

## 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 
Kevin Coppage	Principal	kcoppage@cps.edu
Evajamania Brown	AP	evbrown@cps.edu
Phyllis Adkins	Curriculum & Instruction Lead	adkinspa@gmail.com
Ultra Vaughn	Inclusive & Supportive Learning Lead	uvaughn@cps.edu
Sheila Sterling	Connectedness & Wellbeing Lead	sdsterling@cps.edu
Cheryl Dyer	Postsecondary Lead	cdyer2@cps.edu
Ella Gambles	Teacher Leader	elgambles@cps.edu
Tory Towers	Teacher Leader	ldmuhammad@cps.edu
Dr. Orji	Teacher Leader	soorji@cps.edu
Christian Randle	Teacher Leader	crandle@cps.edu
Esmerelda Gutierrez	Parent	esmeralda.eg870@gmail.com
Jarrett Jones-Bobo	LSC Member	jbobo@kidsfirstchicago.org

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	7/3/23	7/10/23
Reflection: Curriculum & Instruction (Instructional Core)	7/18/23	7/20/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/19/23	7/21/23
Reflection: Connectedness & Wellbeing	7/20/23	7/24/23
Reflection: Postsecondary Success	7/21/23	7/25/23
Reflection: Partnerships & Engagement	7/21/23	7/25/23
Priorities	7/26/23	7/28/23
Root Cause	7/26/23	7/28/23
Theory of Acton	7/27/23	8/4/23
Implementation Plans	7/27/23	8/4/23
Goals	7/27/23	8/4/23
Fund Compliance	8/7/23	8/11/23
Parent & Family Plan	8/7/23	8/11/23
Approval	8/25/23	9/1/23

## SY24 Progress Monitoring Schedule

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

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

### CIWP Progress Monitoring Meeting Dates

Quarter 1	10/11/2023
Quarter 2	12/6/2023
Quarter 3	3/6/2024
Quarter 4	5/8/2024

**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	<p><a href="#">CPS High Quality Curriculum Rubrics</a></p> <p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p>After the review of metrics, the takeaways are as follows. In terms of SAT scores, during SY22-23, juniors from SY 22-23 earned an average of 395 on the ELA section and on the 378 Math section, indicating there is needed improvement with aligning instruction, tasks, and assessment to the CCSS standards. This also implies a need to monitor mastery of the standards throughout the year followed by reteaching and differentiation if necessary. The SAT data showed no outliers in regards to priority groups. A review of EOY grades from SY22-23 found the the majority of students had As, B's C's and Corliss had very low failure rates, which may indicated the lack of congruence with grades and standards mastery. The grades demonstrate equity across all sub-groups. Our 5 Essentials data indicated we are green in Ambitious Instruction, which is our highest rated essential. The two areas that improved most from the previous year were English and Math, 82 (+14) and 76(+9) respectively. Although Ambitious Instruction is the highest rated, we dropped from the previous year. Quality of Student Discussion was rated weak and Academic Press was neutral. This was consistent with Corliss' REACH data as Questioning and Discussion Techniques were lited as improvement areas. As it relates to our Network Rigor Walks, the rubric component "Does the lesson learning target address the standards?" had a rating of 83.3% at the BOY &amp; 87.5% at the EOY. From BOY to EOY we reduced our percentage of "no learning target" from 8.3% (it was 22% in MOY) to 0%. On the other hand, our EOY rate for "Analysis-Examining" was 50%. We would like all students to experience rigor at the "analysis-examining" level. One caveat was the the rigor walk was simply a point-in-time snapshot therefore, it may not have captured all of the information needed.</p>	<p><a href="#">iAR (Math)</a></p> <p><a href="#">iAR (English)</a></p> <p>Rigor Walk Data (School Level Data)</p> <p><a href="#">PSAT (EBRW)</a></p> <p><a href="#">PSAT (Math)</a></p> <p><a href="#">STAR (Reading)</a></p>
Partially	<p><a href="#">Rigor Walk Rubric</a></p> <p><a href="#">Teacher Team Learning Cycle Protocols</a></p> <p><a href="#">Quality Indicators Of Specially Designed Instruction</a></p> <p>Students experience grade-level, standards-aligned instruction.</p>		
Partially	<p><a href="#">Powerful Practices Rubric</a></p> <p><a href="#">Learning Conditions</a></p> <p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Student Focus Groups: </p> <p>Key takeaways 1) some classes are too large, 2) lack of rigorous instruction leads to playfulness, 3) students give up if they think teachers don't care. Teacher Focus Groups: Teachers have access to digital and paper curricular materials. The ILT conducts workshops during staff development and each member focuses on a specific skill that has to be covered. Community Partners: Corliss partnered with Easy Beasley Tutoring to provide test-prep using Khan Academy for students prior to the SAT. We also have partnerships with Olive-Harvey College, Chicago State University and Malcolm X, which provide our students with instruction at a college level, and should assit with the mastery of some CCSS standards. Lastly, Corliss has partnerships with Chicago Builds as an outreach of Metropolitan Family Services and Relativity, which teaches our students soft, technical and vocational skills.</p>	<p><a href="#">STAR (Math)</a></p> <p><a href="#">iReady (Reading)</a></p> <p><a href="#">iReady (Math)</a></p> <p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">TS Gold</a></p> <p><a href="#">Interim Assessment Data</a></p>
Yes	<p><a href="#">Continuum of ILT Effectiveness</a></p> <p><a href="#">Distributed Leadership</a></p> <p>The ILT leads instructional improvement through distributed leadership.</p>		
Partially	<p><a href="#">Customized Balanced Assessment Plan</a></p> <p><a href="#">ES Assessment Plan Development Guide</a></p> <p><a href="#">HS Assessment Plan Development</a></p> <p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p>		
Partially	<p><a href="#">Assessment for Learning Reference Document</a></p> <p>Evidence-based assessment for learning practices are enacted daily in every classroom.</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>Lead 180 has been hired to help teachers improve instructional alignment of the task and assessment to the standards. The ILT will continue their cadence in choosing quarterly foci, providing professional development, and internal walkthroughs. The MTSS team will administer BOY STAR 360 assessments in both Reading and Math. The data will inform teachers of the skills they need to revisit. Through differentiation students will master the skills that they needed help with by the EOY STAR 360 assessments. The impact will be improve alignment of task and assessment to standards, increase teacher adherence to the chosen foci, and improve student academic learning and mastery. These efforts will help all students. Additionally, Easy Beasley Tutoring will use Khan Academy to identify the standards that students need support with and provide small group instruction to help students mastery targeted skills in preparation for this year's SAT. </p>	
<p><b>What student-centered problems have surfaced during this reflection?</b>                  If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>--Rigorous Instruction                   --Students are not engaged if they think doesn't care                  Students are not consistently receiving standards-based instruction.                  Student-to Student Discourse                  Lack of differenitaded instruction</p>			

