CIWP Team & Schedules

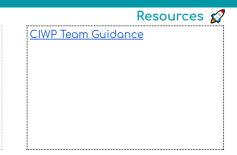Indicators of Quality CIWP: CIWP Team

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 ✍
LaKenya Sanders-Sharpe	Principal	lsanders-sh@cps.edu
Lucas Woolums	Curriculum & Instruction Lead	lawoolums@cps.edu
Kimberly Goldbaum	Teacher Leader	kigoldbaum@cps.edu
Brian Sonnentag	Teacher Leader	bsonnentag@cps.edu
Marko Golumbovski	Teacher Leader	mgolumbovski@cps.edu
Kentavia Johnson	Case Manager	kjohnson45@cps.edu
LaToya Castelaz	Counselor	ldcastelaz@cps.edu
Melissa Adorno	Attendance Lead	mmortiz2@cps.edu
Robyn Freeman	Dean	rjohnson6@cps.edu
Wanda Martin	Clerk	wamartin@cps.edu
Yolanda Daniels	LSC Member	ydaniels1@cps.edu
Damarion Spann	Student	dspann1@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	5/30/23	5/30/23
Reflection: Curriculum & Instruction (Instructional Core)	6/8/23	6/8/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/8/23	6/8/23
Reflection: Connectedness & Wellbeing	6/8/23	6/8/23
Reflection: Postsecondary Success	6/9/23	6/9/23
Reflection: Partnerships & Engagement	6/9/23	6/9/23
Priorities	6/9/23	6/9/2023
Root Cause	6/12/23	6/23/23
Theory of Acton	7/3/23	7/7/23
Implementation Plans	7/10/23	7/14/23
Goals	7/17/23	7/21/23
Fund Compliance	7/24/23	7/28/23
Parent & Family Plan	7/24/23	7/28/23
Approval	8/4/23	8/11/23

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	9/8/2023
Quarter 2	11/17/2023
Quarter 3	2/2/2024
Quarter 4	4/19/2024

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
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Teachers are implementing Skyline Curriculum. Based on our rigor walk from last year, we scored low in all categories using the LSI rubric. Classrooms may have had grade level appropriate standards but objectives or learning targets were either misaligned with the content or with the student work being performed. In many cases we saw teachers with rigorous standards and objectives but student work was at a much lower taxonomy level. ✏️	IAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction	Teachers have not been engaging in meaningful learning cycles for a few reasons: 1. Though times have been planned it has been very challenging to align cycles of learning within the building with departments and teachers in various forms of flux. 2. There has not been a school-wide clear assessment schedule that aligns to curriculum (until now). 3. Teachers have not been actively tracking student success on learning targets in their classrooms. Grades do not reflect proficiency on grade level skills. On the Star Assessment and SAT students have shown little to no growth from year to year. Last year was the first improvements we have seen in ELA on the Star exam and on SAT scores for some students. The average scale score change for 10, 11, 12 grade was actually negative in SY23 from BOY-EOY.	IAR (English) / Rigor Walk Data (School Level Data) / PSAT (EBRW) / PSAT (Math) / STAR (Reading)
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.	Powerful Practices Rubric / Learning Conditions	**What is the feedback from your stakeholders?** Student challenges with transfer of knowledge lead to low test scores. Students learn the content or practice the content in class but are unable to apply the information on their own when faced with a novel scenario. ✏️ Students do not take the diagnostics seriously and often do not try, making the information drawn from them challenging to utilize. There have been issues with access and planning for Skyline in the last few years which has made it challenging for teachers to implement with fidelity. This includes challenges such as	STAR (Math) / iReady (Reading) / iReady (Math)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		Cultivate / Grades / ACCESS
No	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.	Customized Balanced Assessment Plan / ES Assessment Plan Development Guide / HS Assessment Plan Development		TS Gold / Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**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?** 1. School-wide alignment on our Assessment plan along with cycles of learning planned around those assessments. Teachers should be utilizing school-wide test data in departments to inform their teaching strategies and their cycles of learning. Ensuring that all core classes are using the Star, SAT, and interim assessments will allow the school to to work more effectively at addressing student needs in real time. ✏️ 2. ILT focus on transitioning from writing objectives to writing learning targets and helping teachers develop strategies for monitoring student success on those learning targets. ILT will be focusing on these things as a way to build student efficacy as a way to impact our issue of student transfer. 3. In year 1 we will start the conversation on how we start to build learning targets with student and how we make them responsible for monitoring their progress on them. 4. District priorities align directly with where we are in the work allowing our core teachers to attend PD's and our ILT to attend institutes to distribute our leadership more effectively. For the last few years it has been a challenge to have an administrator filter all of the information to individual departments or teachers.	

