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 ✍
Gwendolyn Burrel	Principal	gwendolyn.burrel@chancelight.com
Chandra Butler	Connectedness & Wellbeing Lead	chandrabutler@chancelight.com
Keith Kelley	Partnerships & Engagement Lead	keith.kelley@chancelight.com
Victoria Williams	Inclusive & Supportive Learning Lead	victoria.williams@chancelight.com
Aesha Jackson	Postsecondary Lead	aesha.jackson@chancelight.com
Michael Agina	Teacher Leader	michael.agina@chancelight.com
James Kendall	Director of Special Education	jkendall@chancelight.com
Traci Wynn	Parent	wynnetraci@yahoo.com
Anedria Pritchett	Data Specialist	apritchett@chancelight.com
Willie Doss	Recruiter	willie.doss@chancelight.com
Jasmime Almond	Connectedness & Wellbeing Lead	jasmine.almond@chancelight.com
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	5/5/23	5/5/23
Reflection: Curriculum & Instruction (Instructional Core)	5/19/23	5/19/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/30/23	5/30/23
Reflection: Connectedness & Wellbeing	8/14/23	9/1/23
Reflection: Postsecondary Success	8/14/23	9/1/23
Reflection: Partnerships & Engagement	8/14/23	9/1/23
Priorities	8/23/23	9/1/23
Root Cause	8/30/23	9/8/23
Theory of Acton	9/6/23	9/8/23
Implementation Plans	9/6/23	9/8/23
Goals	9/8/23	9/8/23
Fund Compliance	9/8/23	9/8/23
Parent & Family Plan	9/8/23	9/8/23
Approval	9/9/23	9/9/23

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 22, 2023
Quarter 2	November 20, 2023
Quarter 3	February 9, 2024
Quarter 4	May 3, 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

Return to Top

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References
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
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
No	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
No	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
No	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

What are the takeaways after the review of metrics?

1. Student are not being consistently challenged at appropriate taxamony levels to push them toward higher level thinking and promote problem solving skills (Data Analyzed: Rigor Walk, Lesson Plan, Observations, Evaluations, Student Work Samples, Collaboration, Cultivate Survey Results).
2. Students are not connecting the relevance of the test and how it align to their overall academic performance (Data Analyzed: STAR Data, Time spent on Test, Inconsistency of scores between testing windows, and overall growth or lack thereof).
3. Students are not consistently being presented with learning objectives and success criteria that are linked to each lesson activity; are revisited throughout the lesson and reviewed and assessed at the end of the lesson (Data Analyzed:Lesson Plans, Projects, Student, Observations, Exit Tickets, and Cultivate Survey Results).
4. Students have limited access to high quality curricular materials resulting in a lack of cultural responsiveness, which undermines their ability to engage in a deeper understanding of the material.
5. Students do experience grade-level, standards-aligned instruction in general, but there needs to be more intentionality with the implementation and tracking of the "small group instruction" of individual students.

What is the feedback from your stakeholders?

1. During SY23, district-level and school leadership conducted three instructional walkthroughs at the beginning, middle, and near the end of the school year. While there was evidence of growth in specific areas of teacher practice, teachers consistently struggled to deliver high-quality, rigorous lessons with targets that met the intent of the grade-level standard and were written at the correct taxonomy level.
2. Teachers consistently struggled to reach knowledge utilization when designing lesson learning targets, which indicates that students often needed to reach the level of applying and using knowledge in specific situations or tasks and had limited opportunities to defend their claims through knowledge application.
3. RigorWalk® and 5Essentials® data correlates. Over the past three years, school partners have consistently rated ambitious instruction as the lowest of the five essential factors.

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?

Focusing on the three indicators of rigor as the cornerstone of 2023-2024 professional development will expectantly lead to increased academic press and rigor in English and Math courses. OCHS Instructional Leadership will observe classrooms and offer actionable weekly feedback.
Teachers will also work to incorporate three identified strategies from Teach Like a Champion 3.0 in their practice each week. Instructional leaders will observe practice and offer actionable feedback every week. Building Ratio Through Discussion will be the focus technique strand. Teachers will work to incorporate the following techniques into their pedagogical practice:
1. Technique 42: Habits of Discussion – Making discussions more productive and enjoyable by normalizing a set of ground rules or "habits" that allow discussion to be more effectively cohesive and connected.
2. Technique 43: Turn and Talk – Encouraging students to better formulate their thoughts by including short, contained pair discussions - designing them for maximum efficiency and accountability.
3. Technique 44: Batch Process – Give more ownership and autonomy to students – particularly when your goal is discussion – by allowing student discussion without teacher mediation for short periods or longer, more formal sequences. Additionally, School leaders will work with teachers to ensure that the curriculum meets the needs of all students by providing appropriately challenging experiences for higher-achieving students. This will be accomplished working with teachers to build their capacity to engage students in active problem-solving activities, technology and project-based learning, and research. Appropriately differentiating the curriculum to meet the needs of higher performing students will result in students being better prepared for the rigors of high school, college and beyond. Teachers will attend Skyline trainings to build their capacity to support them with modifying and customizing Skyline resources in order to make them their own.

