

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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?

There is a significant number of Ns (non-submissions for the DP/CP deliverables), indicating a culture of not submitting key things. While the rate of submission for Personal Project has risen over the past two years, the mean score on Personal Project, a potential indicator for DP success, is below the CPS average and the global average.

Students are meeting the benchmark for ERW at a lower rate as they progress through the years.

There is a disparity between the ways in which we internally assess students (represented through grade data) and the ways in which our students are externally assessed (SAT data, DP data) and how successful are students are.

What is the feedback from your stakeholders?

Feedback was drawn from the Cultivate survey that was administered in the winter of 2023. Areas of focus from this survey were:

- Feedback for Growth
- Classroom Community
- Supportive Teaching

Moreover, based on the SY23 Five Essentials survey, stakeholders shared the following information:

- Math instruction was rated as Strong
- English instruction was rated as Neutral
- Quality of student discussion was rated as Neutral
- Academic press was rated as Neutral

What student-centered problems have surfaced during this reflection?

Students are asking for feedback for growth yet there's variability in the ways and frequency in which they receive it.

Students are having the experience that externally-assessed data (SAT, DP scores) are not reflective of internally-assessed measures (grade data).

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?

The IB at a Glance document is in development to specifically address IB-related curriculum and instruction. This document makes it possible to identify and develop a specific action plan around IB standards and practices on which the school will be evaluated in the fall of 2024.

Return to Top Determine Priorities

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

Students...

Students are not experiencing the same feedback from external assessments (such as DP scores, SAT) as they experience with internal assessments, which shows demonstrates a lack of rigor with existing internal assessments, such as IB summative assessment.

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 have protected/directed time in course teams for horizontal alignment that allow for revision and reflection of internal assessments.

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....

provide time and structures for course teams to refine rigorous common assessments and create cycles for teacher feedback

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....

teachers reflect and revise assessments to ensure rigorous horizontal and vertical alignment 

which leads to...

students receiving more impactful and consistent feedback for growth and rigor based on standardized assessment criteria 

[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** 

Department Leads & ILT


**Dates for Progress Monitoring Check Ins**


Q1 10/19/2023

Q3 2/29/2024

Q2 12/12/2023




Q4 5/20/2024

**SY24 Implementation Milestones & Action Steps** 

**Who** 

**By When** 

**Progress Monitoring**

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
<b>Implementation Milestone 1</b>	Department leads schedule course team meeting time monthly  Determine areas of foci based on the data analysis of unit planning data in order to inform department work around reflecting and revising assessments to ensure rigorous horizontal and vertical alignment	Department Leads & IB Coordinators	9/8/23	In Progress
<b>Action Step 1</b>	Direct ILT department leads to dedicate 1st meeting of the month to meet with course teams	Lead Coach	9/8	Completed
<b>Action Step 2</b>	ILT department leads will send out Google Calendar invites to all stakeholders for the whole year for department meetings	Department Leads	9/11/23	Completed
<b>Action Step 3</b>	ILT department heads collect data around unit planning, along with IB coordinators pulling data around unit planning (i.e. fully completed unit plans, unit plans with pacing calendars, unit plans with only assessment etc.)	ILT department leads and IB coordinators		In Progress
<b>Action Step 4</b>	ILT members will engage in learning around the value of and importance of planning through research-based texts	ILT		Not Started
<b>Action Step 5</b>	ILT members will engage in a data analysis protocol around collected data around unit planning to identify areas of strength and areas of growth	ILT		Not Started
<b>Implementation Milestone 2</b>	Use common protocol for course team meetings based on course team agreements	Course Teams	10/2/2023	Delayed
<b>Action Step 1</b>	Create a common protocol for course teams to meet during department	Lead Coach & Department Leads	9/22/2023	Delayed
<b>Action Step 2</b>	Implement the protocol in 1st meeting of the month	Department Leads	10/2/2023	Delayed
<b>Action Step 3</b>	Revise based on feedback from course teams/departments by end of the semester	Lead Coach & Department Leads & course teams	12/22/2023	Not Started
<b>Action Step 4</b>	Create course team agreements in department meetings that reflect the duties and responsibilities of course team members given a template	Course Teams	10/2/2023	Not Started
<b>Action Step 5</b>	Follow up quarterly with course teams and adjust agreements as needed	Department leads and course team members	Once a quarter	Not Started
<b>Implementation Milestone 3</b>	Teachers use common protocol to revise and reflect on assessments with a focus on rigor during department meetings	Lead Coach, Department Leads and course team	11/6/23	Not Started
<b>Action Step 1</b>	Develop/select protocol for evaluating rigor in assessment	IB coordinators & District guidance	10/30/23	In Progress
<b>Action Step 2</b>	Collaborate with department leads to review the protocol	Lead Coach	11/3/23	Not Started
<b>Action Step 3</b>	Implement evaluative protocol quarterly in department meetings	Department Leads	11/6/23	Not Started
<b>Action Step 4</b>	Based on the rigor protocol, course teams will revise second semester assessments	Department Leads	12/15/2023	Not Started
<b>Action Step 5</b>	Request feedback from course teams on the protocol	Department Leads	12/22/2023	Not Started
<b>Implementation Milestone 4</b>	Identify common trends in cross-curricular assessments in each grade level	All teachers	12/22/23	Not Started
<b>Action Step 1</b>	Develop PD around sharing course team learnings from the year	MTSS Interventionalist and Lead Coach and GLLs	11/30/23	Not Started
<b>Action Step 2</b>	Present findings to fellow GL teachers at end of semester 1 and identify an action step to increase rigor in assessment in S2	All teachers	12/22	Not Started
<b>Action Step 3</b>	Implement action step in assessment	Course teams	2/2/24	Not Started
<b>Action Step 4</b>	On April 1st PD day reflect on S1 action step and set action step for developing rigorous assessment in S2	All teachers	4/1/24	Not Started