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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	<p>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.</p>	<p><a href="#">MTSS Integrity Memo</a></p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p>	<p>MTSS: Corliss has identified an MTSS lead who piloted STAR 360 to 9th &amp; 10th graders for both English and Math this past year. This process represented our initial learning of STAR 360 and the Branching Minds platform. Now that we have experienced how this data can inform academic interventions we are prepared to move forward. This year we will have an Interventionist who will lead the MTSS Team and be responsible for BOY STAR 360 testing and data analysis. From this information we will set student goals, implement them and progress monitor using the Branching Minds platform. The MTSS team will also keep parents informed of student progress. Our goal is to improve student academic achievement in English and Math as evidenced by EOY STAR 360 Data. An area of celebration is the hiring of an interventionist who will be tasked with leading the MTSS Team and demonstrating academic growth over the year. LRE: For all grade levels except the rising seniors, we have more students in instructional classes than in inclusion (CTT) classes. 11th grade. We also have more students in instructional English and Math than both History and Science. Special education teachers solicit feedback from teachers and related service providers in the creation of IEPs each year. IEPs are monitored by the case manager to assure high quality IEPs and to determine if LRE requirements are being met. In some cases, teachers have recommended students be removed from instructional classes and added to either CTT classes or even general education classes. However, a method of monitoring adherence and incorporation of appropriate accommodations and modifications should be implemented. Students are placed in the LRE for extracurricular activities such as sports, other non-academic programs and field trips. Extended school year services are provided for students who qualify for it. ELL: Our 6 ELL students have the high attendance and grades. However, our ELL students currently do not benefit from an EL endorsed teacher as we do not have one in the building. For ELL students with IEPs a language goal was evident and its mastery can be monitored. For ELL students without IEPs language goals were not evident. An area of concern would be to make sure that our ELL students needs are being addressed.</p>	<p> Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p>
No	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p>	<p><a href="#">MTSS Integrity Memo</a></p>		<p><a href="#">ACCESS</a></p> <p><a href="#">MTSS Academic Tier Movement</a></p> <p><a href="#">Annual Evaluation of Compliance (ODLSS)</a></p>
Yes	<p>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.</p>	<p><a href="#">LRE Dashboard Page</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Teachers design assessments according to the standards and skills covered in class. Some teachers post assessments in the Google Classroom for administration to review but we have moved away from this practice as a whole. Grade level teams meet twice a week to analyze student data to determine which students need additional support and which students meet and exceed attendance and academic goals. The case manager and diverse learner teachers review IEPs to ensure that students receive instruction in their least restrictive environment as well as conduct yearly evaluations to determine if the IEP has to be modified or adjusted. The case manager, diverse learner teachers and regular education teachers work together with parents to make sure that academic feedback is collected for the IEP meetings and also schedule the meetings where all members, including the student, parent, case manager, school psychologist, social worker, nurse, and regular education teacher are able to provide feedback and answer questions in-person or virtually. For students who are ELL students, there are language objectives that inform the teachers on HOW students will use language across the various content areas.</p>	<p><a href="#">Quality Indicators of Specially Designed Curriculum</a></p> <p><a href="#">EL Program Review Tool</a></p>
Partially	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p>	<p><a href="#">IDEA Procedural Manual</a></p>		
No	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p>	<p><a href="#">EL Placement Recommendation Tool ES</a></p> <p><a href="#">EL Placement Recommendation Tool HS</a></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>This year our MTSS team will be intentional about examining STAR 360 data and using it to group students and differentiating instruction to maximize student learning. Additionally, the case manager review IEPs and placement to assure students are in their least restrictive environments. As a whole, we will be more intentional with tracking our ELL students to assure their needs are met. Our efforts would most benefit our students who are academically lower functioning.</p>	
Partially	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>			

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




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

Students enjoy having two teachers in a class but sometimes not having two teachers leads to students not getting the help they need thus leading to idiosyncratic students and possible fights. Students enjoy having rooms with a nice ambience including music but too much visual stimulation could be a distraction. Students discussed being in the same classes with the same students all day and all year. Some students liked it because they are able to develop deep relationships with a small cohort of peers. Others thought the comfortability in cohorts could lead to mischief. 

