP Components | Planned Start Date | Planned Completion Date |
|--|--------------------|-------------------------|
| Team & Schedule | 5/1/23 | 5/2/23 |
| Reflection: Curriculum & Instruction (Instructional Core) | 5/8/23 | 5/12/23 |
| Reflection: Inclusive & Supportive Learning (Instructional Core) | 5/15/23 | 5/19/23 |
| Reflection: Connectedness & Wellbeing | 5/22/23 | 5/26/23 |
| Reflection: Postsecondary Success | 5/30/23 | 6/2/23 |
| Reflection: Partnerships & Engagement | 6/5/23 | 6/9/23 |
| Priorities | 8/15/23 | 8/15/23 |
| Root Cause | 8/15/23 | 8/15/23 |
| Theory of Acton | 8/16 | 8/16/23 |
| Implementation Plans | 8/16/23 | 8/16/23 |
| Goals | 8/17/23 | 8/17/23 |
| Fund Compliance | 8/17/23 | 8/17/23 |
| Parent & Family Plan | 8/17/23 | 8/17/23 |
| Approval | 8/31/23 | 8/31/23 |

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 | 9/15/23 |
| Quarter 2 | 12/7/23 |
| Quarter 3 | 3/5/24 |
| Quarter 4 | 5/15/24 |

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 | CPS High Quality Curriculum Rubrics | <p>It appears that Michele Clark High School's curriculum is effectively aligned with state and national standards. This alignment is crucial for ensuring that students receive a well-rounded education that prepares them for standardized tests and future academic pursuits. / The school seems to be using data effectively to identify areas where curriculum and instruction can be improved. This data-driven approach can lead to targeted interventions and enhancements to student learning experiences. / The metrics suggest that there may be challenges in effectively differentiating instruction to meet the diverse needs of students. This is an area where further professional development and support for teachers may be beneficial. /</p> <p>What is the feedback from your stakeholders?</p> <p>Parents of students with diverse learning needs appreciate the efforts to accommodate different learning styles. However, there's a consistent call for more resources and strategies to support students with special needs. / Students generally respond positively to interactive and hands-on learning experiences. They express a preference for more engaging and project-based learning opportunities. / Teachers highlight the importance of ongoing professional development related to curriculum. They acknowledge its value in improving instructional quality and request more opportunities for training. / Community members generally express strong support for the school's efforts to provide quality education through an effective curriculum.</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><i>[impact on most students; impact on specific student groups]</i></p> | IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) |
| Partially | Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction | | iReady (Reading) iReady (Math) |
| Partially | Powerful Practices Rubric Learning Conditions | | Cultivate Grades |
| Partially | Continuum of ILT Effectiveness Distributed Leadership | | ACCESS |
| Partially | Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development | | TS Gold Interim Assessment Data |
| Partially | Assessment for Learning Reference Document | | |
| <p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students struggle with self-directed learning and individualized paths, feeling overwhelmed by choices and struggling to manage their own pace effectively. Some students find it difficult to understand the relevance of classroom learning to real-world situations, impacting their ability to grasp complex concepts. Some students find project-based learning challenging due to its open-ended nature, difficulties in collaboration, or uncertainty about how to apply theoretical concepts to practical projects. Students who are accustomed to focusing solely on grades struggle with the concept of formative assessment and learning growth, impacting their motivation to learn for the sake of understanding.</p> | | | |

[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 |
|---|---|--|---|
| Partially | MTSS Integrity Memo MTSS Continuum Roots Survey | <p>Michele Clark High School appears to celebrate its diversity and promote an inclusive environment, as indicated by positive metrics in this section. This is essential for creating a welcoming atmosphere where all students feel valued and respected. / Metrics suggest that the school may be effectively delivering special education services to meet the needs of diverse learners. This includes providing Individualized Education Plans (IEPs) and accommodations as necessary. / The metrics indicate a focus on social-emotional support, which is crucial for students' overall well-being.</p> <p>What is the feedback from your stakeholders?</p> <p>Many parents and guardians express their appreciation for the school's efforts to create an inclusive learning environment where all students feel valued and respected. /</p> | Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey |
| No | MTSS Integrity Memo | | ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) |
| Yes | LRE Dashboard Page | | 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 |
| Yes | There are language objectives (that demonstrate HOW students will use language) across the content. | |

Many students appreciate the school's focus on mental health awareness and resources. They express a desire for continued education on this topic to reduce stigma. / Community members express strong support for the school's commitment to inclusivity and creating a welcoming environment for all students.