Action Step 5	ILT goes on a learning walk focused on rigorous assessment and feedback for growth	ILT	Week of Feb 5 and week of May 6	Not Started
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**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	Refining vertical alignment in departments based on horizontal alignment with a focus on rigorous internal assessment aligned with IB standards and DP assessments so students can anticipate growth across grade levels. Develop standards of growth between grade levels as informed by targeted specific feedback on formative assessments aligned across grade level standards (all freshmen will be able to ___ in order to do ___ sophomore year).	
<b>SY26 Anticipated Milestones</b>	Fine-tune, finalize, and publish the Clemente curriculum utilizing the ongoing protocol for adjustment and reflection so students and staff will know expectations for a cohesive academic experience that will result in college persistence and an increase in standardized external assessment	

**Return to Top** **Goal Setting**

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

**Resources:**

IL-EMPOWER Goal Requirements

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

**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Increase # of students receiving a score of 4+ upon completion of any DP course	Yes	Other	Other [DP seniors]	20%	30%	40%	50%
			Select Group or Overall				
performance score % of course clarity will increase from Neutral to Strong	Yes	5 Essential: Course Clarity	Overall	Neutral	"high" Neutral	Strong	"high" Strong
			Select Group or Overall				

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
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.	All teachers regularly meet in course teams, operating off course team agreements, to assess rigor of assessment and implement needed revision to assessments which are reviewed by IB coordinators.	All course teams develop rigorous formative assessments to align to the rigorous summatives from SY25 as reviewed by IB coordinators and lead coach.	All departments will cohesively refine and publish a vertically aligned curriculum as assessed by IB coordinators.
C&I:4 The ILT leads instructional improvement through distributed leadership.	Team Directors (ILT members) will receive coaching training and guide their departments to collaborate in course teams focused around enhancing rigor in assessment, measured through Distributive Leadership Foundational Pillars reflection and 5E data on teacher-to-teacher trust	All departments will facilitate monthly course team meetings focused on the instructional core and C&I goals with support from Lead Coach and Team Directors (ILT members) and build teacher-to-teacher trust, as measured through Distributive Leadership Foundational Pillars reflection and 5E data on teacher-to-teacher trust	Across departments, team directors will facilitate collaboration in order to cohesively refine and publish a vertically aligned curriculum that focuses on enhancing rigor in assessment to build teacher-to-teacher trust as measured by Distributive Leadership Foundational Pillars reflection and 5E data on teacher-to-teacher trust
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
Increase # of students receiving a score of 4+ upon completion of any DP course	Other	Other [DP seniors]	20%	30%	No Progress	No Progress	No Progress	No Progress
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
performance score % of course clarity will increase from Neutral to Strong	5 Essential: Course Clarity	Overall	Neutral	"high" Neutral	No Progress	No Progress	No Progress	No Progress
		Select Group or Overall			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: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.	All teachers regularly meet in course teams, operating off course team agreements, to assess rigor of assessment and implement needed revision to assessments which are reviewed by IB coordinators.	Limited Progress	No Progress	No Progress	No Progress
C&I:4 The ILT leads instructional improvement through distributed leadership.	Team Directors (ILT members) will receive coaching training and guide their departments to collaborate in course teams focused around enhancing rigor in assessment, measured through Distributive Leadership Foundndational Pillars reflection and 5E data on teacher-to-teacher trust	Limited Progress	No Progress	No Progress	No Progress
Select a Practice		Select Status	Select Status	Select Status	Select Status



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Overall, we have some of the groundwork laid for cultivating Connectedness and Wellbeing. We have a functional Behavioral Health Team with Tier II and III interventions. We have a robust OST program that offers a variety of opportunities for students to get involved. We have a dean team and a counseling team that is well equipped to support students. However, we need to work on our Tier I supports in the classroom and in common areas of the building. Infractions for fighting have been concerning to stakeholders, as well as the volume and severity of social-emotional referrals. Link to overview of reflection on foundations

What is the feedback from your stakeholders?

