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).

Name ✍️	Role ✍️	Email ✍️
Carina Gutierrez	Connectedness & Wellbeing Lead	c.gutierrez1@idpl.org
Miguel Guevara	Connectedness & Wellbeing Lead	m.guevara@idpl.org
Elliot Serrano	Connectedness & Wellbeing Lead	e.serrano@idpl.org
Emelda Villasenor	Connectedness & Wellbeing Lead	e.villasenor@idpl.org
Gabriela Solis	Curriculum & Instruction Lead	g.solis@idpl.org
Kendall Tribble	Postsecondary Lead	k.tribble@idpl.org
Marian Tsikalas	Curriculum & Instruction Lead	m.tsikalas@idpl.org
Bianca Herrera	Postsecondary Lead	b.herrera@idpl.org
Arturo Galan	Postsecondary Lead	a.galan@idpl.org
Maribel Arellano	Principal	m.arellano@idpl.org
Sabrina Valle	Postsecondary Lead	s.valle@idpl.org
Deside Villalobos	Parent	desidevillalobos2441@yahoo.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍️	Planned Completion Date ✍️
Team & Schedule	3/25/23	6/21/23
Reflection: Curriculum & Instruction (Instructional Core)	5/17/23	5/25/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/16/23	6/21/23
Reflection: Connectedness & Wellbeing	5/17/23	5/25/23
Reflection: Postsecondary Success	5/17/23	5/25/23
Reflection: Partnerships & Engagement	6/20/23	6/21/23
Priorities	6/14/23	6/16/23
Root Cause	6/14/23	6/16/23
Theory of Acton	6/13/23	6/16/23
Implementation Plans	6/13/23	6/16/23
Goals	6/15/23	6/21/23
Fund Compliance	6/15/23	6/16/23
Parent & Family Plan	6/15/23	6/16/23
Approval	6/21/23	6/26/23

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	September 19, 2023
Quarter 2	November 14, 2023
Quarter 3	February 6, 2024
Quarter 4	May 1, 2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	* Rigor Walk Data-40% of classes are aligned to standards, culturally relevant and offer high quality curricular activites, 40% is mostly aligned to standards and culturally relevant, but lacks high quality curricular activities, 20% of courses lacks alignment to standards, culturally relevance and high quality curricular activites. * Another takeaway is that teachers need more development in producing cohesive units of study. *80% of teachers are implementing the Inner Core and making adjustments in the environment to meet students where they're at. *Our ILT team fully collaborates, meets regularly, and shares leadership amongst each other to accomplish goals. * Regarding balanced assesment systems our progress reports and student self reflections and student quarterly symposium and STAR test inform our decision making, however our weaknesses are that some projects lack grade level implementation of standards and greater evidence is needed to assess student progress. * Regarding daily evidence based assessments 20% offers consistent assessments and feedback for students and 60% are moving in this direction but are focused more on weekly assessments and 20% is lacking evidence of learning.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** *Students' Feedback: Student surveys of their learning styles and interests show that they value hands on projects, small group work, relevant topics, and multiple ways to learn, such as guest speakers, plays, field trips, videos and games. Students want very clear instructions, rubrics and guides. Students appreciate more cohesive and "real-life" learning and projects instead of disjointed assignments such as one-off worksheets etc. Our students like to be challenged especially if its meaningful to them. Students express postive relationships with their teachers and find most of their teachers very supportive, this also includes students trusting teachers with real-life situations, such as helping students open up a bank account, completing forms, moving, immigration paperwork etc. Students appreciate that bilingual instruction is provided in most classes and students are able to use their first language when communicating in class. *Teacher Feedback: New teachers are not given an orientation or a formal mentor, however we have a strong collaborative team. We have not been given any observational feedback from walk-throughs or even informal visits. Most teachers are consitently seeking to improve their C&I practices. *Parents' Feedback: Parents have shown appreciation for our culturally relevant and meaningful curriculum and their kids show more interest in shool and activities. Some parents have noticed that the students with higher skills are not challenged as much as they need to be. Most parents appreciate the community setting, strong teacher-student relationships, and general support from teachers and staff.	
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness 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.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development Guide		
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?** Teachers have worked to improve differentiated instruction for example in our English class our performance play offers a wide variety of roles, but for those not interested in performing a playbill writing activity is provided. Students are able to master multiple skills, and their talents are more able to shine. Teachers are finding that this type of varied and tailored instruction should be offered in all classes. Thanks to the project-based curriculum students furthest from opportunity are able to get back on track. For example students who haven't been able to master their grade level skills are able to work collaboratively with other students to successfully learn the content material.	

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.

PROBLEMS EXPERIENCED BY MOST STUDENTS:
1.) Students enter IJLA with vast differences in credit needs, courses completed, and life schedules, but we do not have a clear pathway or course catalog. This causes more confusion for what is expected / required to graduate
2.)Students are disconnected, distrustful, disengaged, and/or harmed by traditional curriculum and schooling, especially textbook learning, or rote memorization, etc.
3.)In certain classes students feel there is not a developed curriculum for each course; students feel some teachers are less prepared.
4.) Students become disconnected or disengaged after short periods of time or after too much teacher driven "solo" work and they complain when teachers don't have differentiated instruction.