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

[Impact on most students; impact on specific student groups] 📌

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.

Some students feel unsafe or anxious due to the presence of bullying and harassment in the learning environment, leading to decreased engagement and academic performance. Introverted students struggle to engage actively in a learning environment that heavily favors extroverted participation, potentially impacting their learning experience. Students feel disheartened if their feedback isn't actively incorporated into shaping the learning environment, leading to a sense of disempowerment and disengagement. 📌

[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 | |
|---|--|---|--|--|
| Partially | BHT Key Component Assessment SEL Teaming Structure | Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team. | The metrics suggest that Michele Clark High School has cultivated a positive school climate that fosters a sense of belonging and connectedness among students and staff. This is essential for overall well-being. / The school appears to have effective communication channels in place, which is crucial for keeping students, parents, and staff informed about important matters related to the school community. / Metrics indicate that students are actively engaged in school activities and events. This engagement can contribute to their overall well-being and sense of connectedness. / It appears that the school is attentive to students' mental health needs, as suggested by the metrics. 📌 | <ul style="list-style-type: none"> % of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent |
| Partially | Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices. | | | |
| Yes | All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs. | What is the feedback from your stakeholders? Students who actively participate in extracurricular activities report higher levels of well-being and connectedness. They appreciate the availability of diverse clubs and activities. / Parents appreciate initiatives that involve students with peers and the broader community, such as community service projects and outreach programs. / Concerns related to school safety and security are a recurring trend among community members. They emphasize the importance of well-being in maintaining a safe school environment. 📌 | <ul style="list-style-type: none"> 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 | |
| Partially | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. | | | |

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

Balancing academic demands with personal life is difficult for some students, leading to feelings of overwhelm and stress. Some students wrestle with negative self-image, leading to low self-esteem and a lack of confidence in their abilities. Some students experience strained family relationships, leading to emotional stress and affecting their overall well-being. 📌

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

[Impact on most students; impact on specific student groups] 📌

[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 | 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). | College and Career Competency Curriculum (C4) |
| Yes | Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). | Individualized Learning Plans |
| 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). | Work Based Learning Toolkit |
| 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 |

The metrics indicate that Michele Clark High School is effectively preparing students for post-secondary education. This includes readiness in terms of academic skills, standardized test scores, and college application support. / 

- [Graduation Rate](#)
- [Program Inquiry: Programs/participation/attainment rates of % of ECCC](#)
- [3 - 8 On Track](#)
- [Learn, Plan, Succeed](#)
- [% of KPIs Completed \(12th Grade\)](#)
- [College Enrollment and Persistence Rate](#)
- [9th and 10th Grade On Track](#)

What is the feedback from your stakeholders?

There is a recurring trend of students requesting increased access to resources such as scholarships, internships, and vocational training programs to support their post-secondary goals. / Parents express interest in programs that introduce their children to a variety of career pathways and provide guidance on making informed decisions about their futures. / Community members consistently express strong support for initiatives that promote post-secondary success, recognizing the importance of education for the community's future. 


- [Cultivate \(Relevance to the Future\)](#)
- Freshmen Connection Programs Offered (School Level Data)

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

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

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.

Some students struggle with the overwhelming process of researching colleges, meeting application deadlines, and crafting compelling essays to secure a spot in their desired institution. Some students find it challenging to navigate the complex world of financial aid, scholarships, and loans, leading to concerns about the affordability of higher education. The transition to college life is difficult for some students, as they navigate a new environment, academic demands, and the potential isolation from familiar support systems. Some students grapple with feelings of inadequacy and imposter syndrome, which could hinder their confidence and hinder their academic success. 