What do you observe? State data points as a fact:  
 Ex: There were 230 BHT referrals this year  
 Dip in perception of supportive adult relationships from Fall to Spring almost across board (with the exception of "some failures")  
 Dips in all areas from 2021 - 2023 (Express care, challenge growth, provide support, share power, expand possibilities, peer-to-peer relationships)  
 What does/might this mean? Something is working as Tier II Intervention (tutoring?)  
 Questions? What is the cumulative GPA? That data point is missing  
 Why did we have a decrease in the express care from the Developmental Relationships Survey?  
 Why didn't an admin continue overseeing MTSS? Why was behavioral health not held to a higher standard?  
 What is happening throughout the year that's causing the decline in relationship quality?  
 Not a lot of collaboration between staff

What student-centered problems have surfaced during this reflection?

Overall, students are struggling with conflict resolution skills, coping skills, and emotional crisis. Smaller groups of students (approximately 30) have consistently struggled with aggressive or violent behaviors, like fighting. Students cannot be fully present academically in the classroom to learn if their basic needs, like safety, are not met.

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?

Structured Tier I Supports:  
 OST Programs  
 Approximately 10 programs each quarter  
 Enrollment from 150-250 students  
 Freshman Focus on Collaborative Conversations / Group Work  
 Limited buy-in  
 Tutoring  
 Opportunities for students to get access to academic support  
 Structured Tier II & III Supports  
 BHT → Serviced approximately 50 students in Tier II or III supports  
 Tier II supports in small groups (SPARCS, Spectrum, and Substance Abuse)  
 Tier III Supports through Erie Mental Health for individual counseling  
 It is estimated that approximately 50 students did not receive needed services due to limited capacity.  
 Yes, our counseling team has goals specifically to support 9th grade Black and Hispanic girls. OST Programs are designed to engage students who are high priority.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

struggle with interpersonal communication and peer-to-peer relationships including struggling with conflict resolution, making friends, and solving problems.



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.

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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...

Need to build knowledge-base and understanding of the potential positive impact of aligned and consistent SEL / Behavior Management practices. These practices would focus on promoting positive peer-to-peer interactions through student discourse and community-building activities in the classroom.



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.

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Theory of Action

What is your Theory of Action?

If we....

provide quality, research-based training on the positive impact of SEL / PBIS practices



Indicators of a Quality CIWP: Theory of Action

Resources:

then we see...  
increased teacher-buy in to effective strategies being practiced consistently throughout the building with fidelity



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

which leads to...  
students being better prepared to build healthy relationships inside and outside the classroom, including exercising coping skills, self-managing conflict, and independent problem-solving.



[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**


MTSS Team!


**Dates for Progress Monitoring Check Ins**

Q1 10/19/2023 Q3 2/29/2024  
Q2 12/12/2023 Q4 5/20/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Develop robust, research-based training for teachers highlighting the potential positive impact of consistent SEL practices on cognitive and behavioral outcomes	MTSS Team & BHT	11/15/2023	In Progress
<b>Action Step 1</b>	evaluate whether an external organization could be helpful in planning or facilitating this training	MTSS Team & BHT	10/1/2023	Not Started
<b>Action Step 2</b>	Compile research related to the impact of consistent SEL and PBIS practices	MTSS Team	10/31/2023	Not Started
<b>Action Step 3</b>	Plan interactive, dynamic professional development session for Culture in the Classroom Cohort 1	MTSS Team & Culture in the Classroom Team	11/15/2023	Not Started
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Train our Teachers!	MTSS Team & Culture in the Classroom Team	11/29/2023 (paid after school)	Not Started
<b>Action Step 1</b>	Gain approval for paid after school training on 11/29/2023	MTSS Team	10/1/2023	Completed
<b>Action Step 2</b>	"Advertise" paid after school training on 11/29/2023 to create teacher buy-in (goal: 75% teacher attendance)	MTSS Team & Culture in the Classroom Team	10/15/2023	Not Started
<b>Action Step 3</b>	Facilitate training session with opportunities for reflections and take-aways	MTSS Team & Culture in the Classroom Team	11/29/2023	Not Started
<b>Action Step 4</b>	End of S1 - Teachers participating in Culture in the Classroom Pilot identify a common practice for Semester 2	Culture in the Classroom Team	12/22/23	Not Started
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Revamp teaming structures through GL/Culture in the Classroom Team	MTSS Team and BHT	12/31/23	In Progress
<b>Action Step 1</b>	Identify goals of Culture in the Classroom team (CitC)	MTSS Team and BHT	10/1/23	In Progress
<b>Action Step 2</b>	Identify staff members to participate in team - one representative from each grade level	MTSS Team	10/10/23	In Progress
<b>Action Step 3</b>	Identify meeting schedule and stakeholder feedback opportunities	Culture in the Classroom Team	10/15/23	Not Started
<b>Action Step 4</b>	Meet consistently with CitC team to learn about effective Tier I community building, SEL, and PBIS practices	Culture in the Classroom Team	12/31/23	Not Started
<b>Action Step 5</b>	Determine 3-4 practices to pilot with CitC team in the Spring Semester	Culture in the Classroom Team	1/8/24 - 3/5/24	Not Started
<b>Implementation Milestone 4</b>	Implement SEL and PBIS practices in the classroom and feedback cycle.	MTSS Team & Culture in the Classroom Team	Semester 2	Not Started
<b>Action Step 1</b>	CitC team begins pilot of Teir I community building, SEL, and PBIS practices	MTSS Team & Culture in the Classroom Team	1/8/24 - 3/5/24	Not Started
<b>Action Step 2</b>	Develop schedule of walkthroughs for non-pilot teachers to observe CitC pilot practices	MTSS Team & Culture in the Classroom Team	3/5/24 - 5/1/24	Not Started
<b>Action Step 3</b>	Review student and teacher feedback data, BHT referrals, and behavior referral data to determine efficacy	MTSS Team & Culture in the Classroom Team	5/15/24	Not Started
<b>Action Step 4</b>	Adjust SEL practices based on teacher/Student feedback	MTSS Team & Culture in the Classroom Team	6/8/24	Not Started
<b>Action Step 5</b>	Use reflections and progress-monitoring data to build a plan for Cohort 2 (led by cohort 1) in SY 25	All teachers and staff	Summer 2024	Not Started