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.

1. Student ability to retain knowledge and skills and apply them to novel content or situations. ✏️
2. Student reliance on instruction rather than activating prior knowledge and skills to problem solve in the moment or using knowledge across disciplines.
3. Lack of engagement in learning activities in classrooms.
4. Lack of experience with successful knowledge transfer and low efficacy ratings.

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Inclusive & Supportive Learning Environment

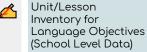| Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo / MTSS Continuum	Several of the major key takeaways in this area are parent engagement, identifying triggers proactively, and codifying the referral and implementation of services pathway. Parent engagement has been and continues to be an issue of great concern because our parent work schedules, or life commitments do not always allow for them to be as involved in the lives of their children as we would hope. This means that ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum

				Roots Survey
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		ACCESS
				MTSS Academic Tier Movement
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page		Annual Evaluation of Compliance (ODLSS)
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		Quality Indicators of Specially Designed Curriculum
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		EL Program Review Tool
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.			

the lives of their children as we would hope. This means that some valuable information that we could receive from them to help us facilitate the care for their students is negated.
To truly use the MTSS team effectively, it is necessary for the staff and all stakeholders to be able to identify triggers and behaviors that can provide insight to possible future/present concerns. By being able to identify and respond appropriately, we allow ourselves to minimize the struggles of our students and provide them the support needed to manager, or overcome such struggles.
The greatest takeaway is realizing that while we have many options and outside partners that aide us in addressing the MTSS needs of our students, we have found that their has been delays in referrals because the process has not been made as clear and data has not be analyzed at the level needed to make more informed decisions.

What is the feedback from your stakeholders?

The dean, counselor, social worker, and coaches all provided the same feedback, we need to do a better job of identifying the needs of students before they manifest into greater concerns. Many times, some behaviors are seen as typical behavior of teens, or high school students. The reality is that these behaviors are precursors to behaviors that we now know can morph into things that hinder their personal, physical, and academic needs.

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?

Currently, the school is reviewing the referral process and outlining prorgams head of time in terms of what they offcer, length of program, and data of progress. This will allow us to be able to place students with the outside partner that most aligns with their needs. By having the programs outlined, we can negate the time between identifying the need to providing assistance to the student.
We are currently planning training throughout the year that will allow us to be better about collecting data and using that data to make decisions about our students.

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 inability to apply the knowledge they have gained from teachers in other areas seems to be a running theme. Students explain that they know how to do the, "Direct questions", but begin to stumble when they have to do questions that do not directly draw from the material they learned. So, this means that students can understand the material concretely, but are unable to apply it abstractly. They are lacking the knowledge, and/or, confidence to move to the highest levels of Bloom's.