[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 | The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals. | Spectrum of Inclusive Partnerships |
| Yes | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit |

The metrics suggest that Michele Clark High School has established strong partnerships with community organizations, local businesses, and other stakeholders. These partnerships can provide valuable resources and opportunities for students. / Metrics indicate that parents and guardians are actively engaged in school activities and decision-making processes. This involvement can contribute to a more supportive learning environment. / 

- [Cultivate](#)
- [5 Essentials Parent Participation Rate](#)
- [5E: Involved Families](#)
- [5E: Supportive Environment](#)
- Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

| | | | |
|-----------|---|--|---|
| | | | Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) |
| Partially | <p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p>Student Voice Infrastructure Rubric</p> | <p>What is the feedback from your stakeholders?</p> <p>Students appreciate the diverse extracurricular activities and clubs facilitated through partnerships, which allow them to explore their interests and passions beyond the curriculum. / Parents appreciate the school's efforts to establish partnerships with local organizations and businesses to enrich their children's educational experiences. / Community members express a strong desire to contribute to students' education through partnerships, mentorship programs, and involvement in school events.</p> | Formal and informal family and community feedback received locally. (School Level Data) |
| | <p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Some students struggle when their parents aren't actively engaged in their learning process, potentially leading to a disconnect between home and school. Some students experiencing food insecurity might face challenges in their academic performance. Some students from families with limited resources miss out on beneficial learning opportunities if schools aren't able to collaborate with community organizations for extended learning.</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><i>[impact on most students; impact on specific student groups]</i></p> | |

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

What are the takeaways after the review of metrics?

It appears that Michele Clark High School's curriculum is effectively aligned with state and national standards. This alignment is crucial for ensuring that students receive a well-rounded education that prepares them for standardized tests and future academic pursuits. / The school seems to be using data effectively to identify areas where curriculum and instruction can be improved. This data-driven approach can lead to targeted interventions and enhancements to student learning experiences. / The metrics suggest that there may be challenges in effectively differentiating instruction to meet the diverse needs of students. This is an area where further professional development and support for teachers may be beneficial. /

What is the feedback from your stakeholders?

Parents of students with diverse learning needs appreciate the efforts to accommodate different learning styles. However, there's a consistent call for more resources and strategies to support students with special needs. / Students generally respond positively to interactive and hands-on learning experiences. They express a preference for more engaging and project-based learning opportunities. / Teachers highlight the importance of ongoing professional development related to curriculum. They acknowledge its value in improving instructional quality and request more opportunities for training. / Community members generally express strong support for the school's efforts to provide quality education through an effective curriculum.

What student-centered problems have surfaced during this reflection?

Students struggle with self-directed learning and individualized paths, feeling overwhelmed by choices and struggling to manage their own pace effectively. Some students find it difficult to understand the relevance of classroom learning to real-world situations, impacting their ability to grasp complex concepts. Some students find project-based learning challenging due to its open-ended nature, difficulties in collaboration, or uncertainty about how to apply theoretical concepts to practical projects. Students who are accustomed to focusing solely on grades struggle with the concept of formative assessment and learning growth, impacting their motivation to learn for the sake of understanding.

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?

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

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students who are accustomed to focusing solely on grades struggle with the concept of formative assessment and learning growth, impacting their motivation to learn for the sake of understanding.



Indicators of a Quality CIWP: Determine Priorities

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

Return to Top Root Cause

Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

Q: Why do students who focus on grades struggle with formative assessment and learning growth? A: Because they are used to a system where grades are the primary measure of success. / Q: Why is the grading system causing them to struggle with formative assessment and learning growth? A: Because grades often emphasize final outcomes over the process of learning and understanding. / Q: Why does an emphasis on final outcomes affect their ability to understand formative assessment? A: Because formative assessment focuses on incremental progress and learning from mistakes, which contrasts with their previous mindset of aiming for high final grades. / Q: Why does their mindset hinder their motivation for learning? A: Because they are less motivated to engage in the learning process when they don't see immediate high grades as a result. / Q: Why does a lack of immediate high grades demotivate them from learning? A: Because they have been conditioned to associate success and achievement solely with high grades, rather than valuing the process of deepening their understanding.