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**  
 SY 24 Culture in the Classroom team will use learning from the SY24 Pilot to coach the Phase Two Culture in the Classroom agents of change. 

**SY26 Anticipated Milestones**  
 SY25 Team train all teachers on PBIS and SEL practices to implement school wide! Student Culture in the Classroom team is established. 

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

**Indicators of a Quality CIWP: Goal Setting**




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 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
Promote positive pro-social behavior, feelings of belonging, and coping skills for all students to reduce need for outside intervention - (BHT Data)	Yes <input type="checkbox"/>	Other (BHT Referral Data)	Overall	230 BHT referrals SY23			
			Select Group or Overall	19% BHT referrals sadness/social withdrawal SY23			
Promote positive peer to peer relationships, conflict resolution, and problem solving to improve connectedness. (Cultivate Data & Behavioral Data from Dashboard)	Yes <input type="checkbox"/>	Cultivate (Belonging & Identity)	Overall	34 incidents for 5-19 behaviors			
			Other [Specify] 9th Grade	41% did not feel comfortable sharing thoughts and opinions in class out of fear of judgement			

**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.	Begin with a voluntary Tier I Team (T1T) including a representative from each grade-level. BHT Continues to provide Tier II and III SEL services.	Culture in the Classroom team shares practices with at least two additional members of their Grade-Level team.	Culture in the Classroom teams share practice with all members of their grade-level teams.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Culture in the Classroom team pilots SEL and PBIS. We will see this in at least four classrooms (one at each grade-level).	SEL and PBIS practices are happening consistently in at least 12 classrooms.	Research-based SEL and PBIS practices are happening consistently school-wide. Teachers understand the importance of these practices, and their impact on student development. Student leaders begin to emerge.
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.	Continue offering robust programming	Expand OST offerings centered around student need	Student leadership in OST programs

[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
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<a href="#">Jump to...</a>	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	Select the Priority Foundation to pull over your Reflections here =>
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>			

## Connectedness & Wellbeing

Promote positive pro-social behavior, feelings of belonging, and coping skills for all students to reduce need for outside intervention - (BHT Data)	Other (BHT Referral Data)	Overall	230 BHT referrals SY23		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall	19% BHT referrals sadness/soc		Select Status	Select Status	Select Status	Select Status
Promote positive peer to peer relationships, conflict resolution, and problem solving to improve connectedness. (Cultivate Data & Behavioral Data from Dashboard)	Cultivate (Belonging & Identity)	Overall	34 incidents for 5-19 behaviors		Select Status	Select Status	Select Status	Select Status
		Other [Specify] 9th Grade	41% did not feel comfortable		Select Status	Select Status	Select Status	Select Status

### Practice Goals

### Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Begin with a voluntary Tier I Team (T1T) including a representative from each grade-level. BHT Continues to provide Tier II and III SEL services.	Limited Progress	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Culture in the Classroom team pilots SEL and PBIS. We will see this in at least four classrooms (one at each grade-level).	Limited Progress	Select Status	Select Status	Select Status
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Continue offering robust programming	Limited Progress	Select Status	Select Status	Select Status