Connectedness & Wellbeing

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
No	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure	While there may not be formalized teams in the building that address connectedness and wellbeing, the culture and climate of the school is positive and all students enjoy an environment where they are allowed to be themselves and an opportunity to continue building the "self " that they desire. In order to better be proactive and continue to enhance the climate and culture it is vital that a formal team be built that can track data points that address this area. A major takeaway is that because of the expectations of teachers, students, and staff, The Collins Academy High School has reduced misconducts while improving the number of students who are on track at all grade levels. Behaviors this year that were tied to outside factors, including drug usage and mental health concerns began to overwhelm the individuals in charge with addressing such issues. There was an increase in the number of students referred to the counselor or social worker. We have implemented OST programs that have allowed us to provide students with additional oppurtunities to be exposed to programs that they have interest, or passion for.	% of Students receiving Tier 2/3 interventions meeting targets
				Reduction in OSS per 100
No	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Reduction in repeated disruptive behaviors (4-6 SCC)
				Access to OST
				Increase Average Daily Attendance
				Increased Attendance for Chronically Absent Students
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** Stakeholders feedback includes a desire to form a team so that more quantifiable steps can be taken to ensure that the current culture of the school is maintained . An interest in having programs after school that broaden the scope of activities our students frequent will provide students with experiences that may influence their future aspirations	Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
				Cultivate (Belonging & Identity)

	other student interests and needs.	experiences that may influence their future aspirations. Stakeholders, especially students, believe that starting the student government at the start of the year, instead of the middle of the year will be more beneficial to the school and the student body.	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](#) |
| No | 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.

Students are interested in being able to use phones throughout the day, which hindered their academic acheivement.
Students believe that math needs to be a focus because over the years they have done better in English thatn math on all assessments..

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?

The admin team is meeting to determine if both BHT and Climate and culture teams are needed or if these two teams can be combined, especially since we are a small staff.

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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).	[College and Career Competency Curriculum (C4)](#)	Graduation rate has increased, with last year's being over 80%. While students who persist at The Collins Academy High School, for their four years, do graduate, it is the students who transfer to other schools that decrease the graduation rate. So when students stay at Collins, they graduate. The number of students enrolling in college, for the last 10 years shows that students enroll in college at around 40-60%, but are only persisting in college at around 15%. On-track numbers have been on the rise, especially at the 9th grade level. Sophomore numbers continue to slump. Our students are the first to have FAFSA completed, the senior tasks completed, and have 100% college acceptance. Programs, besides college degrees have also been made available for our students.	[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) |
| Partially | 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](#) | | |
| Partially | 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](#) | **What is the feedback from your stakeholders?**

Stakeholders feedback is centered on how do we keep more students at The Collins Academy High School instead of having them transferring out so that we can ensure that they are graduating from high school. How many more trade programs, or other gap year solutions can be introduced to students to keep them excited about life beyond high school. This way all students have an realistic plan. Sophomores need to be made a priority so that all of the attention that they received as freshmen does not seem to be diminished as they move up to 10th grade. These students may need to feel like they are still important and need special events that are centered on them. This can increase on-track numbers at this level. Expand the postsecondary team to include additional members so that Mr. Fontno is not in the work along. Employing a curriculum that is detailed to future goals and needs, one that includes money management that can be easily integrated into more than seminar classes. Research skills and prerequisites needed for students to be successful in trade programs so that they can be ready for such paths upon graduation. | |
Yes	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
No	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	[ECCE Certification List](#)		
Partially	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](#)	**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?**	
No	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 main focus that the coordinator is focused on is mapping out pathways for each and every student so that they can be successful. We are moving beyond what college going students can take away from this experience, but we are looking at what all of our students can take away from high school. Additional partnerships have been made with partners that have additional resources to provide students. More college visits and trade program visits allow us to show	

more college visits and trade program visits allow us to show students what is possible in the future, so by adding more of these experiences to the calendar students know what they have to look forward to.

Major efforts are being made to address the barriers for our students IEPs or other difficulties so that they too can be successful beyond high school These efforts include addressing these matters during IEP meetings with parents, seeking placement in areas that they enjoy, and pre-training for admittance into trade programs.

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 want to understand the "why" of post secondary work because not everyone wants to do more school when they graduate. Students want to know how can more job opportunities during the day be provided so that they do not have to travel late at night.