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....

incorporate a variety of learning experiences that highlight the value of step-by-step progress and understanding beyond grades in our curriculum and teaching practices,



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)"

Resources:

then we see....

students gradually recognizing the importance of learning processes, embracing errors as learning opportunities, and developing a deeper appreciation for gaining insight,



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

which leads to...

improved engagement with formative assessments, increased motivation to learn driven by comprehension, and a shift towards a more holistic and meaningful approach to education that extends beyond the pursuit of high grades. 🍌

[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 🍌

Instructional Leadership Team / Behavioral Health Team

Dates for Progress Monitoring Check Ins

Q1 9/15/23

Q3 3/5/24

Q2 12/7/23

Q4 5/15/24

| | SY24 Implementation Milestones & Action Steps 🍌 | Who 🍌 | By When 🍌 | Progress Monitoring |
|-----------------------------------|--|-------|-----------|---------------------|
| Implementation Milestone 1 | Increase student engagement in meaningful learning experiences by introducing a minimum of three interactive activities per subject for the next academic year, aiming for a 20% increase in positive student feedback. | ILT | 5/15/24 | Select Status |
| Action Step 1 | Conduct a thorough needs assessment to identify the specific subjects or courses that require increased student engagement. Assess the current levels of engagement and student feedback. Use this data to select three interactive activities for each subject. Ensure that these activities align with the learning objectives. | ILT | 9/15 | Select Status |
| Action Step 2 | Allocate the necessary resources, including funding, technology, and materials, to implement the chosen interactive activities. Provide professional development and training for teachers to effectively integrate these activities into their teaching methods. Ensure they understand the pedagogical goals and how to use the technology or materials effectively. | Admin | 11/15 | Select Status |
| Action Step 3 | Collaborate with subject-area experts and instructional designers to design interactive activities that enhance the learning experience. These activities should be integrated seamlessly into the curriculum, supporting the subject's content and learning outcomes. Ensure that they are accessible and engaging for all students. | ILT | 1/15 | Select Status |
| Action Step 4 | Conduct a pilot test of the selected interactive activities in a controlled setting, such as specific classes or grade levels. Collect feedback from both teachers and students regarding the effectiveness of these activities. Use this feedback to refine and improve the activities before full-scale implementation. | ILT | 3/15 | Select Status |
| Action Step 5 | Implement a robust monitoring and evaluation system throughout the academic year to track student engagement and feedback. Regularly collect data on student participation, satisfaction, and achievement related to the interactive activities. Analyze the data to assess progress toward the 20% increase in positive student feedback. Make data-driven adjustments as necessary to achieve the milestone. | ILT | 5/15 | Select Status |
| Implementation Milestone 2 | Foster a growth mindset among students through quarterly workshops conducted throughout the current school year, measured by a 15% increase in students demonstrating a positive attitude towards challenges and mistakes. | BHT | 5/15 | Select Status |
| Action Step 1 | Develop a curriculum for the quarterly growth mindset workshops. Collaborate with educational psychologists or experts in growth mindset theory to create engaging and age-appropriate content. Ensure that the workshops emphasize the importance of embracing challenges and learning from mistakes. | BHT | 9/15 | Select Status |
| Action Step 2 | Allocate resources for workshop materials, guest speakers, and any technology or equipment needed. Ensure that workshop facilitators, whether they are teachers, counselors, or external experts, receive training in delivering the content effectively and promoting a growth mindset. | Admin | 11/15 | Select Status |
| Action Step 3 | Promote student engagement by actively involving them in the planning process. Seek their input on workshop topics and formats, and encourage them to take ownership of their growth mindset journey. Ensure that workshops are interactive and include activities that encourage discussion and reflection. | BHT | 1/15 | Select Status |
| Action Step 4 | Establish a system for data collection and evaluation of the workshops' impact on students' attitudes towards challenges and mistakes. Create surveys or assessment tools to measure changes in mindset. Administer these tools before the first workshop and after each subsequent workshop to track progress. | BHT | 3/15 | Select Status |
| Action Step 5 | Analyze the collected data to evaluate whether the 15% increase in students demonstrating a positive attitude towards challenges and mistakes is being achieved. Generate reports or visualizations to communicate the progress to relevant stakeholders, such as school administrators and parents. | BHT | 5/15 | Select Status |
| Implementation Milestone 3 | Promote self-directed learning by integrating weekly self-assessment activities across subjects by the end of the first semester, with an objective of achieving active engagement from 80% of students | ILT | 5/15 | Select Status |
| Action Step 1 | Conduct a comprehensive needs assessment to understand the current level of student engagement and their familiarity with self-assessment. Identify specific subjects or areas where self-directed learning can be enhanced. Create a plan outlining the integration of weekly self-assessment activities into these subjects. | ILT | 9/15 | Select Status |