## 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
Devon Morales	Principal	<a href="mailto:dmorales@cps.edu">dmorales@cps.edu</a>
Tamarah Ellis	Connectedness & Wellbeing Lead	<a href="mailto:tnellis@cps.edu">tnellis@cps.edu</a>
Maria Delgado	Curriculum & Instruction Lead	<a href="mailto:mdelgado77@cps.edu">mdelgado77@cps.edu</a>
Lisa Floyd	Partnerships & Engagement Lead	<a href="mailto:lfloyd@cps.edu">lfloyd@cps.edu</a>
Tresa Mueller	Postsecondary Lead	<a href="mailto:tmueller1@cps.edu">tmueller1@cps.edu</a>
Jaclyn Smith	Inclusive & Supportive Learning Lead	<a href="mailto:jtsmith5@cps.edu">jtsmith5@cps.edu</a>
Kim Hilliard	Inclusive & Supportive Learning Lead	<a href="mailto:KHilliard2@cps.edu">KHilliard2@cps.edu</a>
Ashten Klappa-Cales	Curriculum & Instruction Lead	<a href="mailto:aklappa-cal@cps.edu">aklappa-cal@cps.edu</a>
Gillian Dryjanski, Carlin Coffey	Curriculum & Instruction Lead	<a href="mailto:gdryjanski@cps.edu">gdryjanski@cps.edu</a> <a href="mailto:ccoffey2@cps.edu">ccoffey2@cps.edu</a>
Hector Perez	Partnerships & Engagement Lead	<a href="mailto:hsperez2@cps.edu">hsperez2@cps.edu</a>
Luis Salgado	Partnerships & Engagement Lead	<a href="mailto:lasalgado@cps.edu">lasalgado@cps.edu</a>
Lisa Tarr	Connectedness & Wellbeing Lead	<a href="mailto:ldtarr@cps.edu">ldtarr@cps.edu</a>

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	4/27/23	8/21/23
Reflection: Curriculum & Instruction (Instructional Core)	7/6/23	8/21/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/14/23	8/21/23
Reflection: Connectedness & Wellbeing	7/17/23	8/21/23
Reflection: Postsecondary Success	7/11/23	8/21/23
Reflection: Partnerships & Engagement	7/7/23	8/21/23
Priorities	7/17/23	8/21/23
Root Cause	7/17/23	8/21/23
Theory of Acton	7/17/23	8/21/23
Implementation Plans	7/20/23	8/21/23
Goals	7/24/23	9/8/23
Fund Compliance	8/31/23	9/8/23
Parent & Family Plan	8/31/23	9/8/23
Approval	8/1/23	9/10/23

## SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.  
As a reference, these dates will auto-populate in your implementation plans.

### CIWP Progress Monitoring Meeting Dates

Quarter 1	10/19/2023
Quarter 2	12/12/2023
Quarter 3	2/29/2024
Quarter 4	5/20/2024

**Indicators of a Quality CIWP: Reflection on Foundations**

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

**Resources**

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">CPS High Quality Curriculum Rubrics</a>	<p>There is a significant number of Ns (non-submissions for the DP/CP deliverables), indicating a culture of not submitting key things. While the rate of submission for Personal Project has risen over the past two years, the mean score on Personal Project, a potential indicator for DP success, is below the CPS average and the global average.</p> <p>Students are meeting the benchmark for ERW at a lower rate as they progress through the years.</p> <p>There is a disparity between the ways in which we internally assess students (represented through grade data) and the ways in which our students are externally assessed (SAT data, DP data) and how successful are students are.</p> <p><b>What is the feedback from your stakeholders?</b></p> <p>Feedback was drawn from the Cultivate survey that was administered in the winter of 2023. Areas of focus from this survey were:                      -Feedback for Growth                      -Classroom Community                      -Supportive Teaching</p> <p>Moreover, based on the SY23 Five Essentials survey, stakeholders shared the following information:                      -Math instruction was rated as Strong                      -English instruction was rated as Neutral                      -Quality of student discussion was rated as Neutral                      -Academic press was rated as Neutral</p> <p><b>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?</b></p> <p>The IB at a Glance document is in development to specifically address IB-related curriculum and instruction. This document makes it possible to identify and develop a specific action plan around IB standards and practices on which the school will be evaluated in the fall of 2024.</p>	<a href="#">iAR (Math)</a> <a href="#">iAR (English)</a> Rigor Walk Data (School Level Data) <a href="#">PSAT (EBRW)</a> <a href="#">PSAT (Math)</a> <a href="#">STAR (Reading)</a> <a href="#">STAR (Math)</a> <a href="#">iReady (Reading)</a> <a href="#">iReady (Math)</a> <a href="#">Cultivate</a> <a href="#">Grades</a> <a href="#">ACCESS</a> <a href="#">TS Gold</a> <a href="#">Interim Assessment Data</a>
Partially	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>		
Partially	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>		
Partially	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>		
Partially	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development Guide</a>		
Partially	<a href="#">Assessment for Learning Reference Document</a>		

**What student-centered problems have surfaced during this reflection?**

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

- Students are asking for feedback for growth yet there's variability in the ways and frequency in which they receive it.
- Students are having the experience that externally-assessed data (SAT, DP scores) are not reflective of internally-assessed measures (grade data).