Metrics

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

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

1. Student are not being consistently challenged at appropriate taxamony levels to push th

Inclusive & Supportive Learning Environment

Return to Top

Using the associated references, is this practice consistently implemented?		References
Yes	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
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
Partially	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
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
No	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
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

What are the takeaways after the review of metrics?

1. Initial instruction does not support completion of tasks (evidence: grades, credit attainment, TLI attendance, attendance).
2. Imbalance between computer-based learning and teacher-led instruction does not engage students or provide a tiered support of student learning.
3. Feedback does not match grade or provide student with necessary directions to make academic growth.
4. Classroom assignments and assessments do not take make accomodations for all students' learning styles.

What is the feedback from your stakeholders?

Students feel that goals are targeted to increase their skills in identified areas. Student IEP completion remains in compliance. Students that come in with outdated IEPs are staffed expeditiously to ensure their needs can be met in a timely manner.

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 meet with Case Manager and ILT team for weekly collaborations regarding BAG areas and to discuss instructional stratgeies to support learning.

Metrics

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

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 can benefit from increased support with lessons being scaffolded and/or chuncked.

Connectedness & Wellbeing

Return to Top

Using the associated references, is this practice consistently implemented?		References
Yes	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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL...	

What are the takeaways after the review of metrics?

1. EOY SY23 (STAR Math) we had 39 students requiring tier 3 support and 35 students requiring tier 2 supports resuting in 54% of students requiring tier 2 and tier 3 supports. EOY SY23 (STAR Reading) we had 37 students requiring tier 3 support and 21 students requiring tier 2 supports resuting in 43% of students requiring tier 2 and tier 3 supports. nThis is based on MOY and EOY data points. The ILT relies on standard academic achievement measures (e.g. STAR Reading and STAR Math, universal screening data, and common assessments) to identify students whose performance is outside the average range among their peers. In the past, assessment data was used primarily to identify learners who struggle with reading and mathematics. ILT will need to shift focus to ensure data is used to identify learners whose achievement in these areas is advanced and plan for tiered one supports and student acceleration as well.
2. Current daily attendance average for SY23 was around 45%. 9th grade attendance consistently trended about 10% below the other grade levels. Our Female subgroup had lowest attendance among all subgroups throughout the school year. Despite tiered supports including connecting students to community partners to provid additional resources, we saw little to no improvent in students' attendance. School leaders need to continue to work to implement effective measures to promote good attendance and reduce truancy and tardiness.

Metrics

% 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

| Partially | including SEL curricula, Skyline integrated SEL instruction, and restorative practices. | promote good attendance and reduce truancy and tardiness. 3. For SY23, we had 28 students identified by BHT team as requiring tier 3 supports. We had 16 students receiving tier 2 supports. Resulting in 30% of our students receiving tier 2 and tier 3 supports. 4. During SY23 we had 41 students particpate in OST programs, which is 30% of population. Our goal for SY 24 is to increase particpation and increase overall attendance by 5%. | Increased Attendance for Chronically Absent Students |

What is the feedback from your stakeholders?

| Partially | All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs. | 1. In SY23, the district supported staff with conducting STAR Analysis protocol with teachers to address lack of focus and intentionality in tier 1 instruction and student accleration. 2. The expected YTD attendance for Option schools is 70%, Ombudsman Roseland is trending about 20% below expexcted attendance percentages. 3. Collaborative feedback given to bolster restorative practices and disciplinary equity by revamping the implementation of our advisories and CHAMPIONS programs. ✏️ | Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) |

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

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?

Students lack the appropriate verbal communication skills to express barriers and challenges that prevent them from attending school, and or engaging in thier classes. Students don't have access to quality SEL instruction to support them in achieving greater academic performance and better long-term life outcomes. ✏️

1. The school has begun the process of collecting and analyzing data to better monitor student progress and teacher effectiveness. ✏️
2. An Attendance team has been established and meets weekly to monitor attendance, analyze attendance trends and data, create plans for improvements, identify students who need additional tier 2 and 3 supports and figure out ways to improve attendance overall. The team will use weekly data for points of reference to progress monitor and to prioritize home visits. The attendance team will utilize data to determine where and how to target resources to address those challenges preventing students getting to school. Attendance Team conducts data protocol sessions monthly. The goal is to see a 5% increase monthly for each identified action step. Truancy team Home Visits (2 or more consecutive days and no contact & Tier 2 60%-69% and Tier 3 50%-59%). As a result of the home visits that the truancy team conducts, Tier 3 support will result in an average daily attendance of 50% for students.
3. School has worked to incorporate more OST activities for students to be involved in to learn outside of the core subject areas.
4. School leaders continue to enhance relationships with community partners to provide resources that will eliminate barriers that impact student's social-emotional and academic performance and promotes active school participation.
5. School leaders are being more intentional with our CHAMPION program. Students are placed in grade-level advisories and the staff leads for each advisory are designated as Champions for those students. Through this scaffolding staff/student relationships within the building students will have multiple adults to support them and help their social emotional learning.