| | | | | |
|-----------------------------------|--|-------|-------|---------------|
| Action Step 2 | Collaborate with teachers, instructional designers, and educational experts to design weekly self-assessment activities that align with the learning objectives of each subject. These activities should encourage critical thinking, reflection, and goal-setting. Ensure that they are age-appropriate and adaptable to various learning styles. | ILT | 11/15 | Select Status |
| Action Step 3 | Allocate the necessary resources for implementing self-assessment activities, including technology, materials, and training for teachers. Provide professional development sessions to equip teachers with the skills and knowledge required to facilitate self-assessment effectively. | Admin | 1/15 | Select Status |
| Action Step 4 | Work closely with subject-area experts to seamlessly integrate self-assessment activities into the existing curriculum. Ensure that these activities complement the subject matter and promote self-directed learning as a key component of the educational experience. | ILT | 3/15 | Select Status |
| Action Step 5 | Continuously track progress toward the goal of achieving active engagement from 80% of students. Generate reports or visualizations to share with school administrators, teachers, and parents to keep them informed about the initiative's success. | ILT | 5/15 | Select Status |
| Implementation Milestone 4 | Reinforce the value of the learning journey by organizing an end-of-year exhibition showcasing student growth and understanding, aiming to see a 25% increase in students expressing pride in their learning progress based on participation and feedback from the exhibition | ILT | 5/15 | Select Status |
| Action Step 1 | Establish a planning committee consisting of teachers, administrators, and students to design the end-of-year exhibition. Define the exhibition's goals, themes, and objectives. Determine how student growth and understanding will be showcased through projects, presentations, or artifacts. | ILT | 9/15 | Select Status |
| Action Step 2 | Align the exhibition with the curriculum to ensure that the projects and presentations reflect what students have learned throughout the year. Encourage teachers to incorporate opportunities for reflection and self-assessment into their classes, allowing students to track their growth. | ILT | 11/15 | Select Status |
| Action Step 3 | Allocate the necessary resources for the exhibition, including funding, space, materials, and technology. Consider any technical or logistical requirements for setting up and displaying student work. | Admin | 1/15 | Select Status |
| Action Step 4 | Develop assessment criteria and rubrics to evaluate student exhibits and presentations. Encourage peer evaluation and self-assessment as part of the learning process. Collect feedback from students, teachers, and visitors to the exhibition to measure the increase in students expressing pride in their learning progress. | ILT | 3/15 | Select Status |
| Action Step 5 | Collect data on student participation, visitor feedback, and surveys assessing students' pride in their learning progress before and after the exhibition. Analyze the data to determine whether the 25% increase in students expressing pride has been achieved. | ILT | 5/15 | Select Status |

SY25-SY26 Implementation Milestones

| | | |
|------------------------------------|--|--|
| SY25 Anticipated Milestones | Implement a comprehensive digital learning initiative, including the integration of educational technology tools and resources, into the curriculum by the end of SY 25. / Develop a structured program for cultivating and assessing 21st-century skills among students, starting in SY 25 and continuing through SY 26. / Foster deeper community engagement and partnerships in curriculum development and delivery throughout SY 25 and SY 26. | |
| SY26 Anticipated Milestones | Implement a comprehensive digital learning initiative, including the integration of educational technology tools and resources, into the curriculum by the end of SY 25. / Develop a structured program for cultivating and assessing 21st-century skills among students, starting in SY 25 and continuing through SY 26. / Foster deeper community engagement and partnerships in curriculum development and delivery throughout SY 25 and SY 26. | |