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**Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
No	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>	<p>We need to work on a framework for MTSS. We have some things currently happening, but we don't have systems and structures to support these initiatives. We are in need of academic intervention - students in need of Tier II and III academic intervention have not received intervention. For our EL students, we have a few different groups of students to target. 1. Experienced Multilinguals who do not have an IEP 2. Less than 5 years English experience.</p>	Unit/Lesson Inventory for Language Objectives (School Level Data) <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a> <a href="#">ACCESS</a> <a href="#">MTSS Academic Tier Movement</a>
No	<a href="#">MTSS Integrity Memo</a>		


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.	<a href="#">LRE Dashboard Page</a>
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
No	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 CIWP.

Not enough ESL and Bilingual endorsed teachers to support EL students appropriately. There of access to academic supports. 

**What is the feedback from your stakeholders?**

Our current team consists of Maria Delgado (ELPT, Kim Hilliard (case manager) and Jaclyn Smith (MTSS Interventionist). We did not have any additional stakeholders express interest in joining this committee. 

**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?**

This year, we have a position for an MTSS interventionist. Our ELPT has begun work on language objectives in every unit with optional support from ELPT. Last year and the previous year, we offered tutoring services at the end of the school year, but consistency and progress monitoring needs work. 

[Annual Evaluation of Compliance \(ODLSS\)](#)

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

[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	<a href="#">BHT Key Component Assessment</a>  <a href="#">SEL Teaming Structure</a>	<p>Overall, we have some of the groundwork laid for cultivating Connectedness and Wellbeing. We have a functional Behavioral Health Team with Tier II and III interventions. We have a robust OST program that offers a variety of opportunities for students to get involved. We have a dean team and a counseling team that is well equipped to support students. However, we need to work on our Tier I supports in the classroom and in common areas of the building. Infractions for fighting have been concerning to stakeholders, as well as the volume and severity of social-emotional referrals. <a href="#">Link to overview of reflection on foundations</a></p>	<p><a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a></p> <p><a href="#">Reduction in OSS per 100</a></p> <p><a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a></p> <p><a href="#">Access to OST</a></p> <p><a href="#">Increase Average Daily Attendance</a></p> <p><a href="#">Increased Attendance for Chronically Absent Students</a></p> <p><a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a></p> <p><a href="#">Cultivate (Belonging &amp; Identity)</a></p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p><a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a></p> <p><a href="#">Student Voice Infrastructure</a></p>
Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		
Yes	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>What do you observe? State data points as a fact:                  Ex: There were 230 BHT referrals this year                  Dip in perception of supportive adult relationships from Fall to Spring almost across board (with the exception of "some failures")                  Dips in all areas from 2021 - 2023 (Express care, challenge growth, provide support, share power, expand possibilities, peer-to-peer relationships)                  What does/might this mean? Something is working as Tier II Intervention (tutoring?) Questions? What is the cumulative GPA? That data point is missing                  Why did we have a decrease in the express care from the Developmental Relationships Survey?                  Why didn't an admin continue overseeing MTSS? Why was behavioral health not held to a higher standard?                  What is happening throughout the year that's causing the decline in relationship quality?                  Not a lot of collaboration between staff                  What needs does this data indicate?                  More group counseling options                  SEL Curriculum for Teachers (even just something on the drive!)                  Catered towards high school students (age appropriate and culturally appropriate)                  Homeroom where everyone is teaching SEL curriculum at the same time</p>	

Partially  
Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

time  
Lack of structure, lack of accountability for students Strengths:  
BHT Functions well and has successfully implemented Tier II services  
Some teachers are proactive in implementing Tier I SEL practices in the classroom  
Most students agree or strongly agree that teachers are supportive  
Opportunities:  
Collaborate with Partnerships and Engagement to maximize mental health supports  
Tier I/School-wide supports can be developed to train teachers to equip students with self-management techniques and coping skills. We need a structured plan! Structured Curriculum (That teachers are trained in!!!!)  
School Wide Initiative?  
35% of 9th graders feel they don't belong (What are the percentages for the rest of the grade levels?)

[Reduction in number of students with dropout codes at EOY](#)

**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.

**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?**

Overall, students are struggling with conflict resolution skills, coping skills, and emotional crisis. Smaller groups of students (approximately 30) have consistently struggled with aggressive or violent behaviors, like fighting. Students cannot be fully present academically in the classroom to learn if their basic needs, like safety, are not met.