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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](#) [Roots Survey](#)	The IJLA team has established a support system for DL and ELL students that will be improved within the next school year. We must increase the availability of workshops, informational sessions, personal develpment classes, school calendar of events, and quarterly news letter to increase family engagement. All lesson plans must include language objectives to meet the need of ESL students. 🖊	Unit/Lesson Inventory for Language Objectives (School Level Data) [MTSS Continuum](#) [Roots Survey](#) [ACCESS](#) [MTSS Academic Tier Movement](#) [Annual Evaluation of Compliance (ODLSS)](#) [Quality Indicators of Specially Designed Curriculum](#) [EL Program Review Tool](#)
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](#)		
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	[LRE Dashboard Page](#)	**What is the feedback from your stakeholders?** Parents and family members see the progress that is being made, have become more present in school activites and in student lives. They are aware of what students are learning. Students feel welcomed and part of an inclusive environment that fosters relationships, autonomy, and resiliency. Staff appreciates working in a collaborative environment and looks forward to more opportunities of professional growth. 🖊	
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	[IDEA Procedural Manual](#)		
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	[EL Placement Recommendation Tool ES](#) [EL Placement Recommendation Tool HS](#)	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** We are working on strengthening our parent engagement through family oriented activities. We are improving our support system by including the addition of a new ESL teacher, an assigned ELPT, an additional LBS1, full-time college and career coach, a grants coordinator, and Gad's Hill socila worker support. We are also teaming up to beautify school spaces to increase motivation and well being for the community as a whole. 🖊	
No	There are language objectives (that demonstrate HOW students will use language) across the content.			

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

Students lack a progress monitoring tool that can provide guidance on future improvement and that which can inform families as well.. Students who are identified as ELL, lack the visualization of what language objectives should be met in all content areas. Students need to understand the expectations of the Branching Minds platform. 🖊

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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](#)	The takeaways are that we have established a BHT and a C&I team. Moving forward, we will have integrated peace/check-in circles at the beginning of every class and throughout all content areas. The entire team, ensures to meet weekly to discuss student concerns and plan for students' wellbeing. Overall, the stakeholders have a foundation and system in place that supports the needs of the students. We have to identify additional roles that will assist with carrying out items on here for the next school year. We need to train staff on the peace circle facilitation at the beginning of the year and quarterly refreshers. Continue PDs on restorative conversations and de- escalation practices 🖊	[% of Students receiving Tier 2/3 interventions meeting targets](#) [Reduction in OSS per 100](#) [Reduction in repeated disruptive behaviors (4-6 SCC)](#) [Access to OST](#) [Increase Average Daily Attendance](#) [Increased Attendance for Chronically Absent Students](#) [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#) [Cultivate (Belonging & Identity)](#)
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** ● IJLA has focused on social emotional learning and connecting for the past 15 years There are many strengths that the school has institutionalized that focus on the well being of students (Semester Orientation, restorative practices, enrollment innterviews, BHT referral process, Gad's Hill 🖊	

other student interests and needs.

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

enrollment interview, DYA referral process, case file, full-time clinicians, Peace room)
● IJLA has a philosophy of collaborative decision making and problem solving. Due to issues in school having an effect on everyone, it's imperative to involve all staff to strategically identify and implement solutions.
● During the 2022-2023, there have only been 2 fights at IJLA. The culture that is created begins with every person that enters the building. The space is a safe space for everyone. This needs to be modeled by every staff member at IJLA. The result is a positive working environment that germinates the hopes and aspirations of our community.

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

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 lack the following skills: self management, self awareness, social awareness, responsible decision-making, and relatiinship skills
● Students show the deficits in the previous areas by vaping on the premises, anger outburts, walking out of class, holding cell phone conversations in class, and creating animosity or using outside influences to target others

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?

To address poor attendance and students who have stopped coming to school, we created and started conducting an enrollment interview. To address low attendance, we provided social emotional support and provided post secondary guidance. For the next 3 school year we want to:
● Conduct re-entry circles within the week the student comes back and semester orientations
● Identify and assign 5 staff for each student. Social Emotional, Educational and Transition support
● Identify the curriculum that will be used throughout the year. Creating a bank of conversation starters to build connections between students and family teacher
● Train staff on the peace circle facilitation at the beginning of the year. Continue PDs on restorative conversations and de escalation practices
● Creating a plan for attendance and keeping students. enrolled, and engaged in school

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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: our school is not listed on the CPS Graduation and drop out rates spreadsheet. Enrollment Rate as of 2021: 8 eolled out of 49 graduates. As of now, out of 47 graduates 19 are fully enrolled. We have a very detailed and robust orientation program at the start of every semester that guides students through the first week of classes. For KPI data: 78.57% of seniors met the FAFSA graduation requirements. 85.1% of seniors met the Learn Plan Succeed Requirements.	Graduation Rate
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		Program Inquiry: Programs/participation/attainment rates of % of ECCC
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?**	3 - 8 On Track
N/A	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).		IDPL Board: No feedback has been provided as of now. City Colleges of Chicago: Informal feedback: We have higher numbers of applicants and enrollments into city colleges than last year. We had more students present at enrollment days than other options schools that have higher numbers of students. We had more placement testing and FAFSA workshop dates at our school then other schools. CPS Options College and Career Specialist informal feedback: The work is being done. However, due to administrative turnover and technical issues, issues with logging graduation requirement data occurred. We had issues with students being marked as the correct grade level that will end up hurting our final data, but we found a solution.	Learn, Plan, Succeed
No	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		% of KPIs Completed (12th Grade)
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**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?**	College Enrollment and Persistence Rate 9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
No	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the	Alumni Support Initiative One Pager	Built strong relationship with city college navigator which resulted in higher numbers of city colleges applicants and enrollment. Advocated for funding for transportation for college and career-related field trips, including: city colleges,	

No	extended-day pay Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).