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Partnership & Engagement

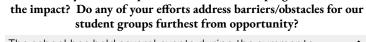| Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Some key takeaways from both the 5E and the Cultivate data is that our students feel like they belong to the school and the school is a safe place for them to be in. Students feel supported by teachers an believe that teachers and staff inform them about college and hold them accountable. On our own school wide survey that asks students about specific classes, teachers, etc, students responded that they are pushed, but that more could be done in certain areas, again, noting that math is an area of concern.	Cultivate
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit	The piece that continues to be a struggle is parent engagement and parent support. On the 5E, it is the area that the school consistently scores low in. This year, 56% of teachers believed that parents had a say in the decisions of the school. Only 36% believed that parents were involved in the school. This was an increase from the last year, but not as high as it was in 2021 at 40+%. Teachers also resported that parents are not inquiring about their child's grade. Supportive environment scores have been in decline for several years. Students here are noting that the environment around the school are not as safe as the school. The 11% of students reported not feeling safe in the environment around the school, but only 1% reported not feeling safe in the school, the hallways, or classrooms. It is good to note that stuents at The Collins Academy High School feel safer than the CPS average in terms of safety.	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) Formal and informal family and community feedback received locally. (School Level Data)
Partially	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).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** More oppurtunities need to be available for students to share their voice in all parts of the school, not limited arenas. Working with elected officials to provide safer spaces for students to travel to need to be discussed. All teachers need to have expectations of students and work to make the students feel apart of the culture of the school. We know that students feel safe in the school, is there a way to keep them in school longer during the day so that they do not have to travel back through an environment they do not feel safe in.	

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 want to be able to organize tournments and events that will allow them to be in the school more often. Students want to know if additional transportation can be provided that will get them closer to their homes when school is out or they get out of practices.

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?

The school has held several events during the summer to provide students with a safe place to enjoy the summer. Students are allowed to stay in the school after regular summer programs so that they are not rushed home or to other places that they consider unsafe. When are currently working on making a regular schduele of events that will provide students with more oppurtunites to enjoy.

Updating our social media platforms because parents are more likely to view those than traditional email

Jump to...
Reflection
Priority
Root Cause
TOA
Implementation Plan
Goal Setting
Progress Monitoring

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

Curriculum & Instruction

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.
No	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?

Teachers are implementing Skyline Curriculum. Based on our rigor walk from last year, we scored low in all categories using the LSI rubric. Classrooms may have had grade level appropriate standards but objectives or learning targets were either misaligned with the content or with the student work being performed. In many cases we saw teachers with rigorous standards and objectives but student work was at a much lower taxonomy level.

Teachers have not been engaging in meaningful learning cycles for a few reasons: 1. Though times have been planned it has been very challenging to align cycles of learning within the building with departments and teachers in various forms of flux. 2. There has not been a school-wide clear assessment schedule that aligns to curriculum (until now). 3. Teachers have not been actively tracking student success on learning targets in their classrooms. Grades do not reflect proficiency on grade level skills.

On the Star Assessment and SAT students have shown little to no growth from year to year. Last year was the first improvements we have seen in ELA on the Star exam and on SAT scores for some students. The average scale score change for 10, 11, 12 grade was actually negative in SY23 from BOY-EOY.

What is the feedback from your stakeholders?

Student challenges with transfer of knowledge lead to low test scores. Students learn the content or practice the content in class but are unable to apply the information on their own when faced with a novel scenario.

Students do not take the diagnostics seriously and often do not try, making the information drawn from them challenging to utilize.

There have been issues with access and planning for Skyline in the last few years which has made it challenging for teachers to implement with fidelity. This includes challenges such as

What student-centered problems have surfaced during this reflection?

1. Student ability to retain knowledge and skills and apply them to novel content or situations.
2. Student reliance on instruction rather than activating prior knowledge and skills to problem solve in the moment or using knowledge across disciplines.
3. Lack of engagement in learning activities in classrooms.
4. Lack of experience with successful knowledge transfer and low efficacy ratings.

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?