[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) | Numerical Targets [Optional] | | | |
|--|--|-------------|-----------------------------|------------------------------|------|------|------|
| | | | | Baseline | SY24 | SY25 | SY26 |
| Percentage of students earning a passing grade or percentage of at least 75% | Yes <input type="checkbox"/> | Grades | African American Male | | | | |
| | | | African American Female | | | | |
| Percentage of students reaching benchmark levels on the PSAT | Yes <input type="checkbox"/> | PSAT (Math) | African American Female | | | | |
| | | | African American Male | | | | |

Practice Goals

Identify the Foundations Practice(s) most aligned to

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

| your practice goals. 🏠 | SY24 | SY25 | SY26 |
|--|--|--|--|
| C&I:2 Students experience grade-level, standards-aligned instruction. | Provide targeted professional development and training for teachers to enhance their understanding of standards alignment and its implementation in the classroom. | Create opportunities for teachers to collaborate and share best practices related to standards-aligned instruction. | Monitor teacher progress and provide ongoing support, coaching, and feedback to ensure successful implementation of standards-aligned instruction. |
| C&I:5 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. | Review the curriculum and instructional goals to ensure that assessments align with intended learning outcomes and standards. | Diversify the assessment types to include a mix of formative, summative, performance-based, and authentic assessments. | Develop or adopt new assessments that address the identified gaps and provide a well-rounded view of student progress and achievement. |
| Select a Practice | | | |

[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 |
|--|-------------|-----------------------------|----------|------|---------------|---------------|---------------|---------------|
| Percentage of students earning a passing grade or percentage of at least 75% | Grades | African American Male | | | Select Status | Select Status | Select Status | Select Status |
| | | African American Female | | | Select Status | Select Status | Select Status | Select Status |
| Percentage of students reaching benchmark levels on the PSAT | PSAT (Math) | African American Female | | | Select Status | Select Status | Select Status | Select Status |
| | | African American Male | | | Select Status | Select Status | Select Status | Select Status |

Practice Goals

Progress Monitoring

| Identified Practices | SY24 | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--|--|---------------|---------------|---------------|---------------|
| C&I:2 Students experience grade-level, standards-aligned instruction. | Provide targeted professional development and training for teachers to enhance their understanding of standards alignment and its implementation in the classroom. | Select Status | Select Status | Select Status | Select Status |
| C&I:5 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. | Review the curriculum and instructional goals to ensure that assessments align with intended learning outcomes and standards. | Select Status | Select Status | Select Status | Select Status |
| Select a Practice | | Select Status | Select Status | Select Status | Select Status |

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

The metrics suggest that Michele Clark High School has cultivated a positive school climate that fosters a sense of belonging and connectedness among students and staff. This is essential for overall well-being. / The school appears to have effective communication channels in place, which is crucial for keeping students, parents, and staff informed about important matters related to the school community. / Metrics indicate that students are actively engaged in school activities and events. This engagement can contribute to their overall well-being and sense of connectedness. / It appears that the school is attentive to students' mental health needs, as suggested by the metrics.

What is the feedback from your stakeholders?

Students who actively participate in extracurricular activities report higher levels of well-being and connectedness. They appreciate the availability of diverse clubs and activities. / Parents appreciate initiatives that involve students with peers and the broader community, such as community service projects and outreach programs. / Concerns related to school safety and security are a recurring trend among community members. They emphasize the importance of well-being in maintaining a safe school environment.

What student-centered problems have surfaced during this reflection?

Balancing academic demands with personal life is difficult for some students, leading to feelings of overwhelm and stress. Some students wrestle with negative self-image, leading to low self-esteem and a lack of confidence in their abilities. Some students experience strained family relationships, leading to emotional stress and affecting their overall well-being.

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?

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

[Return to Top](#)

Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Some students experience strained family relationships, leading to emotional stress and affecting their overall well-being.



Indicators of a Quality CIWP: Determine Priorities

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

[Return to Top](#)

Root Cause

Resources:

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

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

As adults in the building, we...