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.

Lack of student knowledge about the college application preparation process. Students undecided about postsecondary interests. Lack of documents/access to documents for FAFSA due to parent issues or documentation. Students need and struggle to obtain full-time employment after graduation. Student poor attendance affects exposure to college and career information and ability to complete graduation requirements.

Chicago Urban League Vocational and trades fair, Rush Hospital, United Center Health Training, Women in the Trades career fair at Arturo Velazquez Technical Institute, and Aon Coding Field trip. We implemented guest speaker events including Women's Month Career Forum with a women creatives panel, an immigration and children's lawyer, a Coding specialist, Healthy Hood Health forum, a Dance choreographer and a fight choreographer. We have started to implement within class career exposure including: a partnership with Rush Hospital and Healthy Hood where students recieve lectures on health disparities and hands on experiences that will continue through the summer. The former minister of education for the Black Panther Party spoke in History class about the importance of education and serving your community your career. All Star Theater representative teaching performance and speaking skills in English classes.

Partnership & Engagement

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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 — 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	As a team we have begun implementing great strategies that serve as a base for the following years, and that will continue improving.	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		5 Essentials Parent Participation Rate
Yes — 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?** We haven't created a method of tracking family feedback.	5E: Involved Families

Metrics column (continued):
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)

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 require more opportunities for involvement from community organizations and family groups, such as family centered events, learning workshops, team building events, have access to incentives or reward systems, and monthly memos, which will increase student motivation and engagement in learning.

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

We are working on stabilizing and improving all items identified as student centered problems.

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
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?

* Rigor Walk Data-40% of classes are aligned to standards, culturally relevant and offer high quality curricular activites, 40% is mostly aligned to standards and culturally relevant, but lacks high quality curricular activities, 20% of courses lacks alignment to standards, culturally relevance and high quality curricular activites. *
Another takeaway is that teachers need more development in producing cohesive units of study. *80% of teachers are implementing the Inner Core and making adjustments in the environment to meet students where they're at. *Our ILT team fully collaborates, meets regularly, and shares leadership amongst each other to accomplish goals. * Regarding balanced assesment systems our progress reports and student self reflections and student quarterly symposium and STAR test inform our decision making, however our weaknesses are that some projects lack grade level implementation of standards and greater evidence is needed to assess student progress. * Regarding daily evidence based assessments 20% offers consistent assessments and feedback for students and 60% are moving in this direction but are focused more on weekly assessments and 20% is lacking evidence of learning.

What is the feedback from your stakeholders?

*Students' Feedback: Student surveys of their learning styles and interests show that they value hands on projects, small group work, relevant topics, and multiple ways to learn, such as guest speakers, plays, field trips, videos and games. Students want very clear instructions, rubrics and guides. Students appreciate more cohesive and "real-life" learning and projects instead of disjointed assignments such as one-off worksheets etc. Our students like to be challenged especially if its meaningful to them. Students express postive relationships with their teachers and find most of their teachers very supportive, this also includes students trusting teachers with real-life situations, such as helping students open up a bank account, completing forms, moving, immigration paperwork etc. Students appreciate that bilingual instruction is provided in most classes and students are able to use their first language when communicating in class. *Teacher Feedback: New teachers are not given an orientation or a formal mentor, however we have a strong collaborative team. We have not been given any observational feedback from walk-throughs or even informal visits. Most teachers are consitently seeking to improve their C&I practices. *Parents' Feedback: Parents have shown appreciation for our culturally relevant and meaningful curriculum and their kids show more interest in shool and activities. Some parents have noticed that the students with higher skills are not challenged as much as they need to be. Most parents appreciate the community setting, strong teacher-student relationships, and general support from teachers and staff.

What student-centered problems have surfaced during this reflection?

PROBLEMS EXPERIENCED BY MOST STUDENTS:
1.) Students enter IJLA with vast differences in credit needs, courses completed, and life schedules, but we do not have a clear pathway or course catalog. This causes more confusion for what is expected / required to graduate
2.)Students are disconnected, distrustful, disengaged, and/or harmed by traditional curriculum and schooling, especially textbook learning, or rote memorization, etc.
3.)In certain classes students feel there is not a developed curriculum for each course; students feel some teachers are less prepared.
4.) Students become disconnected or disengaged after short periods of time or after too much teacher driven "solo" work and they complain when teachers don't have differentiated 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?

Teachers have worked to improve differentiated instruction for example in our English class our performance play offers a wide variety of roles, but for those not interested in performing a playbill writing activity is provided. Students are able to master multiple skills, and their talents are more able to shine. Teachers are finding that this type of varied and tailored instruction should be offered in all classes. Thanks to the project-based curriculum students furthest from opportunity are able to get back on track. For example students who haven't been able to master their grade level skills are able to work collaboratively with other students to successfully learn the content material.

Determine Priorities

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

Students...