1. School-wide alignment on our Assessment plan along with cycles of learning planned around those assessments. Teachers should be utilizing school-wide test data in departments to inform their teaching strategies and their cycles of learning. Ensuring that all core classes are using the Star, SAT, and interim assessments will allow the school to work more effectively at addressing student needs in real time.

2. ILT focus on transitioning from writing objectives to writing learning targets and helping teachers develop strategies for monitoring student success on those learning targets. ILT will be focusing on these things as a way to build student efficacy as a way to impact our issue of student transfer.

3. In year 1 we will start the conversation on how we start to build learning targets with student and how we make them responsible for monitoring their progress on them.

4. District priorities align directly with where we are in the work allowing our core teachers to attend PD's and our ILT to attend institutes to distribute our leadership more effectively. For the last few years it has been a challenge to have an administrator filter all of the information to individual departments or teachers.

Determine Priorities

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

Students...

will be able to increase achievement on varied assessments because of informed, intentional instruction that is centered on utilizing cycles of learning, that integrate a retention mechanism that allow students to build their student efficacy.

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.

Root Cause

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

As adults in the building, we...

Provide instruction that is outlined on pacing guides, but fail to make instruction revelent or tiered based on student needs, specific learning objectives-tied to standads.
Fail to provide feedback to students, in a timely manner, that will allow them to improve quaility and correctness of work.

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.

Theory of Action

What is your Theory of Action?

If we....

create a student-centered learning environment where instructional practices are continuously refined to meet the diverse needs of every learner by clearly identifying specific, measurable

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Curriculum & Instruction

learning objectives aligned with curricular standards

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

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

then we see....

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.

more engagement in the learning process,

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' academic performance improvement, leading to higher achievement levels.

    Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

ILT, Admin Team

Dates for Progress Monitoring Check Ins

Q1	9/8/2023	Q3	2/2/2024
Q2	11/17/2023	Q4	4/19/2024

	SY24 Implementation Milestones & Action Steps ✍️	ho ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	All teachers can define what a learning target is and describe how it enhances their teaching. (Sense making)	ILT	End of Q1	In Progress
Action Step 1	Conduct a needs assessment with ILT and Admin to identify gaps in the use of learning targets using a learning walk, unit review, and engaging departments in the discussion around what they know about learning targets.	ILT, Admin Team	Week 3	Completed
Action Step 2	Review and define learning targets with ILT and determine the taxonomy we will use as a staff based on data and teacher feedback	ILT	Week 4	In Progress
Action Step 3	Share needs assessment data with ILT and forumlate a learning progression to develop teachers understanding of learning targets and how to build them.	ILT	Week 4	In Progress
Action Step 4	Align our definition of learning targets with district priorities	Adminstration	Week 5	Not Started
Action Step 5	Use Flex PD's to provide professional development for all teachers on the foundations of learning targets and their impacts on student success.	ILT, Admin Team	Week 6	Not Started
Implementation Milestone 2	80% of unit plans show evidence of clear measurable learning targets aligned to grade level content standards	ILT, Admin Team, Departments, Lead Coach	End of Q2	Not Started
Action Step 1	Use Flex PD's and school-wide PD plan to provide professional development to all teachers on creating clear and measurable learning targets in their content	ILT, Admin		Not Started
Action Step 2	Engage departments in building vertically aligned learning progressions for their content using learning targets	ILT, Departments		Not Started
Action Step 3	Instructional coaching and feedback focuses on clarity of learning targets in the plan and their implementation in the classroom.	Lead Coach, Admin.		Not Started
Action Step 4	Continued intervention and professional development with with percentage of classes not meeting goal.	Admin		Not Started
Action Step 5				Not Started
Implementation Milestone 3	80% of classrooms have clear learning targets that are shared and discussed with students.	ILT, Admin Team, Departments, Lead Coach	End of Q3	Not Started
Action Step 1	Use Flex PD's and school-wide PD days to develop teacher strategies for discussing learning targets with students.	ILT		Not Started
Action Step 2	Engage departments in a student work analysis looking at clarity of learning targets and students progress toward that learning target	Departments, ILT		Not Started
Action Step 3	Develop or determine student facing survey looking at clarity of learning targets and whether or not students are internalizing them.	ILT, Departments		Not Started
Action Step 4	Learning walks with ILT and admin looking for evidence of learning targets utilizing the LSI rubric.	ILT, Admin		Not Started
Action Step 5				Not Started
Implementation Milestone 4	80% of classrooms have monitoring systems in place tracking student progress toward learning targets	ILT, Admin Team, Departments, Lead Coach	End of Q4	Not Started
Action Step 1	Provide professional development around progress monitoring and formative assessment	ILT		Not Started
Action Step 2	Coaching and plan feedback focused on how teachers are using formative assessment to monitor progress toward learning targets	Lead Coach, Admin Team		Not Started
Action Step 3	Review class level data, school-wide data, and district data to identify trends.	Admin Team		Not Started
Action Step 4	Continued professional development for all teachers on developing learning progressions and skills with students.	ILT, Lead Coach		Not Started
Action Step 5				Not Started