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
	<p><a href="#">BHT Key Component Assessment</a></p>	<p>The number of out of school suspensions (OSS) per 100 for African-American males has increased from 43 to 59 from SY22 to SY23. Likewise, the number of OSS per 100 for diverse learners has increased from 51 to 59 from SY22 to SY23. For this reason, the intentionality of the Behavioral Health Team (BHT) in identifying students who need support is integral. </p>	<p><a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a></p>



Jump to...	<a href="#">Curriculum &amp; Instruction</a>	<a href="#">Inclusive &amp; Supportive Learning</a>	<a href="#">Connectedness &amp; Wellbeing</a>	<a href="#">Postsecondary</a>	<a href="#">Partnerships &amp; Engagement</a>
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	<a href="#">SEL Teaming Structure</a>	(BHT) in identifying students who need support is integral important to provide coping tools and alternatives for our students. The BHT meets biweekly to discuss students with behavioral concerns and to plan interventions for them. Identified African-American males and diverse learners needing support should be targeted for restorative conversations with deans, social workers and counselors, Peace Circles, and BAM/WOW. Additionally, the top five misconducts for SY23 include 4-14 (possession of alcohol, drugs or contraband), 4-5 (unwanted bodily contact) and 4-6 (fighting). The Corliss Culture and Climate team exists to examine and finds ways to decrease top student misconducts. Last year we created a protocol for student disciplinary procedures to provide transparency to student discipline. We also implemented in-school suspension as a mechanism of decreasing our out of school suspensions. Our goal is to begin Tier 1 supports to encourage and reward good behavior as well as to establish a more consistent Culture and Climate Team meeting schedule with the assigned administrator. We must also choose an SEL curriculum and incorporate SEL supports in classrooms on a consistent basis. Lastly, based on the identified misconducts we should also implement specific programs targeted for drugs/alcohol and accepted and unaccepted bodily contact in addition to asking our external partners (BAM, WOW, YAP) to addressing these topics with our students.		<a href="#">Reduction in OSS per 100</a>  <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a>  <a href="#">Access to OST</a>  <a href="#">Increase Average Daily Attendance</a>  <a href="#">Increased Attendance for Chronically Absent Students</a>  <a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>  <a href="#">Cultivate (Belonging &amp; Identity)</a>  Staff trained on alternatives to exclusionary discipline (School Level Data)  <a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a>  <a href="#">Student Voice Infrastructure</a>  <a href="#">Reduction in number of students with dropout codes at EOY</a>
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.				
Partially	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.		<b>What is the feedback from your stakeholders?</b> Corliss has instituted both a Behavioral Health Team and a Culture and Climate Team. The Behavioral Health Team consists of counselors, social workers, deans, our attendance coordinator, and administration. They meet weekly to discuss students with chronic absenteeism and to create plans to improve student attendance, wellness, and behavioral supports, which will lead to student success. Students are encouraged to participate in After School Matters programs as well as the OST programs that meet after school and provide an opportunity for students to engage in STEM programs, culinary, cosmetology and other programs reflective of students' interests and needs. However, a more targeted approach is needed to address specific student issues as indicated by misconduct percentages in the top 3 areas. 		
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.				
<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.			<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>		
Students reported that some teachers display favoritism and that all students are not treated equally. They report that consequences for football players are nonexistent even though many of them create disturbances. Favoritism causes lack of motivation of students, decreases attendance, contributes to depression, short attention spans and leads to students not wanting to participate in school events. Conversely, students believe that our attendance and grade incentives, SEL activities and restorative practices may be a contributor to improved attendance. 			The implementation of a school-wide PBIS system, targeted programs to address category 4-14 and 4-5 misconducts and improved referral processes within the BHT will lead to a decrease in the number of OSS per 100 for African-American males and diverse learners as well as the number of misconducts reported for 4-14, 4-5 and 4-6. We also have to make sure discipline is administered evenly to all students as evidenced by our data, which indicates some students received ISS vs OSS for the same misconducts. Our efforts will address students who have chronic behavioral issues and provide supports needed to help them improve in relationship building/maintaining and conflict resolution and provide the tools necessary to identify and apply alternatives to negative behaviors. 		

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">College and Career Competency Curriculum (C4)</a>	Ninth through eleventh grade students receive guidance lessons twice a month and 12th graders receive lessons through Senior Seminar. ILPs for students are supported through the Senior Seminar class and incentivized through our quarterly award ceremonies. Ninth, tenth and eleventh grade guidance lessons cover and support activities for WBL and for 12th grade. Senior Seminar supports this initiative. In addition, supplemental activities are planned throughout the year to support effort (CPS Trades Fair, College Tours w/targeted activities, Corliss STEM Day, Corliss Career Fair, etc.) Our early college courses are aligned to the general education requirements of most colleges and universities through our Dual Credit program and we provide opportunities to help advance a career pathway through the Aviation Maintenance, Forklift Certification and BNA program partnerships. The Corliss Master Schedule and our course selection has been revised to backward map student schedules to allow for dual enrollment, and other career pathway opportunities (CPFTA, Aviation Maintenance, BNA, etc) Our in-house PLT a/k/a our Counseling and Post-Secondary Team meets weekly and our PLT w/outside stakeholders meets monthly to support the needs of our 9-12th grade students. Our counselor and college and career coach work in tandem 	<a href="#">Graduation Rate</a>  <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a>  <a href="#">3 - 8 On Track</a>
Yes	<a href="#">Individualized Learning Plans</a>		<a href="#">Learn, Plan, Succeed</a>  <a href="#">% of KPIs Completed (12th Grade)</a>