PROBLEMS EXPERIENCED BY MOST STUDENTS: In certain classes here, students feel there is not a developed curriculum for each course; students feel some teachers are less prepared, and students question the effectiveness of certain courses. As a result, students become disconnected or disengaged after short periods of time or after too much teacher driven "solo" work, and they complain when teachers don't have differentiated, relevant and interesting instruction.

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

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

As adults in the building, we...

have learned that students are disconnected, distrustful, disengaged, and/or harmed by traditional curriculum and schooling, especially textbook learning, rote memorization, etc. because they don't see a connection between the content that's being taught in school and what is needed to be successful outside of school. Diverse learners are not receiving the services that they need in accordance to their IEPs and therefore they are easily disengaged from their classwork. Also English Language Learners have not been identify correctly due to lack of English Language Proficiency Test

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

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What is your Theory of Action?

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

Curriculum & Instruction

Resources: 🚀

If we....

consistently receive Professional Development and Training on block scheduling and project-based learning (PBL), and have a designated Instructional Coach. ✏️

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....

more prepared and confident teachers who will develop more cohesive courses comprised of well-rounded signature units of study grounded in grade level standards, PBL, topics of interest and relevance to students, and consistent daily assessments... ✏️

which leads to...

increased academic success as shown by an increase in students passing classes, an increase in STAR testing growth, as measured at the BOY, MOY, and EOY results, and in daily attendance. Additionally, the school will establish signature units for each course as models for future units. Lastly, a culture of revolutionary scholars will continue to blossom and students will produce higher quality projects to impact their world. ✏️

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 ✏️

Anton Miglietta, Gabriela Solis, Marian Tsikalas

Dates for Progress Monitoring Check Ins

Q1	September 19	Q3	February 6, 20
Q2	November 14.	Q4	May 1, 2024

	SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1	Conduct a school curriculum audit/review for each current course.	ILT Team / All teachers	August 18, 2023	Not Started
Action Step 1	Establish a course evaluation rubric that exemplifies our best practices, priorities, and aspects of successful units and courses	Instructional Coach, ILT Team / All teachers	August 14, 2023	Select Status
Action Step 2	Conduct a review / evaluation of each course offered to pinpoint best practices and areas of need per course	Instructional Coach, ILT Team / All teachers	August 18, 2023	Select Status
Action Step 3	Report course audit/evaluation results to all staff and obtain feedback	Instructional Coach, ILT Team / All teachers	August 18, 2023	Select Status
Action Step 4	Prioritize the needs of each course and which courses need greater supports to build their signature units of study	Instructional Coach, ILT Team & Principal/Assistant Principal	August 18, 2023	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Engage in high quality professional development (PD) in Project-Based Learning and Block Scheduling.	Principal. Instructional Coach	August 18, 2023	Select Status
Action Step 1	Identify PD providers in both project based learning and block scheduling.	Principal. Instructional Coach	July 1, 2023	Select Status
Action Step 2	All teachers particiapte in the PD trainings.	Teachers	August 14, 2023 - August 18, 2023	Select Status
Action Step 3	Each teacher presents their reflections and personalized plan of action for their upcoming unit	Instructional Coach, Teachers, Principal	August 18, 2023	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Establish a signature unit of study for each course			Select Status
Action Step 1	Complete course unit maps	All teachers	August 22, 2023	Select Status
Action Step 2	Complete course syllabi, including 8 to 10 of the most prioritized grade level learning standards (competencies) students will build proficiency	All teachers	August 22, 2023	Select Status
Action Step 3	Conduct a tuning protocol where each teacher presents their unit plans for feedback and improvement	Instructional Coach, ILT Team leads with all teachers	August 23, 2023	Select Status
Action Step 4	Implement the units of study while monitoring and adjusting best practices in instruction and assessment	Instructional Coach, All teachers	End of September	Select Status
Action Step 5	Gather, analyze and report on the results of the unit, including assessment results and student survey feedback from an end of unit survey	ILT Team leads with all teachers	End of Q1 / Beginning of Q2	Select Status
Implementation Milestone 4	Collect and analyze student progress data at the unit's conclusion using triangulated data collection to set our baseline data			Select Status
Action Step 1	Collect and analyze course assessments (final exam success rates and culminating project results using a rubric) at the end of each quarter	ILT Team leads with all teachers, Instructional Coach	End of each Q during Institute Days	Select Status

| Jump to... | Priority | TOA | Goal Setting | Progress | Select the Priority Foundation to |
| Reflection | Root Cause | Implementation Plan | | Monitoring | pull over your Reflections here => |

Curriculum & Instruction

Action Step 2	Collect and analyze student survey data for students to provide input on course, teaching, content, and instructional review	ILT Team, Instructional Coach, all teachers	End of each Q	*Select Status*
Action Step 3	Implement BOY Star Testing to establish baseline data in English and Math	Administration	September, 2023 or when the testing window is open	*Select Status*
Action Step 4	Compare, analyze, and draw conclusions from these data sources to identify curricular areas of need, pinpoint specific skills to target (using STAR data), and, for each teacher, to inform their teaching practices moving forward	ILT Team, Instructional Coach leads, all teachers	Beginning of Q2 and	*Select Status*
Action Step 5	Each teacher conducts and presents a Q by Q Educator Self-Evaluation covering their curiculum goals (based on beginningof year PD reflections), their signature unit's results, student progress data results, and how they advanced their "signature unit" to exemplify our vision of a high quality unit of study	All teachers	End of Q1	*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Each teacher will have established their course syllabi and signature units of study for each course (minimum of 4 units per course) that are standards-aligned, project-based, culturally relevant and that include differentiated instruction, formative and summative assessments, and pathways for student choice in the content and culminating projects of interest. These courses (with their 4 units each) will be completely digitized using Google Suite and Classroom to offer our students with modified schedules / homebound requirements with authentic and equitable learning opportunities.	🖊️
SY26 Anticipated Milestones	To create a cohesive multi disciplinary curriculum that connects learning across different classes in order to stegthen our students' quarterly symposium projects.	🖊️

Goal Setting

Indicators of a Quality CIWP: Goal Setting	IL-EMPOWER Goal Requirements

Resources: 🚀

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.