| Jump to... | Priority | TOA | Goal Setting | Progress |
| Reflection | Root Cause | Implementation Plan | | Monitoring |

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

Curriculum & Instruction

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

In SY25 we look to continue our work in student centered learning by focusing on how we implement student discourse across the school. We are engaging a small cohort of teachers this year to start the ground level work for what they will look like next year.

SY26 Anticipated Milestones

In SY26, 100% of teachers, regardless of grade level or subject areas, will employ student discourse as an instructional focus based on data and implementation results gathered from SY25.

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

| Specify the Goal ✍ | Can this metric be frequently monitored? | Metric | Student Groups (Select 1-2) | Baseline ✍ | Numerical Targets [Optional] 👆 | | |
					SY24	SY25	SY26
Student grades reflect mastery of learning targets	Yes	Grades	Overall	30%	60%	80%	100%
			Students with an IEP	30%	60%	80%	100%
Cultivate	Yes	Cultivate	Overall				
			Students with an IEP				

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:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Foster a Sense of Belonging:	Administer regular surveys to gauge students' sense of belonging and inclusiveness	Promote Cultural Awareness	Periodically review and evaluate curriculum materials to ensure they reflect diverse perspectives	Strengthen Teacher-Student Relationships	Encourage teachers to reflect on their relationships with students and identify areas for improvement.
C&I:2 Students experience grade-level, standards-aligned instruction.	Implement regular formative and summative assessments to measure student progress and provide timely feedback.	Create a calendar that outlines the schedule for formative and summative assessments aligned with standards.	Develop and maintain a curriculum that aligns with grade-level standards.	Regularly review and update curriculum maps to ensure alignment with state and national standards.	Differentiate instruction to meet the needs of all students, including those who require additional support or enrichment.	Develop ILPs for students who require differentiated instruction and regularly assess their progress.
C&I:4 The ILT leads instructional improvement through distributed leadership.	Establish a collaborative process within the ILT for setting instructional improvement goals.	Review ILT meeting minutes to ensure that goals are collaboratively discussed and documented.	Collaboratively plan and implement professional development activities to address instructional needs.	Assess the ILT's professional development calendar to ensure alignment with identified instructional needs.	Encourage ILT members to conduct peer observations and provide constructive feedback to support instructional improvement.	Review logs of peer observations conducted by ILT members to ensure regularity and feedback provision.

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SY24 Progress Monitoring

Resources: 🚀

Below are the goals for this Theory of Action that were created

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

Curriculum & Instruction

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
Student grades reflect mastery of learning targets	Grades	Overall	30%	60%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	30%	60%	Select Status	Select Status	Select Status	Select Status
Cultivate	Cultivate	Overall			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			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:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Foster a Sense of Belonging:	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Implement regular formative and summative assessments to measure student progress and provide timely feedback.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Establish a collaborative process within the ILT for setting instructional improvement goals.	Select Status	Select Status	Select Status	Select Status

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

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
No	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.
No	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?