Jump to...	<a href="#">Curriculum &amp; Instruction</a>	<a href="#">Inclusive &amp; Supportive Learning</a>	<a href="#">Connectedness &amp; Wellbeing</a>	<a href="#">Postsecondary</a>	<a href="#">Partnerships &amp; Engagement</a>
				<p>Our counselor and college and career coach work in tandem to provide extended day Alumni Support for winter/spring and summer.</p>	<a href="#">College Enrollment and Persistence Rate</a>
Yes	<p>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).</p>	<a href="#">Work Based Learning Toolkit</a>		<p><b>What is the feedback from your stakeholders?</b></p> <p>The counselors and TRIO work together with administration to develop an annual plan for post-secondary success. The counselors, TRIO and the senior seminar teachers work together to support the completion of senior students ILPs. Opportunities for students to receive forklift certificates, sanitation licenses and drone licenses are available as well as other work-based learning activities for students during or after school. Students have an opportunity to be enrolled in dual enrollment programs to receive college credits and also be enrolled in AP courses. Students have the opportunity to receive certificates for drone, sanitation and forklifting according to the students' interests. The post-secondary team meets at least twice a month. This team consists of the counselors, TRIO, the senior seminar teachers, outside agencies such as Metropolitan Family Services, Olive-Harvey and Upward Bound (CSU).</p>	<a href="#">9th and 10th Grade On Track</a>  <a href="#">Cultivate (Relevance to the Future)</a>  Freshmen Connection Programs Offered (School Level Data)
Partially	<p>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).</p>				
Yes	<p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>	<a href="#">ECCE Certification List</a>			
Yes	<p>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).</p>	<a href="#">PLT Assessment Rubric</a>			
Yes	<p>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).</p>	<a href="#">Alumni Support Initiative One Pager</a>			
<p><b>What student-centered problems have surfaced during this reflection?</b>            If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>The issue of providing post secondary opportunities for every student is a concern. Finding affordable college options, job opportunities and job training programs is an issue that has grown increasingly more difficult.. Not all students are motivated by the idea of college.</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>As we continue to improve our practice, we are implementing more regular interaction and interventions for students through guidance lessons, small group and individual counseling sessions with an intentional focus, documentation and data collection and tracking.</p> <p>We will continue to work with all students with a specific focus on African American Males and students with a 2.0 GPA.</p>					

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>Results from the 5 Essentials survey indicates that parent involvement in schools and teacher-parent trust is low. However, parent influence on decision making was relatively high but all three metrics had decreased from last year indicating we have a lot of work to do in regards to engaging parents and involving them in our school in terms of LSC and PAC. On the other hand, we have formed and leveraged our relationships with the Far South Community Action Council.</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>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p><a href="#">5E: Supportive Environment</a></p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles &amp; CIWP).</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>The school communicates with families and and community through mailings, emails, phone calls, and social media in an effort to establish and maintain a positive relationship. Staff reaches out to family and community members through mailings, emails, phone calls and in-person or virtual conferences. There is a student voice committee which is composed of students from each grade level who meet with the deans and administration that work together to promote student perspective decision-making.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>

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

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

Some students indicate that adults do not come to their assistance when they are being picked on. They also report that a security guard picks on students, a dean removes personal stickers from lockers without informing them, some teachers, lie on students and students suggestions are not heard or taken seriously. 🗨️

**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?**

Corliss is working on getting parent members for the LSC and PAC. The impact this will lead to an improved functioning LSC as well as parent voice in our decisions. 🗨️

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.
Yes	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?

After the review of metrics, the takeaways are as follows. In terms of SAT scores, during SY22-23, juniors from SY 22-23 earned an average of 395 on the ELA section and on the 378 Math section, indicating there is needed improvement with aligning instruction, tasks, and assessment to the CCSS standards. This also implies a need to monitor mastery of the standards throughout the year followed by reteaching and differentiation if necessary. The SAT data showed no outliers in regards to priority groups. A review of EOY grades from SY22-23 found the the majority of students had A's, B's C's and Corliss had very low failure rates, which may indicated the lack of congruence with grades and standards mastery. The grades demonstrate equity across all sub-groups. Our 5 Essentials data indicated we are green in Ambitious Instruction, which is our highest rated essential. The two areas that improved most from the previous year were English and Math, 82 (+14) and 76(+9) respectively. Although Ambitious Instruction is the highest rated, we dropped from the previous year. Quality of Student Discussion was rated weak and Academic Press was neutral. This was consistent with Corliss' REACH data as Questioning and Discussion Techniques were lited as improvement areas. As it relates to our Network Rigor Walks, the rubric component "Does the lesson learning target address the standards?" had a rating of 83.3% at the BOY & 87.5% at the EOY. From BOY to EOY we reduced our percentage of "no learning target" from 8.3% (it was 22% in MOY) to 0%. On the other hand, our EOY rate for "Analysis-Examining" was 50%. We would like all students to experience rigor at the "analysis-examining" level. One caveat was the the rigor walk was simply a point-in-time snapshot therefore, it may not have captured all of the information needed.

What is the feedback from your stakeholders?

Student Focus Groups:  
 Key takeaways 1) some classes are too large, 2) lack of rigorous instruction leads to playfulness, 3) students give up if they think teachers don't care. Teacher Focus Groups: Teachers have access to digital and paper curricular materials. The ILT conducts workshops during staff development and each member focuses on a specific skill that has to be covered. Community Partners: Corliss partnered with Easy Beasley Tutoring to provide test-prep using Khan Academy for students prior to the SAT. We also have partnerships with Olive-Harvey College, Chicago State University and Malcolm X, which provide our students with instruction at a college level, and should assit with the mastery of some CCSS standards. Lastly, Corliss has partnerships with Chicago Builds as an outreach of Metropolitan Family Services and Relativity, which teaches our students soft, technical and vocational skills.

What student-centered problems have surfaced during this reflection?

--Rigorous Instruction  
 --Students are not engaged if they think doesn't care  
 Students are not consistently receiving standards-based instruction.  
 Student-to Student Discourse  
 Lack of differenitated instruction

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?