Q: Why are some students experiencing strained family relationships? A: Lack of effective communication between students and their family members. / Q: Why is there a lack of effective communication between students and their family members? A: Family members have busy schedules and limited quality time for conversations. / Q: Why do family members have busy schedules and limited quality time for conversations? A: Work and other responsibilities demand a significant portion of their time. / Q: Why do work and other responsibilities demand a significant portion of their time? A: Modern lifestyles often involve long working hours and multiple commitments. / Q: Why do modern lifestyles involve long working hours and multiple commitments? A: Societal and economic pressures drive the need to work more and be involved in various activities, often leaving limited time for personal relationships.



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....

provide accessible resources and workshops for families on managing societal and economic pressures,



Resources:

Indicators of a Quality CIWP: Theory of Action

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

then we see....

families gaining practical skills to manage their busy schedules, reducing stress levels and freeing up time for meaningful interactions,



which leads to...
 a more conducive environment for open conversations and bonding among family members, positively impacting students' emotional state and contributing to their overall well-being. 🍌

[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 🍌
 Behavioral Health Team

Dates for Progress Monitoring Check Ins
 Q1 9/15/23 Q3 3/5/24
 Q2 12/7/23 Q4 5/15/24

| | SY24 Implementation Milestones & Action Steps 🍌 | Who 🍌 | By When 🍌 | Progress Monitoring |
|-----------------------------------|--|--------------|------------------|----------------------------|
| Implementation Milestone 1 | Develop a comprehensive set of accessible resources, including online guides, articles, and webinars, focused on helping families manage societal and economic pressures effectively. | BHT | 5/15 | Not Started |
| Action Step 1 | Collaborate with experts in family dynamics, psychology, and work-life balance to create evidence-based resources. | BHT | 9/15 | Select Status |
| Action Step 2 | Design a user-friendly platform or website to host the resources. | BHT | 11/15 | Select Status |
| Action Step 3 | Promote the availability of these resources through educational institutions, community centers, and social media channels. | BHT | 1/15 | Select Status |
| Action Step 4 | | | 3/15 | Select Status |
| Action Step 5 | | | 5/15 | Select Status |
| Implementation Milestone 2 | Organize and conduct workshops in various community settings, such as schools, community centers, and online platforms, to provide families with practical skills for managing their busy schedules and reducing stress. | BHT | 5/15 | Select Status |
| Action Step 1 | Develop workshop curriculum that covers time management, stress reduction techniques, and effective communication strategies. | BHT | 9/15 | Select Status |
| Action Step 2 | Recruit qualified facilitators with expertise in relevant fields to lead the workshops. | BHT | 11/15 | Select Status |
| Action Step 3 | Schedule workshops at convenient times and locations to maximize participation. | BHT | 1/15 | Select Status |
| Action Step 4 | | | 3/15 | Select Status |
| Action Step 5 | | | 5/15 | Select Status |
| Implementation Milestone 3 | Evaluate the outcomes of the workshops and resources on families' ability to manage societal and economic pressures, resulting in reduced stress levels and increased quality time. | BHT | 5/15 | Select Status |
| Action Step 1 | Distribute surveys to workshop participants before and after the workshops to measure changes in their perceptions, behaviors, and stress levels. | BHT | 9/15 | Select Status |
| Action Step 2 | Analyze survey data to identify trends and improvements in stress management techniques, time allocation, and family interactions. | BHT | 11/15 | Select Status |
| Action Step 3 | Conduct focus groups or interviews with selected families to gather qualitative insights on the impact of the interventions. | BHT | 1/15 | Select Status |
| Action Step 4 | | | 3/15 | Select Status |
| Action Step 5 | | | 5/15 | Select Status |
| Implementation Milestone 4 | Examine the indirect effects of improved family dynamics on students' emotional states and overall well-being. | BHT | 5/15 | Select Status |
| Action Step 1 | Administer surveys to students to gather information on their perceptions of family interactions, emotional well-being, and overall life satisfaction. | BHT | 9/15 | Select Status |
| Action Step 2 | Analyze survey results to identify correlations between positive family dynamics and students' emotional states. | BHT | 11/15 | Select Status |
| Action Step 3 | Compare survey data with baseline measures to assess improvements in students' emotional well-being. | BHT | 1/15 | Select Status |
| Action Step 4 | | | 3/15 | Select Status |
| Action Step 5 | | | 5/15 | Select Status |