Structured Tier I Supports:  
OST Programs  
Approximately 10 programs each quarter  
Enrollment from 150-250 students  
Freshman Focus on Collaborative Conversations / Group Work  
Limited buy-in  
Tutoring  
Opportunities for students to get access to academic support  
Structured Tier II & III Supports  
BHT → Serviced approximately 50 students in Tier II or III supports  
Tier II supports in small groups (SPARCS, Spectrum, and Substance Abuse)  
Tier III Supports through Erie Mental Health for individual counseling

[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**

Partially	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).	<a href="#">College and Career Competency Curriculum (C4)</a>
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	<a href="#">Individualized Learning Plans</a>
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).	<a href="#">Work Based Learning Toolkit</a>
Partially	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).	<a href="#">ECCE Certification List</a>
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).	<a href="#">PLT Assessment Rubric</a>
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).	<a href="#">Alumni Support Initiative One Pager</a>

We need to develop our plan using C4 with our 9th and 10 graders. RCCA could benefit from a more robust plan that would include college exposure. The RCCA student need to "visit and put their hands" on the college/career experience. Most students have not had that experience. We feel putting more resources in the area could increase our post-secondary options for students. RCCA must include more time with 9th and 10th graders with using ILPs. This information is well received with 11th and 12 graders.

**What is the feedback from your stakeholders?**

According to Cultivate and 5 E surveys, RCCA students are split between being prepared to go to college and those who are not ready. Both parties were 40%. Which means RCCA must take a student centered approach on College readiness moving forward. The data also shows 32% of our students feel that curriculum does not prepare them for college. As well as, 32% of our teachers felt the curriculum did not prepare students for college as well. RCCA will reduce the options for students. Currently, we have the same 30 plus students with more than 10 options and that can be a bit overwhelming.

**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?**

RCCA would like to implement a comprehensive post-secondary day for all students (POSTSEC Weds) for all students. This is where students will have direct instruction from our PS PLT on options for a post-secondary path. Improve 9th and 10th exposure to PS option of choice. The impact would be more PS success stories where student can go where they belong and be on the path to being a global critical thinking citizen.

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



**What student-centered problems have surfaced during this reflection?**

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

Many Clemente students are not performing well on the SAT or college placement exams, and may not be academically prepared for the rigors of college coursework. Due to limited success in school, students do not see themselves going to college. Clemente has a large DL and EL population that has additional challenges for post-secondary success. There is a general lack of understanding about attending college among our students and parents, leading to additional apprehension around that pathway. 📌

[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	<p><a href="#">Spectrum of Inclusive Partnerships</a></p> <p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>Upon reviewing the metrics, several key takeaways have emerged that will guide our future actions and strategies: 📌</p> <p><b>Emphasis on Relationship Building:</b> The data underscores the importance of nurturing and strengthening our relationships with our professional partners. These partnerships play a pivotal role in the holistic development of our students. By fostering deeper connections, we can ensure that our students receive the maximum benefit from the services and programs that our partners offer.</p> <p><b>Value of Stakeholder Feedback:</b> We've developed a comprehensive survey targeting various stakeholders, including parents, staff and students. This survey was instrumental in gauging the effectiveness of our current strategies and identifying areas for improvement. The feedback received is invaluable. As it provides a direct line of communication from those most impacted by our initiatives.</p> <p><b>Actionable Insights:</b> The survey results highlighted both the strengths of our current approach and areas where we can enhance our efforts. For example, while many respondents acknowledged the positive impact of our partner programs, there are deficiencies to which we need to improve upon.</p> <p><b>Transparency and Accessibility:</b> To ensure that all stakeholders have access to the survey results and understand the implications of the data. The results are publicly available. This step not only promotes transparency, but it also invites further collaboration and discussion. For a detailed breakdown of the survey findings, please visit this link: <a href="https://docs.google.com/document/d/1n_oaOmmVxMKkvmD-27As7VVQJWNqicZmC4_jcDbP_YY/edit">https://docs.google.com/document/d/1n_oaOmmVxMKkvmD-27As7VVQJWNqicZmC4_jcDbP_YY/edit</a></p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
Partially	<p><a href="#">Reimagining With Community Toolkit</a></p> <p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>	<p><b>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</b></p> <p><b>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</b></p>	
Partially	<p><a href="#">Student Voice Infrastructure Rubric</a></p> <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 &amp; CIWP).</p>	<p><b>Formal and informal family and community feedback received locally. (School Level Data)</b></p>	

**What are the takeaways after the review of metrics?**

Upon reviewing the metrics, several key takeaways have emerged that will guide our future actions and strategies: 📌

**Emphasis on Relationship Building:** The data underscores the importance of nurturing and strengthening our relationships with our professional partners. These partnerships play a pivotal role in the holistic development of our students. By fostering deeper connections, we can ensure that our students receive the maximum benefit from the services and programs that our partners offer.

**Value of Stakeholder Feedback:** We've developed a comprehensive survey targeting various stakeholders, including parents, staff and students. This survey was instrumental in gauging the effectiveness of our current strategies and identifying areas for improvement. The feedback received is invaluable. As it provides a direct line of communication from those most impacted by our initiatives.

**Actionable Insights:** The survey results highlighted both the strengths of our current approach and areas where we can enhance our efforts. For example, while many respondents acknowledged the positive impact of our partner programs, there are deficiencies to which we need to improve upon.