Lead 180 has been hired to help teachers improve instructional alignment of the task and assessment to the standards. The ILT will continue their cadence in choosing quarterly foci, providing professional development, and internal walkthroughs. The MTSS team will administer BOY STAR 360 assessments in both Reading and Math. The data will inform teachers of the skills they need to revisit. Through differentiation students will master the skills that they needed help with by the EOY STAR 360 assessments. The impact will be improve alignment of task and assessment to standards, increase teacher adherence to the chosen foci, and improve student academic learning and mastery. These efforts will help all students. Additionally, Easy Beasley Tutoring will use Khan Academy to identify the standards that students need support with and provide small group instruction to help students mastery targeted skills in prepartion for this year's SAT.

Return to Top Determine Priorities

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

Students...

Do Corliss students receive CCSS Standards aligned instruction and have curricula that are vertically and horizontally aligned to grade-level standards? A review of SAT data indicates improvement is needed in this area. It also reveals that perhaps tasks and assessments are not aligned to standards because if they were, there would be congruence with grades. According to student responses in the 5 Essentials survey, students are not recieving grade-level, rigorous and standard aligned instruction as only 50% of students reported Academic Press and 42% reporting Classroom Rigor. Teachers need to determine student academic placement by using diagnostic and benchmark assessment data to address student individual academic needs.  
 Do Corliss students see themselves in our school curricular lessons, have curricular materials that are culturally responsive and sustaining, have curriculum that is cognitively engaging for our learners, have SEL standards embedded within the curricula, and have curricular materials that offers multiple access points to meet the needs of all students? Although there are no data sources that provides a measure for these important aspects, the onus is our teachers to provide these supports for our students.

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...

Teachers have yet to proficiently differentiate instruction using performance assessment data from STAR 360. Corliss' assessment plan needs to provide accurate, timely, and high-quality information about student progress, which will further inform teachers and grade level teams as to whether classroom instruction is aligned with Common Core State Standards (CCSS). Corliss' assessment plan has not included using formative (diagnostic, benchmark) data to determine instructional needs of our individual students. As a result, the CIWP team acknowledges that it is hard to determine student mastery of standards before SAT testing for all priority groups.

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....

(1). Create and communicate a culture that reflects high expectations for all students and enables practice and perseverance for each individual student by teaching the growth mindset model. (2). Engage students in learning and foster student ownership by providing student choice in assignments as well as classroom organization that fosters collaboration, using questioning and discussion to deepen student understanding, (3). Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (4). Engage all learners in content areas by differentiating and fully integrating opportunities for all learners.



**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.

Resources:

then we see....

(1). A greater sense of agency to advocate for student learning needs, increased teacher agency and intentional responsive shifts in an instructional approach. (2). Students who are empowered by and engaged in their educational experience. (3). Flexible instructional groups that vary based on learning objectives, needs, learner input, and real time monitoring of academic progress. (4). Meeting the learner's individual needs by adjusting the level of challenge and/or increasing support.



which leads to...

(1) By the end of the 1st quarter, greater than 80% percent of all daily classroom objectives will be aligned to standards, with an expected growth of 5% over subsequent quarters. (2) An increase in students achievement on the STAR 360 assessment and 3) An increase in ELA and MATH SAT scores by 50 points from SY23. (4) Confident students ready to demonstrate mastery of CCSS Standards.



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**Implementation Plan**

Resources:

**Indicators of a Quality CIWP: Implementation Planning**

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

**Team/Individual Responsible for Implementation Plan**

Instructional Leadership Team, Instructional Coach, and Admin

**Dates for Progress Monitoring Check Ins**

Q1 10/11/2023

Q3 3/6/2024

Q2 12/6/2023

Q4 5/8/2024

**SY24 Implementation Milestones & Action Steps**

**Who**

**By When**

**Progress Monitoring**

<b>Implementation Milestone 1</b>	By EOY 2024, 70% of Corliss' teachers will be proficient in unpacking grade level standards that are aligned to objectives in accordance with internal and network walk-through rubric.	ILT	EOY 2024	In Progress
<b>Action Step 1</b>	Conduct Professional Development that supports standard based alignment	ILT, Administration	12/22/23	In Progress
<b>Action Step 2</b>	Create a PLC that facilitates researched-best practices for standard based alignment	ILT, Instructional Coach	11/17/23	In Progress
<b>Action Step 3</b>	Conduct monthly observations to determine effectiveness of standard based alignment and objectives	ILT, Instructional Coach	ongoing	In Progress
<b>Action Step 4</b>	Measure student growth in Math and English using STAR 360 as a data point for student access to grade level content	ILT, GLT's	MOY & EOY Assessment	Not Started
<b>Action Step 5</b>				Not Started
<b>Implementation Milestone 2</b>	By MOY 2024, no less than 40% of Corliss students will demonstrate a 5% growth in Math and 3% in Reading, as measured on the STAR 360 assessment.	Interventionist/GLTs	SY 2023/2024	In Progress
<b>Action Step 1</b>	Provide PD on STAR 360 using collaborative seminars.	Interventionist	10/10/23	Completed
<b>Action Step 2</b>	Determine learning target specific to STAR 360.	Interventionist/GLTs	11/17/23	In Progress
<b>Action Step 3</b>	Infuse Assistive Technology while creating formative assessments.	Instructional Coach	ongoing	In Progress
<b>Action Step 4</b>	Use backwards mapping to design grade-level appropriate instructions.	Interventionist/GLTs	11/17/2023	In Progress
<b>Action Step 5</b>	Progress monitor (student work analysis, formative assessments).	Interventionist/GLTs	ongoing	Not Started
<b>Implementation Milestone 3</b>	By EOY 2024, juniors will demonstrate mastery of CCSS by averaging a 50 point gain from the fall SAT to the Spring SAT in both ELA and Math scores after rigorous aligned instruction and use of external parnters such as Easy Beasley Tutoring and implemented personalized learning with Khan Academy.	Interventionist	SY 2023-2024	Not Started
<b>Action Step 1</b>	Juniors will take the Fall SAT as baseline data.	Interventionist	10/18/2023	In Progress
<b>Action Step 2</b>	Easy Beasley Tutoring will begin SAT prep with juniors during class time.	Interventionist and Easy Beasley Tutoring	11/1/2023	Not Started
<b>Action Step 3</b>	Easy Beasley tutoring will provide a mid-year SAT practice test for juniors to gauge student growth	Easy Beasley Tutoring	01/17/2024	Not Started