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 2026, 60% of our students will reach 40 or more SGP (student growth percentile) in Reading on the STAR test. Also, by 2026,	Yes	STAR TEST (Reading and Math)	Overall	45	50	55	60
			Select Group or Overall				
By 2026, each core course will reach a 65% passing rate for that year, with incremental increases of a 50% passing rate by '24 and a 58% passing rate by '25.	Yes	Grades	Overall	42	50	58	65

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.	Each teacher will have perfected at least one signature unit for each course. We will measure progress by reviewing and editing the Unit Maps and Syllabi at the end of each quarter.	Each teacher will have four signature units as part of their curriculum. We will measure progress by reviewing and editing the Unit Maps and Syllabi at the end of the year.	Each course fits within a thematic, inter-disciplinary framework. We will measure progress towards this goal by collecting student feedback through student surveys and by assessing the connections between each courses's assignments.
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Identify what is culturally relevant to the students in connection with the Inner Core and implent that information in each courses' curriculum. We will monitor progress by collecting feedback from students by the end of quarter.	For each course to generate a real-word impact that reaches beyond the classroom. Our progress can be measured by collecting both qualitative and quantitative data from the targeted community stakeholders.	Establish school-wide themes by quarter that connect content and projects between 2 or more courses to build more integrated symposium projects and more indepth learning experiences that produce a tangible real world impact on our school and/or communities. This goal will be measured by seeing an increase in students passing their courses from 42% passing to 65% by 2026.

Curriculum & Instruction

C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.

Create at least one signature, dual, culminating assessment (final exam and symposium project) for each course. We will measure progress by seeing if at least 50% pass the final exam and symposium project.

Each course will have four (quarterly) signature symposium projects and final exams. We will measure progress by reviewing the results of the final assessments on a quarterly basis, with the goal of a 58% passing rate.

Ensure full integration between our school-wide themes, each course's symposium projects, in depth connections between 2 or more courses, and that all courses have 4 signature units established and fully digitized. We will measure progress by reviewing the results of the final assessments on a quarterly basis, with the goal of a 65% passing rate.

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 2026, 60% of our students will reach 40 or more SGP (student growth percentile) in Reading on the STAR test. Also, by 2026,	STAR TEST (Reading and Math)	Overall	45	50	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By 2026, each core course will reach a 65% passing rate for that year, with incremental increases of a 50% passing rate by '24 and a 58% passing rate by '25.	Grades	Overall	42	50	Select Status	Select Status	Select Status	Select Status
					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.	Each teacher will have perfected at least one signature unit for each course. We will measure progress by reviewing and editing the Unit Maps and Syllabi at the end of each quarter.	Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Identify what is culturally relevant to the students in connection with the Inner Core and implent that information in each courses' curriculum. We will monitor progress by collecting feedback from students by the end of quarter.	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Create at least one signature, dual, culminating assessment (final exam and symposium project) for each course. We will measure progress by seeing if at least 50% pass the final exam and symposium project.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Yes	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 takeaways are that we have established a BHT and a C&I team. Moving forward, we will have integrated peace/check-in circles at the beginning of every class and throughout all content areas. The entire team, ensures to meet weekly to discuss student concerns and plan for students' wellbeing. Overall, the stakeholders have a foundation and system in place that supports the needs of the students. We have to identify additional roles that will assist with carrying out items on here for the next school year. We need to train staff on the peace circle facilitation at the beginning of the year and quarterly refreshers. Continue PDs on restorative conversations and de- escalation practices

What is the feedback from your stakeholders?

● IJLA has focused on social emotional learning and connecting for the past 15 years There are many strengths that the school has institutionalized that focus on the well being of students (Semester Orientation, restorative practices, enrollment innterviews, BHT referral process, Gad's Hill full-time clinicians, Peace room)
● IJLA has a philosophy of collaborative decision making and problem solving. Due to issues in school having an effect on everyone, it's imperative to involve all staff to strategically identify and implement solutions.
● During the 2022-2023, there have only been 2 fights at IJLA. The culture that is created begins with every person that enters the building. The space is a safe space for everyone. This needs to be modeled by every staff member at IJLA. The result is a positive working environment that germinates the hopes and aspirations of our community.

What student-centered problems have surfaced during this reflection?

● Students lack the following skills: self management, self awareness, social awareness, responsible decision-making, and relatiinship skills
● Students show the deficits in the previous areas by vaping on the premises, anger outburts, walking out of class, holding cell phone conversations in class, and creating animosity or using outside influences to target others

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?