While there may not be formalized teams in the building that address connectedness and wellbeing, the culture and climate of the school is positive and all students enjoy an environment where they are allowed to be themselves and an opportunity to continue building the "self " that they desire. In order to better be proactive and continue to enhance the climate and culture it is vital that a formal team be built that can track data points that address this area.
A major takeaway is that because of the expectations of teachers, students, and staff, The Collins Academy High School has reduced misconducts while improving the number of students who are on track at all grade levels.
Behaviors this year that were tied to outside factors, including drug usage and mental health concerns began to overwhelm the individuals in charge with addressing such issues.
There was an increase in the number of students referred to the counselor or social worker.
We have implemented OST programs that have allowed us to provide students with additional oppurtunities to be exposed to programs that they have interest, or passion for.

What is the feedback from your stakeholders?

Stakeholders feedback includes a desire to form a team so that more quantifiable steps can be taken to ensure that the current culture of the school is maintained .
An interest in having programs after school that broaden the scope of activities our students frequent will provide students with experiences that may influence their future aspirations.
Stakeholders, especially students, believe that starting the student government at the start of the year, instead of the middle of the year will be more beneficial to the school and the student body.

What student-centered problems have surfaced during this reflection?

Students are interested in being able to use phones throughout the day, which hindered their academic acheivement.
Students believe that math needs to be a focus because over the years they have done better in English thatn math on all assessments..

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 admin team is meeting to determine if both BHT and Climate and culture teams are needed or if these two teams can be combined, especially since we are a small staff.

Determine Priorities

Return to Top

Resources: 🚀

Determine Priorities Protocol

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

Students...

A lack of connectedness and wellbeing in school can contribute to absenteeism and higher dropout rates because students do feel motivated or supported to attend school regularly. By enhancing students' connectedness to the building, staff, or education, they are in place to receive intentional instruction that can yield higher academic achievement.

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.

Root Cause

Return to Top

Resources: 🚀

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

5 Why's Root Cause Protocol

As adults in the building, we...

will enhance the student experience by providing more opportunities to engage with the school through exposure and tying connectedness to academic success. When students do not experience connectedness and wellbeing, their academic performance can be impacted, preventing them from achieving at a higher level. The lower performing 25% of students in the school do not participate in any activity offered at the school, another 15% of student participate regularly in such clubs or activities

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.

Theory of Action

Return to Top

What is your Theory of Action?

If we....

enhance connectedness and wellbeing by offering additional clubs, sports, and a student voice committee for students

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

students' engagement with the school increases

Jump to...	Priority	TOA	Goal Setting	Progress
Reflection	Root Cause	Implementation Plan		Monitoring

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

Connectedness & Wellbeing

which leads to...

improved academic performance and higher achievement levels, reduced dropout rates, and higher graduation rates,. ✍️

Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Dates for Progress Monitoring Check Ins

Q1	9/8/2023	Q3	2/2/2024
Q2	11/17/2023	Q4	4/19/2024

SY24 Implementation Milestones & Action Steps ✍️	Who 👆	By When ✍️	Progress Monitoring
Implementation Milestone 1 — 95% students are enrolled in a school club or sport	Admin, MTSS, OST	Week 3	In Progress
Action Step 1 — Designate an afterschool manager in charge of managing all afterschool programs and student engagement.	Admin Team		Completed
Action Step 2 — Engage staff in developing afterschool programs using OST	Admin Team		Select Status
Action Step 3 — Establish procedures for monitoring student engagement, attendance, and			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 2 — Consistent formalized structures and practices for MTSS and BHT teams			Select Status
Action Step 1 — Engage teams in PD around Branching Minds and providing interventions.			Select Status
Action Step 2 — Train staff on entering information in Branching Minds			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3 — Student Voice and Student Council teams take ownership of some SEL and MTSS structures, providing greater buy in by students.			Select Status
Action Step 1 — Have students trained on how to run peace circles and protected space scenrios to provide supports to fellow classmates.			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 4			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	In SY25, we will increase clubs and programs ran directly by students by 25%. This will allow students to take more ownership of their emotional regulation, behaviroal management, and peer guidance.	✍️
SY26 Anticipated Milestones	In SY26, we will increase clubs and programs ran directly by students by 50%. This will allow students to take more ownership of their emotional regulation, behaviroal management, and peer guidance.	✍️