<b>Action Step 4</b>	Easy Beasley tutoring will provide targeted instruction to small junior student groups based on their personal needs as indicated by the mid-year practice test.	Easy Beasley Tutoring	ongoing	Not Started
<b>Action Step 5</b>	Easy Beasley tutoring will provide student growth data from BOY to EOY to measure overall growth to see if our goals were met.	Easy Beasley Tutoring	05/01/2024	Not Started
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	1. By MOY 2024, 80% of Corliss' teachers will be proficient in unpacking grade level standards that are aligned to objectives in accordance with internal and network walk-through rubric. 2. By EOY 2024, no less than 55% of Corliss students will demonstrate a 5% growth in Math and 3% in Reading, as measured on the STAR 360 assessment. 3. By EOY 2024, juniors will demonstrate mastery of CCSS by averaging a 75 point gain from the Fall to the Spring SAT in both ELA and Math scores after rigorous aligned instruction.	
<b>SY26 Anticipated Milestones</b>	1. By EOY 2024, 90 % of Corliss' teachers will be proficient in unpacking grade level standards that are aligned to objectives in accordance with internal and network walk-through rubric. 2. By EOY 2024, no less than 70% of Corliss students will demonstrate a 5% growth in Math and 3% in Reading, as measured on the STAR 360 assessment. 3. By EOY 2024, juniors will demonstrate mastery of CCSS by averaging a 100 point gain from the Fall to Spring SAT in both ELA and Math scores after rigorous aligned instruction.	

**Return to Top Goal Setting**

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

**Resources:**

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

**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
By MOY 2024, no less than 40% of Corliss students will demonstrate a 5% growth in Math and 3% in Reading, as measured on the STAR 360 assessment.	Yes	STAR (Reading)	Overall				
			Select Group or Overall				
By MOY 2024, juniors will demonstrate mastery of CCSS by averaging a 50 point gain from the Fall SAT to the Spring SAT in both ELA and Math scores after rigorously aligned instruction and use of external parnters such as as Easy Beasley Tutoring and implemented personalized learning with Khan Academy.	Yes	PSAT (EBRW)	Overall				
			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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	By EOY 2024, 70% of Corliss' teachers will be proficient in unpacking grade level standards that are aligned to objectives in accordance with internal and network walk-through rubric.	By EOY 2024, 80% of Corliss' teachers will be proficient in unpacking grade level standards that are aligned to objectives in accordance with internal and network walk-through rubric.	By EOY 2024, 90% of Corliss' teachers will be proficient in unpacking grade level standards that are aligned to objectives in accordance with internal and network walk-through rubric.
Select a Practice			

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
By MOY 2024, no less than 40% of Corliss students will demonstrate a 5% growth in Math and 3% in Reading, as measured on the STAR 360 assessment.	STAR (Reading)	Overall			Limited Progress	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By MOY 2024, juniors will demonstrate mastery of CCSS by averaging a 50 point gain from the Fall SAT to the Spring SAT in both ELA and Math scores after rigorously aligned instruction and use of external partners such as as Easy Beasley Tutoring and implemented personalized learning with Khan Academy.	PSAT (EBRW)	Overall			Limited Progress	Select Status	Select Status	Select Status
		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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	By EOY 2024, 70% of Corliss' teachers will be proficient in unpacking grade level standards that are aligned to objectives in accordance with internal and network walk-through rubric.	Limited Progress	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

The number of out of school suspensions (OSS) per 100 for African-American males has increased from 43 to 59 from SY22 to SY23. Likewise, the number of OSS per 100 for diverse learners has increased from 51 to 59 from SY22 to SY23. For this reason, the intentionality of the Behavioral Health Team (BHT) in identifying students who need support is integrally important to provide coping tools and alternatives for our students. The BHT meets biweekly to discuss students with behavioral concerns and to plan interventions for them. Identified African-American males and diverse learners needing support should be targeted for restorative conversations with deans, social workers and counselors, Peace Circles, and BAM/WOW. Additionally, the top five misconducts for SY23 include 4-14 (possession of alcohol, drugs or contraband), 4-5 (unwanted bodily contact) and 4-6 (fighting). The Corliss Culture and Climate team exists to examine and finds ways to decrease top student misconducts. Last year we created a protocol for student disciplinary procedures to provide transparency to student discipline. We also implemented in-school suspension as a mechanism of decreasing our out of school suspensions. Our goal is to begin Tier 1 supports to encourage and reward good behavior as well as to establish a more consistent Culture and Climate Team meeting schedule with the assigned administrator. We must also choose an SEL curriculum and incorporate SEL supports in classrooms on a consistent basis. Lastly, based on the identified misconducts we should also implement specific programs targeted for drugs/alcohol and accepted and unaccepted bodily contact in addition to asking our external partners (BAM, WOW, YAP) to addressing these topics with our students.

What is the feedback from your stakeholders?

Corliss has instituted both a Behavioral Health Team and a Culture and Climate Team. The Behavioral Health Team consists of counselors, social workers, deans, our attendance coordinator, and administration. They meet weekly to discuss students with chronic absenteeism and to create plans to improve student attendance, wellness, and behavioral supports, which will lead to student success. Students are encouraged to participate in After School Matters programs as well as the OST programs that meet after school and provide an opportunity for students to engage in STEM programs, culinary, cosmetology and other programs reflective of students' interests and needs. However, a more targeted approach is needed to address specific student issues as indicated by misconduct percentages in the top 3 areas.