To address poor attendance and students who have stopped coming to school, we created and started conducting an enrollment interview. To address low attendance, we provided social emotional support and provided post secondary guidance. For the next 3 school year we want to: ● Conduct re-entry circles within the week the student comes back and semester orientations
● Identify and assign 5 staff for each student. Social Emotional, Educational and Transition support
● Identify the curriculum that will be used throughout the year. Creating a bank of conversation starters to build connections between students and family teacher
● Train staff on the peace circle facilitation at the beginning of the year. Continue PDs on restorative conversations and de escalation practices
● Creating a plan for attendance and keeping students. enrolled, and engaged in school

Determine Priorities

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

Students...

To address poor attendance and Compass of Shame model, students need support in the followin
1) Self management
2) Self Awareness
3) Responsible decision making
4) Social Awareness
5) Relationship Skills

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

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

As adults in the building, we...

We created and started conducting an enrollment interview. To address low attendance, we provided social emotional support and provided post secondary guidance. We provide a positive learning environment by focusing on the social emotional wellness of our students and providing a relevant applicable curriculum. We focus on a holistic approach to support that include restorative processes, counseling, collaboration with community based organizations and our own self care so that we as a staff are mentally strong.

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

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What is your Theory of Action?

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

Connectedness & Wellbeing

Resources: 🚀

If we....

Continue restorative practices as opposed to punitive. ✍️
● Conduct re-entry circles within the week the student comes back and semester orientations
● Identify and assign 5 staff for each student. Social Emotional, Educational and Transition support
● Implement talking circles in every classroom due to block schedules that will be used throughout the year. Creating a bank of conversation starters to build connections between students and classroom teachers
● Creating a plan for attendance and keeping students. enrolled, and engaged in school
● Relationships with community partners that address barriers that students are having.
● Enrollment Interview Pilot in March 2023 showed an increase in attendance and classroom engagement.

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.

then we see....

Improved attendance through positive decision making, improved relationships with self and others, being able to communicate and express themselves and taking ownership and control of their lives. Students will also know how and where to go for supports. students that have the coping skills to deal with social emotional issues. we see more attendance and more engagement in class. ✍️

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

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

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

which leads to...

increased attendance, less behavioral concerns/ student conflicts at school, improved credit attainment, and increased graduation rate. ✍️
students being able to communicate their emotions
increased attendance and graduation rates

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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 ✍️

Dates for Progress Monitoring Check Ins

Q1	September 19	Q3	February 6, 2
Q2	November 14	Q4	May 1, 2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	To address low attendance, provide social emotional support and provide post secondary guidance. Identify and assign each student a support staff with 1 in each of the following: 1) Social emotional 2) Educational 3) Transition 4) Work 5) Physical Wellness	BHT Team	1st qtr of school	In Progress
Action Step 1	Conduct enrollment interviews	Principal	January 2023	In Progress
Action Step 2	Analyze data from enrollment interviews and identify student strengths and areas to improve	Principal	Prior to the beginning of the school year and quarterly	In Progress
Action Step 3	Assign each student during orientation week or when they enroll to 1 of the following: Social emotional, educational, transition, work, physical wellness	BHT Team	Orientation week	Not Started
Action Step 4	Create caseloads for staff	RSP Mentor/STLS Liaison	Orientation week	Not Started
Action Step 5	Create check in process for caseloads teachers to progress monitor	Teachers	Quarterly	Not Started
Implementation Milestone 2	All staff will be trained and faciltiate peace/talking circles	Dean of Students/SEL Specialist	Prior to the beginning of the school year and quarterly	Not Started
Action Step 1	Assign restorative justice lead. Assure that lead is experienced and capable of conducting, setting up trainings and providing support in peace circles.	Dean of Students	Prior to the beginning of the school year and quarterly refreshers	In Progress
Action Step 2	Conduct pre-survey of staff on restorative practices and critical discourse	SEL Specialist	Prior to the beginning of the school year and quarterly	In Progress
Action Step 3	Train staff on peace circles and restorative practices	Kandace Stallings	Quarterly	In Progress
Action Step 4	Each staff will lead one peace circle to demonstrate knowledge of facilitation	Dean of Students	Quarterly	Not Started
Action Step 5	Observe and provide feedback to staff on their circle facilitation	Kandace Stallings	Quarterly	Not Started
Implementation Milestone 3	Identify and assign an Orientation coordinator who will also be responsible for intake interview and re-entry circles.	Enrollment Lead /RSP Mentor/STLS Liaison	Beginning of the School	In Progress
Action Step 1	Identify Orientation Week	Principal	Beginning of the School	Not Started
Action Step 2	Identify roles and responsibilities of orientation coordinators	Principal	Each semester	Not Started
Action Step 3	Research, survey, collect data on previous orientations.	Workshop Facilitators	Each semester	Not Started
Action Step 4	Identify and create a list of community organizations that can support and/or present during orientation week.	Culture & Climate Team	Each semester	In Progress