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Fully integrate a comprehensive Social-Emotional Learning (SEL) program into the curriculum and school culture by the end of SY 25. / Establish a robust mental health support system for students and staff that spans SY 25 and SY 26. / Strengthen a sense of connectedness and inclusivity within the school community over the course of SY 25 and SY 26. 🍌

SY26 Anticipated Milestones Fully integrate a comprehensive Social-Emotional Learning (SEL) program into the curriculum and school culture by the end of SY 25. / Establish a robust mental health support system for students and staff that spans SY 25 and SY 26. / Strengthen a sense of connectedness and inclusivity within the school community over the course of SY 25 and SY 26.

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

Indicators of a Quality CIWP: Goal Setting
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 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
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Resources:

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 -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 |
| Percentage of students receiving discipline/consequences due to behavior infractions | Yes | Reduction in repeated disruptive behaviors (4-6 SCC) | African American Male | | | | |
| | | | African American Female | | | | |
| Percentage of students participating on OST programs throughout the year | Yes | Enrichment Program Participation: Enrollment & Attendance | African American Female | | | | |
| | | | African American Male | | | | |

Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals. | Specify your practice goal and identify how you will measure progress towards this goal. | | |
|--|---|--|---|
| | SY24 | SY25 | SY26 |
| C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team. | Gather input from teachers, staff, students, parents, and other stakeholders to identify strengths and weaknesses in the current teaming structures. | Create teams consisting of teachers, counselors, support staff, and administrators to collaboratively design and implement these structures. | Regularly monitor the effectiveness of the teaming structures through data collection, feedback from stakeholders, and ongoing assessment of student well-being indicators. |
| C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs. | Conduct a comprehensive equity assessment to identify any disparities in access to student-centered enrichment programs among different student groups. | Implement new enrichment programs and initiatives that are designed to be inclusive and accessible to all students, regardless of their background or circumstances. | Continuously adjust and refine the equity initiatives based on data and feedback, with the goal of achieving equitable access to student-centered enrichment programs for all students. |
| Select a Practice | | | |

[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 | Progress Monitoring | | | |
|--|---|-----------------------------|----------|------|---------------------|---------------|---------------|---------------|
| | | | | | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| Percentage of students receiving discipline/consequences due to behavior infractions | Reduction in repeated disruptive behaviors (4-6 SCC) | African American Male | | | Select Status | Select Status | Select Status | Select Status |
| | | African American Female | | | Select Status | Select Status | Select Status | Select Status |
| Percentage of students participating on OST programs throughout the year | Enrichment Program Participation: Enrollment & Attendance | African American Female | | | Select Status | Select Status | Select Status | Select Status |
| | | African American Male | | | Select Status | Select Status | Select Status | Select Status |

Practice Goals

| Identified Practices | SY24 | Progress Monitoring | | | |
|--|--|---------------------|---------------|---------------|---------------|
| | | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team. | Gather input from teachers, staff, students, parents, and other stakeholders to identify strengths and weaknesses in the current teaming structures. | Select Status | Select Status | Select Status | Select Status |

| Jump to... | Priority | TOA | Goal Setting | Progress Monitoring | Select the Priority Foundation to pull over your Reflections here => | Connectedness & Wellbeing | | | |
|--|--------------------------|---------------------|------------------------------|-------------------------------------|---|---------------------------|---------------|---------------|---------------|
| C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs. | | | | | Conduct a comprehensive equity assessment to identify any disparities in access to student-centered enrichment programs among different student groups. | Select Status | Select Status | Select Status | Select Status |
| Select a Practice | | | | | | 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)**



| | | | | | |
|--|--|--|--|--|--|
| <input type="text" value="Select a Goal"/> | | | | | |
| <input type="text" value="Select a Goal"/> | | | | | |
| <input type="text" value="Select a Goal"/> | | | | | |

Parent and Family Plan

| | | |
|---|-------------------------------------|--|
| If Checked: | <input checked="" type="checkbox"/> | Our school is a Title I school operating a Schoolwide Program This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs. |
| Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections | | |
| If Checked: | <input type="checkbox"/> | Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval) |
| No action needed | | |

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

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

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

[1] cps.