What student-centered problems have surfaced during this reflection?

Students reported that some teachers display favoritism and that all students are not treated equally. They report that consequences for football players are nonexistent even though many of them create disturbances. Favoritism causes lack of motivation of students, decreases attendance, contributes to depression, short attention spans and leads to students not wanting to participate in school events. Conversely, students believe that our attendance and grade incentives, SEL activities and restorative practices may be a contributor to improved attendance.

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 implementation of a school-wide PBIS system, targeted programs to address category 4-14 and 4-5 misconducts and improved referral processes within the BHT will lead to a decrease in the number of OSS per 100 for African-American males and diverse learners as well as the number of misconducts reported for 4-14, 4-5 and 4-6. We also have to make sure discipline is administered evenly to all students as evidenced by our data, which indicates some students received ISS vs OSS for the same misconducts. Our efforts will address students who have chronic behavioral issues and provide supports needed to help them improve in relationship building/maintaining and conflict resolution and provide the tools necessary to identify and apply alternatives to negative behaviors.

Return to Top Determine Priorities

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

Students...  
 1. Lack of infrastructure for SEL curriculum 2. The BHT and CCT must improve restorative practices of African-American males and students with IEPs and provide targeted programs to support students with 4-14 and 4-5 misconducts. 3. Student do not feel a sense of belonging within the school community. 4. Lack of parental involvement/support in the school community has a negative impact on students academic goals.

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...  
 1. Need to have robust conversations to discuss the importance of a SEL curriculum, provide research based examples of success and discuss concrete deliverables and create buy-in on implementation 2. Must empower and provide supports for the BHT and CCT to improve restorative practice of students with behavioral infractions and provide targeted programs for students with 4-14 and 4-5 misconducts. 3. Increase the use of external/internal partners (BAM, WOW, YAP, TRIO, CRED, Phalanx & Metropolitan), Increase the diversity in extracurricular offerings and decrease favoritism by staff. 4. Take ownership for parent engagement by being intentional in contacting parents to join the ISC and PAC, considering timing of programs, incentivize involvement and improve communication to understand school priorities.

Resources:

[5 Whys Root Cause Protocol](#)

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

Return to Top Theory of Action

**What is your Theory of Action?**

If we....

1. Present research based examples of SEL curriculum with the staff, 2. are intentional with a BHT referral process for restorative practices for students and provide targeted programs for students with 4-14 and 4-5 misconducts, 3. discuss data on Maslow's hierarchy for students need to belong and 4. Staff an individual to take ownership for parent engagement, incentivize involvement, consider timing, provide communication.

then we see....

1. Production of teacher/staff buy-in with a creation of the uniformed, restorative and implementation SEL schedule. 2. A decrease in OSS for African-American males and students with IEPs and a decrease in 4-14 and 4-5 misconducts for SY23-24. 3. An increase with external partner offerings will provide a leveled playing field for all students to feel a sense of belonging. 4. Parents will demonstrate knowledge of school priorities, improvement in support/involvement in academic goals.

which leads to...

1. A structured SEL curriculum for every grade level. 2. Well-adapted high school students who are not at risk for adverse behaviors. 3. Connectedness and well being for all students. 4. Improved parent involvement.

Resources:

**Indicators of a Quality CIWP: Theory of Action**

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

[Return to Top](#)

**Implementation Plan**

Resources:

**Indicators of a Quality CIWP: Implementation Planning**

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

**Team/Individual Responsible for Implementation Plan**

Behavioral Health Team, MTSS Team and Counseling Team

**Dates for Progress Monitoring Check Ins**


Q1 10/11/2023 Q3 3/6/2024  
Q2 12/6/2023 Q4 5/8/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Corliss will implement an infrastructure for a SEL curriculum within the first 10 weeks of the school year with a 60% teacher participation rate as measured by teacher lesson/unit plans.	Counselors & Interventionist	10/15/2023	Not Started
<b>Action Step 1</b>	Research a SEL curriculum	Counselors & Interventionist	9/15/2023	Select Status
<b>Action Step 2</b>	Present SEL curriculum to staff with scheduled topics	Counselors & Interventionist	10/1/2023	Select Status
<b>Action Step 3</b>	Robust discussion with staff and create buy-in	Counselors & Interventionist	10/1/2023	Select Status
<b>Action Step 4</b>	Staff present and conduct SEL activities with students	Staff	10/15/2023	Select Status
<b>Action Step 5</b>	Collect data on concrete deliverables	Counselors & Interventionist	Ongoing	Select Status
<b>Implementation Milestone 2</b>	By the end of year, Corliss will see a 30% decrease in OSS for African-American males and students with IEPs after implementing an intentional referral process and targeted programs for students with 4-14 and 4-5 misconducts.	Behavioral Health Team	6/1/2024	Select Status
<b>Action Step 1</b>	Identify African-American males and diverse learners with OSS in SY22-23	Dean Sterling	9/15/2023	Select Status
<b>Action Step 2</b>	Provide a streamlined referral process for support including restorative conversations, with Deans, Social workers and external partners.	Behavioral Health Team	9/22/2023	Select Status
<b>Action Step 3</b>	Research, identify and plan targeted programming encompassing drugs, alcohol, and sexual misconduct for all students during SY23-24	Behavioral Health Team and Culture and Climate Team	10/15/2023	Select Status
<b>Action Step 4</b>	Monitor data and keep track of data improvements in OSS and 4-14 and 4-5 misconducts	Dean Sterling	Ongoing	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	By the end of the year, 70% of Corliss students will have equal access to feeling a sense of belongingness by being connected to internal or external partners.	Behavioral Health Team	6/1/2024	Select Status
<b>Action Step 1</b>	Develop internal & external catalog of partnerships	Dean Sterling	9/1/2023	Select Status
<b>Action Step 2</b>	Create BOY student interest survey	Behavioral Health Team	9/15/2023	Select Status
<b>Action Step 3</b>	Conduct BOY student interest survey	Behavioral Health Team	10/1/2023	Select Status
<b>Action Step 4</b>	Compile student interest data	Behavioral Health Team	Ongoing	Select Status
<b>Action Step 5</b>	Match students with internal/external partnership	Dean Sterling	Ongoing	Select Status