**Transparency and Accessibility:** To ensure that all stakeholders have access to the survey results and understand the implications of the data. The results are publicly available. This step not only promotes transparency, but it also invites further collaboration and discussion. For a detailed breakdown of the survey findings, please visit this link: [https://docs.google.com/document/d/1n\\_oaOmmVxMKkvmD-27As7VVQJWNqicZmC4\\_jcDbP\\_YY/edit](https://docs.google.com/document/d/1n_oaOmmVxMKkvmD-27As7VVQJWNqicZmC4_jcDbP_YY/edit)

**What is the feedback from your stakeholders?**

Feedback from our stakeholders has been instrumental in shaping our understanding of the current state of our partnerships and their impact on student growth. We recently conducted a survey to gather insights directly from our stakeholders about their perceptions, experiences, and recommendations. 📌

**Survey Insights:** The data derived from the survey has highlighted a few key areas of focus. One of the primary findings is the need to better align student growth metrics with the programs and interventions offered by our stakeholder partners. This alignment is crucial to ensure that our collaborative efforts are directly contributing to the holistic development of our students.

**Awareness of Professional Partners:** A significant portion of our stakeholders indicated that they are not familiar with our professional partners and the specific roles they play in supporting our students. This lack of awareness can hinder the effectiveness of our collaborative efforts. It's evident that we need to enhance communication and transparency about who our professional partners are, what they bring to the table, and how they can be leveraged for maximum student benefit.

**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 currently in the process of re-establishing bi-weekly stakeholder meetings. These meetings serve as a platform for all our partners, including community organizations, parents, and local businesses, to come together and discuss pressing issues, challenges, and opportunities for our students. The primary objective of these meetings is to foster a collaborative environment where all stakeholders can share insights, resources, and strategies to support student success. 📌

**Impact:** The reintroduction of these meetings has already shown promise. By bringing together diverse perspectives, we are better equipped to identify and address the unique challenges our students face. Furthermore, these meetings have facilitated better communication and understanding between the school and its partners, leading to more coordinated and effective interventions.

**Addressing Barriers:** One of the significant barriers we've identified is the lack of awareness among our students and staff about the full range of community partners available to them and the specific benefits these partners offer. To address this, we are working on creating a comprehensive directory of all our partners.

**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.

**Communication Challenges:** 📌

**Issue:** It has been observed that not all staff members effectively and consistently communicate with parents using the communication tools provided by RCCA.

**Implications:** This inconsistency in communication can lead to parents feeling out of the loop regarding their child's academic progress, upcoming events, or important announcements. Such gaps can hinder parental involvement, which is crucial for a student's overall success and well-being.

**Potential Solutions:** To address this, we might consider offering training sessions for staff on how to utilize the communication tools effectively. Additionally, regular checks or audits could be implemented to ensure consistent communication standards are maintained.

**Student Voice and Leadership Development:**

**Issue:** The school has experienced a high turnover rate of teacher sponsors each year. This frequent change in leadership has contributed to inconsistency and hindered the development of robust youth-adult partnerships.

**Implications:** Without stable mentorship and guidance, it becomes challenging to cultivate student leaders who can confidently use their voice within the school. This lack of continuity can demotivate students from taking on leadership roles or participating in initiatives that require long-term commitment.

**Potential Solutions:** To counteract this, the school could look into creating a mentorship program where experienced teacher sponsors can guide newer ones, ensuring a smoother transition and continuity in student leadership programs. Additionally, investing in professional development for teacher sponsors might reduce turnover and provide students with a more consistent leadership experience.

on creating a comprehensive directory of all our partners, complete with descriptions of their services and contact information. This directory will be made available to both students and staff. Additionally, we are planning to host regular "partner spotlight" sessions during our stakeholder meetings, where different partners can present their services and answer questions. Our aim is to bridge the information gap and ensure that our students, especially those furthest from opportunity, can access and benefit from the wealth of resources our community partners provide.

## Parent and Family Plan

If Checked:



### Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

### SCHOOL & FAMILY ENGAGEMENT POLICY

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

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


### SCHOOL & FAMILY COMPACT

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

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

### PARENT & FAMILY ENGAGEMENT BUDGET

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

RCCA as a school, will survey our parents/guardians to gather information on: 1, workshops, 2, academic supports for students and parents, 3, SEL supports for students, staff and parents/guardians. We also plan to conduct a survey for students using the Equal Opportunity Schools support to gauge our student body on supports they need to be successful in the Priority 1 (curriculum and instruction) and Priority 2 (connectness and Wellbeing). 

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

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** Other: Increase # of students receiving a score of 4+ upon completion of a...

**Required Reading Goal** 5 Essential: Course Clarity: performance score % of course clarity will inc...

**Optional Goal** Other (BHT Referral Data) : Promote positive pro-social behavior, feeling...

Student Groups	Baseline	SY24	SY25	SY26
Other [DP seniors]	0.2	0.3	0.4	0.5
Select Group or Overall				
Overall				
Select Group or Overall				
Overall	230 BHT referrals SY23			
Select Group or Overall	19% BHT referrals sadness/social withdrawal SY23			