Action Step 5	Create a draft schedule of semester 1 orientation week.	Culture & Climate Team	Each semester	Not Started
Implementation Milestone 4	To address poor attendance and lost students. Create and conduct Enrollment Interview	BHT	Upon enrollment - quarterly	In Progress
Action Step 1	Identify the interview questions	BHT	Summer 2023	Completed
Action Step 2	Identify who will be conducting interviews/Intake specialist coordinator.	BHT	Fall 2023	Completed
Action Step 3	Begin enrollment interviews	Enrollment Lead	Fall 2023	In Progress
Action Step 4	identify ways to communicate data to staff	BHT	Fall 2023	In Progress
Action Step 5	Review responses to returning students and update if needed	Enrollment Lead /RSP Mentor/STLS Liaison	Fall 2023	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Attendance averages will show growth from previous year at same point Retention of students will show growth from previous year at same point All teachers will receive 2 trainings on peace circle facilitation All staff facilitate 1 peace circle All students assigned 5 staff supports Decrease in behavior reports, suspensions and detentions from previous year Increase students receiving one on one social emotional counseling (Social Worker, Gadshill, etc...)	✏️
SY26 Anticipated Milestones	Attendance averages will show growth from previous year at same point Retention of students will show growth from previous year at same point Increase enrollment Decrease in behavior reports, suspensions, detentions from previous year Increase students receiving one on one social emotional counseling (Social Worker, Gadshill, etc...)	✏️

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

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
Decrease the number of student suspensions to 5 or less a year	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	7			
			Select Group or Overall				
Student attendance will increase 10% when compared to the previous year at the same time.	Yes	Increased Attendance for Chronically Absent Students	Other [Specify]	45			
			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:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT and Culture and Climate Team will complete BHT key components and C&C Team affectiveness rubric 3 times a year		
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	BHT will follow the CPS Re-entry toolkit and BHT will progress monitor students in the BHT tracker		

Connectedness & Wellbeing

C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

Menu of interventions will be updated based on the enrollment interview results.

| **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
Decrease the number of student suspensions to 5 or less a year	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	7		Limited Progress	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Student attendance will increase 10% when compared to the previous year at the same time.	Increased Attendance for Chronically Absent Students	Other [Specify]	45		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&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT and Culture and Climate Team will complete BHT key compone	Limited Progress	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	BHT will follow the CPS Re-entry toolkit and BHT will progress moni	On Track	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.	Menu of interventions will be updated based on the enrollment inter	Limited Progress	Select Status	Select Status	Select Status

Postsecondary Success

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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).
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
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).
N/A	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).
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).
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).

What are the takeaways after the review of metrics?

Graduation rate: our school is not listed on the CPS Graduation and drop out rates spreadsheet. Enrollment Rate as of 2021: 8 eeolled out of 49 graduates. As of now, out of 47 graduates 19 are fully enrolled. We have a very detailed and robust orientation program at the start of every semester that guides students through the first week of classes.
For KPI data: 78.57% of seniors met the FAFSA graduation requirements. 85.1% of seniors met the Learn Plan Succeed Requirements.

What is the feedback from your stakeholders?

IDPL Board: No feedback has been provided as of now.
City Colleges of Chicago: Informal feedback: We have higher numbers of applicants and enrollments into city colleges than last year. We had more students present at enrollment days than other options schools that have higher numbers of students. We had more placement testing and FAFSA workshop dates at our school then other schools. The work is being done.
CPS Options College and Career Specialist informal feedback: The work is being done. However, due to administrative turnover and technical issues, issues with logging graduation requirement data occurred. We had issues with students being marked as the correct grade level that will end up hurting our final data, but we found a solution.

What student-centered problems have surfaced during this reflection?

Lack of student knowledge about the college application preparation process.
Students undecided about postsecondary interests.
Lack of documents/access to documents for FAFSA due to parent issues or documentation. Students need and struggle to obtain full-time employment after graduation.
Student poor attendance affects exposure to college and career information and ability to complete graduation requirements.

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?

Built strong relationship with city college navigator which resulted in higher numbers of city colleges applicants and enrollment. Advocated for funding for transportation for college and career-related field trips, including: city colleges, Chicago Urban League Vocational and trades fair, Rush Hospital, United Center Health Training, Women in the Trades career fair at Arturo Velazquez Technical Institute, and Aon Coding Field trip. We implemented guest speaker events including Women's Month Career Forum with a women creatives panel, an immigration and children's lawyer, a Coding specialist, Healthy Hood Health forum, a Dance choreographer and a fight choreographer. We have started to implement within class career exposure including: a partnership with Rush Hospital and Healthy Hood where students recieve lectures on health disparities and hands on experiences that will continue through the summer. The former minister of education for the Black Panther Party spoke in History class about the importance of education and serving your community your career. All Star Theater representative teaching performance and speaking skills in English classes.

Determine Priorities

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

Students...

are undecided about interests and lack documentation for college application process.

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

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

As adults in the building, we...

have not built partnerships with appropriate agencies to help access documentation such as IDs, social security cards, driver's license. We need more exposure to varied career paths and more access to interships.

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

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What is your Theory of Action?