Jump to...	<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 =>		Connectedness & Wellbeing
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>	<a href="#">Monitoring</a>				
<b>Implementation Milestone 4</b>	Over the school year, parental involvement will increase by 30% participation in event attendance as measured by LSC, PAC, FACE and SGA interactions.			AP Brown	6/1/2024	In Progress	
<b>Action Step 1</b>	Update all emergency contact information			Ms. Beasley	9/1/2023	In Progress	
<b>Action Step 2</b>	Inform parents of monthly events via remind & newsletter			AP Brown	Every month	In Progress	
<b>Action Step 3</b>	Develop monthly parental activities			Murphy & Dr. Mullons	Every month	In Progress	
<b>Action Step 4</b>	Compile monthly parently activity data			Murphy & Dr. Mullons	Every month	Select Status	
<b>Action Step 5</b>	Compile monthly parent school event data			Mrs. Gibson	Every month	Select Status	

### SY25-SY26 Implementation Milestones

**SY25 Anticipated Milestones** 

Corliss will continue implementation of an established SEL curriculum with 80% participation rate by the end of SY25. By the end of SY25, Corliss will see a 50% decrease in OSS for African-American males and students with IEPs after implementing an intentional referral process and targeted programs for students with 4-14 and 4-5 misconducts. By the end of SY25, 80% of Corliss students will have equal access to feeling a sense of belongingness by being connected to internal or external partners. Over the SY25, parental involvement will increase by 50% participation as measured by attendance at LSC, PAC, Parent Conferences, & SGA parent programs.

**SY26 Anticipated Milestones** 

Corliss will continue implementation of an established SEL curriculum with 100% participation rate by the end of SY25. By the end of SY25, Corliss will see a 60% decrease in OSS for African-American males and students with IEPs after implementing an intentional referral process and targeted programs for students with 4-14 and 4-5 misconducts. By the end of SY25, 90% of Corliss students will have equal access to feeling a sense of belongingness by being connected to internal or external partners. Over the SY25, parental involvement will increase by 60% participation as measured by attendance at LSC, PAC, Parent Conferences, & SGA parent programs.

## Return to Top Goal Setting

### Indicators of a Quality CIWP: Goal Setting

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

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

Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).

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

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

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




### Resources:

#### [IL-EMPOWER Goal Requirements](#)

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

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

### Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
By the end of year, Corliss will see a 30% decrease in OSS for African-American males and students with IEPs after implementing an intentional referral process and targeted programs for students with 4-14 and 4-5 misconducts.	Yes <input type="checkbox"/>	Reduction in OSS per 100	African American Male				
			Students with an IEP				
Over the school year, parental involvement will increase by 30% participation in event attendance as measured by LSC, PAC, FACE and SGA interactions.	Yes <input type="checkbox"/>	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Overall				
			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&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Corliss will implement an infrastructure for a SEL curriculum within the first 10 weeks of the school year with a 60% teacher participation rate as measured by teacher lesson/unit plans.	Corliss will implement an infrastructure for a SEL curriculum within the first 10 weeks of the school year with a 80% teacher participation rate as measured by teacher lesson/unit plans.	Corliss will implement an infrastructure for a SEL curriculum within the first 10 weeks of the school year with a 100% teacher participation rate as measured by teacher lesson/unit plans.
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.	By the end of the year, 70% of Corliss students will have equal access to feeling a sense of belongingness by being connected to internal or external partners.	By the end of the year, 80% of Corliss students will have equal access to feeling a sense of belongingness by being connected to internal or external partners.	By the end of the year, 90% of Corliss students will have equal access to feeling a sense of belongingness by being connected to internal or external partners.
Select a Practice			

Resources:

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By the end of year, Corliss will see a 30% decrease in OSS for African-American males and students with IEPs after implementing an intentional referral process and targeted programs for students with 4-14 and 4-5 misconducts.	Reduction in OSS per 100	African American Male			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status
Over the school year, parental involvement will increase by 30% participation in event attendance as measured by LSC, PAC, FACE and SGA interactions.	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Overall			Select Status	Select Status	Select Status	Select Status
		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&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Corliss will implement an infrastructure for a SEL curriculum within the first 10 weeks of the school year with a 60% teacher participation rate as measured by teacher lesson/unit plans.	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.	By the end of the year, 70% of Corliss students will have equal access to feeling a sense of belongingness by being connected to internal or external partners.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:  
Complete  
IL-Empower  
Section below

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

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

If Checked:  
No action needed

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



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

## Parent and Family Plan

If Checked:



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

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

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

If Checked:



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

No action needed

### SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

### SCHOOL & FAMILY COMPACT

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

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

### PARENT & FAMILY ENGAGEMENT BUDGET

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

Corliss scheduled PAC meeting is 5 October 2023.



Corliss will prioritize its Parent and Family Engagement for the following:

Student tasks are cognitively challenging and require students to provide evidence of their reasoning  
Classroom activities are designed to interest and engage students and challenge them to use higher order thinking skills.  
Classroom activities promote student choice and inquiry  
Classroom curriculum and materials are challenging and relevant in supporting nearly all students' learning.  
Lesson plans, tasks, and assessments reflect content standards that are grade level appropriate and are properly sequenced.

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