Return to Top   **Goal Setting**

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

IL-EMPOWER Goal Requirements

Connectedness & Wellbeing

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.

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

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
90% or above overall student attendance	Yes	Increase Average Daily Attendance	Overall				
			Students with an IEP				
Cultivate scores show improvement from Fall to Spring in Belonging & Identity	Yes	Cultivate (Belonging & Identity)	Overall				
			Students with an IEP				

Numerical Targets [Optional] ✍

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.	Provide ongoing professional development opportunities for teachers and staff to enhance their cultural competence and teaching skills.	Goal will be measured by collecting data on number of workshops and trainings teachers attend in a given school year. Reflections from attending these workshops will gauge teacher comfortability and knowledge regarding assessment systems and student experience.	Implement formative and summative assessments that consider students' diverse backgrounds and provide meaningful feedback.	The number of stratgies included in lesson design that speak directly to culturally responsive practices and student feedback regarding their usage.	Use data, including student performance data and feedback, to continuously improve the learning environment and practices.	Student scores from year over year will be used to determine if cultrally based instructional practices and feedback have yielded and increased in student achievement.
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Establish Strong MTSS Teams	Measured by the neumber of MTSS meetings held in a quarter.	Develop Systems and Structures	Number of identified tiered interventions and supports.	Implement the Problem-Solving Process	90% of identified student issues addressed within the academic year.
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.	Equitable Access to Enrichment Programs	Percentage of students participating in enrichment programs.	Equitable Access to Out-of-School-Time Programs Percentage of students accessing out-of-school-time programs.		Program Effectiveness	Pre- and post-program assessments of student skills and knowledge.

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
90% or above overall student attendance	Increase Average Daily Attendance	Overall			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status
Cultivate scores show improvement from Fall to Spring in Belonging &	Cultivate (Belonging &	Overall			Select Status	Select Status	Select Status	Select Status

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

Connectedness & Wellbeing

from Fall to Spring in Belonging &
Identity

Identity)

Students with an IEP

| | | | | 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.	Provide ongoing professional development opportunities for teachers and staff to enhance their cultural competence and teaching skills.	Select Status	Select Status	Select Status	Select Status
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Establish Strong MTSS Teams	Select Status	Select Status	Select Status	Select Status
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Equitable Access to Enrichment Programs	Select Status	Select Status	Select Status	Select Status

If Checked: Complete IL-Empower Section below	☑ **Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**
	This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.
If Checked: No action needed	☐ **Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower). (Continue to Parent & Family Plan)**

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

☑ The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).

☑ The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.

☑ Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

☑ Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

☑ Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.

☑ School Improvement Reports (SIR) are due on a triannual basis.

☑ Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.

☑ As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

☑ As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	Grades: Student grades reflect mastery of learning targets	Overall	0.3	0.6	0.8	1
		Students with an IEP	0.3	0.6	0.8	1
Required Reading Goal	Grades: Student grades reflect mastery of learning targets	Overall	0.3	0.6	0.8	1
		Students with an IEP	0.3	0.6	0.8	1
Optional Goal	Cultivate (Belonging & Identity): Cultivate scores show improvement fro...	Overall				
		Students with an IEP				

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

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.

1. Write rigorous, standard aligned, grade level appropriate learning targets and monitor student progress toward those learning targets.
2. Implement rigorous instructional strategies that increase student engagement, student discourse, and student self-efficacy.
3. Develop and integrate STEAM centered teaching practices across all subject areas.

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