If we....

expose students to more career pathways and provide them with the resources to obtain/retrieve proper documentation

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Jump to...
Reflection
Priority
Root Cause
TOA
Implementation Plan
Goal Setting
Progress
Monitoring
Select the Priority Foundation to
pull over your Reflections here =>

Postsecondary Success

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....

more students sure about their career interests and prepared for the college application process ✍️

which leads to...

more students applying to college and/or obtaining employment after graduation. ✍️

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 ✍️

Postsecondary Team

Dates for Progress Monitoring Check Ins

| Q1 | September 19 | Q3 | February 6, 20 |
| Q2 | November 14, | Q4 | May 1, 2024 |

SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1 — Monthly Career Guest Speaker Series			Not Started
Action Step 1 — Schedule dates in the yearly calendar/request forum schedule			Select Status
Action Step 2 — Send staff survey collecting contact info for professionals of various careers			Select Status
Action Step 3 — Start contacting professionals and scheduling them in			Select Status
Action Step 4 — Create structure for student activities during forums.			Select Status
Action Step 5 — Create survey to evaluate student learning.			Select Status
Implementation Milestone 2 — Documentation resource fairs/field trips			Not Started
Action Step 1 — Reach out to youth lawyer to schedule quarterly visits			Select Status
Action Step 2 — Field trips to social security office.			Select Status
Action Step 3 — Host city key events.			Select Status
Action Step 4 — Connect with different Latin American consulates to help students get minimal documentation.			Select Status
Action Step 5 — Reach out to immigration lawyer to schedule quarterly visits.			Select Status
Implementation Milestone 3 — Bi-monthly Career/college related field trips (6 total)			Not Started
Action Step 1 — Set tentative dates in school calendar.			Select Status
Action Step 2 — Collect a list of 10 options related to college/career			Select Status
Action Step 3 — Collaborate with Healthy Hood to continue to build upon health careers programming.			Select Status
Action Step 4 — Connect with city college navigator to pre-schedule field trips.			Select Status
Action Step 5 — Reach out to NEIU about college visit.			Select Status
Implementation Milestone 4 — Build upon post secondary themes within school curricula			In Progress
Action Step 1 — Expand and improve upon Life Portfolio in College/Career Seminar			Select Status
Action Step 2 — Continue and expand RUSH in class medical training partnership.			Select Status
Action Step 3 — Create partnership with the dual enrollment BNA program at our sister campus.			Select Status
Action Step 4 — Create partnership with CCC to train teachers in leading dual enrollment courses.			Select Status
Action Step 5 — Complete Rudy Sound Studio, create connections with music and sound professionals, begin music programming.			Select Status

SY25-SY26 Implementation Milestones

| **SY25 Anticipated Milestones** | -Offer at least one dual enrollment course -Run internships and cohorts through the BNA program -Create assessment tool to determine which students are eligible to take dual enrollment classes. -Forum including all guest career speakers and open to all Options students, hosted by IJLA and providing leadership roles for students to participate in event planning. -Maintain and strengthen partnerships with city key and other key documentation partners. -Host music/sound engineering class for elective/Career Ed credit. | ✍️ |

<div align="right">

Postsecondary Success

</div>

SY26 Anticipated Milestones	-Offer dual enrollment course in each core subject. -Maintain BNA program offering -Offer dual enrollment sound engineering course. -Continue hosting Career forum for Options schools. -Maintain and strengthen parternships with city key and other documentation partners. -Expand number of staff and teachers to accomodate for growing dual enrollment and post secondary programs.

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	SY24	SY25	SY26
Students choose a solid post-secondary pathway	Yes	Learn, Plan, Succeed	Overall	85.1	90	95	100
			Overall				
Students have the resources/documentation they need to pursue college/employment.	Yes	Other	Overall	unknown			100
			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
PS:3 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).	-Student evaluation of career guest speaker workshops through feedback forms detailing what they learned. -Student reflection assignments for any college/career field trips.	-Measure attendance of Options Career Forum. -Assignments within appropriate classes related to WBL activity/field trip.	-Measure attendance of Options Career Forum. -Active Student committee for planning for Career Forum. -Career Ed credit being offered for appropriate WBL activities and involvement
PS:4 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).	-increased enrollment in partner BNA program. -Have atleast one teacher certified in providing dual enrollment course.	-Increased enrollment in BNA program. -Increase in certified teachers for dual enrollment.	-Increased enrollment in BNA program. -Increase in certified teachers for dual enrollment. -Increase in enrollment for dual enrollment programs.
PS:7 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).	Advocate with IDPL to recieve funds to pay for an Alumni coordinator.	Survey to track alumni college enrollment and retention -alumni involvement in programming	Survey to track alumni retention in college and employment one-year out. Alumni attendance at Options Career Forum

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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
Students choose a solid post-secondary pathway	Learn, Plan, Succeed	Overall	85.1	90	Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

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

Postsecondary Success

Students have the resources/documentation they need to pursue college/employment.	Other	Overall	unknown		Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
PS:3 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).	-Student evaluation of career guest speaker workshops through fee	Select Status	Select Status	Select Status	Select Status
PS:4 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).	-increased enrollment in partner BNA program. -Have atleast one te	Select Status	Select Status	Select Status	Select Status
PS:7 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).	Advocate with IDPL to recieve funds to pay for an Alumni coordinato	Select Status	Select Status	Select Status	Select Status

If Checked:	☑	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**
Complete IL-Empower Section below		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:	☐	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower). (Continue to Parent & Family Plan)**
No action needed		

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	STAR TEST (Reading and Math): By 2026, 60% of our students will reac...	Overall	45	50	55	60
		Select Group or Overall				
Required Reading Goal	Grades: By 2026, each core course will reach a 65% passing rate for that ye...	Overall	42	50	58	65
Optional Goal	Learn, Plan, Succeed: Students choose a solid post-secondary pathway	Overall	85.1	90	95	100
		Overall				

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.

Assistance to parents in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children
Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement
Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
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
Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent

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