Return to Top

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes — An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	96% f students initially identified as SY23 graduates actually gratuated. There were 4 additional students who were not orginally identified that were able to complete course work over the summer and were also processed as SY23 graduates. ✏️ 2. LPS completion rate 90%+ 3. Data reveal need for an increase in the number of students in Catefgory of Colllege and Persistance Rate. 4. Data also shows that school needs to work to provide more WBL opportunities for students.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Partially — Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		

Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit
Partially	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
No	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager

What is the feedback from your stakeholders?

Students need more exposure to colleges and trade certifications programs. Continue to host monthly college and career fair. Continue to take college and career trips to provide greater exposure. Ombudsman Roseland data among the best. School is rating tier 1.

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

1. PSC and teachers routinely provide information for parents and guardians about the academic and social progress of students, expectations of standards, areas for improvement, and potential pathways to college and career.
2. Continue to host monthly college/career fairs. We will begin college trips earlier in the school year opposed to Semester as we did last year.
3. We will work with community partners to provide greater opportunites.
4. More students already enrolled for Dual Credit for Fall 2023 term then last year.
5. We will be more intentional on targeting selected students in a more timely fashion.

9th and 10th Grade On Track

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data)

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

Students are not being provided with equitable access to college preparatory curriculum.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	1. Parental involvement in school decision making is limited. For SY22 and SY23 parents participation in the 5Essemtials survey was low resulting in ther school not receiving viable stakeholder feedback. 2. Despite the best efforts to build a strong parent advisory, only a small group of parents is actively involved in the life of the school. As a result, the lack of engagement by a significant number of parents means that relatively few are routinely involved in meaningful ways and impact student-specific decisions.	Cultivate
Yes	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 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	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		Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

1. School leaders recognize that engaging more parents in the education of their children is important and consistently provide them information about the academic and social progress of their students.
2. School deos a good job of bringing community patners together to share and pool resources in best interest of students.

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

Parental involvement in school decision making is limited as well as student support.

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

1. Quartelry Community Partner Breakfast
2. Community partner collaborationwith BHT Team
3. Monthly Parent University
4. Monthly newsletter sent home to families

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

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

Curriculum & Instruction

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.
No	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.
No	The ILT leads instructional improvement through distributed leadership.
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

1. Student are not being consistently challenged at appropriate taxamony levels to push them toward higher level thinking and promote problem solving skills (Data Analyzed: Rigor Walk, Lesson Plan, Observations, Evaluations, Student Work Samples, Collaboration, Cultivate Survey Results).
2. Students are not connecting the relevance of the test and how it align to their overall academic performance (Data Analyzed: STAR Data, Time spent on Test, Inconsistency of scores between testing windows, and overall growth or lack thereof).
3. Students are not consistently being presented with learning objectives and success criteria that are linked to each lesson activity; are revisited throughout the lesson and reviewed and assessed at the end of the lesson (Data Analyzed:Lesson Plans, Projects, Student, Observations, Exit Tickets, and Cultivate Survey Results).
4. Students have limited access to high quality curricular materials resulting in a lack of cultural responsiveness, which undermines their ability to engage in a deeper understanding of the material.
5. Students do experience grade-level, standards-aligned instruction in general, but there needs to be more intentionality with the implementation and tracking of the "small group instruction" of individual students.

What is the feedback from your stakeholders?

1. During SY23, district-level and school leadership conducted three instructional walkthroughs at the beginning, middle, and near the end of the school year. While there was evidence of growth in specific areas of teacher practice, teachers consistently struggled to deliver high-quality, rigorous lessons with targets that met the intent of the grade-level standard and were written at the correct taxonomy level.
2. Teachers consistently struggled to reach knowledge utilization when designing lesson learning targets, which indicates that students often needed to reach the level of applying and using knowledge in specific situations or tasks and had limited opportunities to defend their claims through knowledge application.
3. RigorWalk® and 5Essentials® data correlates. Over the past three years, school partners have consistently rated ambitious instruction as the lowest of the five essential factors.

What student-centered problems have surfaced during this reflection?

1. Student are not being consistently challenged at appropriate taxamony levels to push them toward higher level thinking and promote problem solving skills. 2. Opportunities for collaboration, student voice, and critical thinking are limited.

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?

Focusing on the three indicators of rigor as the cornerstone of 2023-2024 professional development will expectantly lead to increased academic press and rigor in English and Math courses. OCHS Instructional Leadership will observe classrooms and offer actionable weekly feedback.
Teachers will also work to incorporate three identified strategies from Teach Like a Champion 3.0 in their practice each week. Instructional leaders will observe practice and offer actionable feedback every week. Building Ratio Through Discussion will be the focus technique strand. Teachers will work to incorporate the following techniques into their pedagogical practice:
1. Technique 42: Habits of Discussion – Making discussions more productive and enjoyable by normalizing a set of ground rules or "habits" that allow discussion to be more effectively cohesive and connected.
2. Technique 43: Turn and Talk – Encouraging students to better formulate their thoughts by including short, contained pair discussions - designing them for maximum efficiency and accountability.
3. Technique 44: Batch Process – Give more ownership and autonomy to students – particularly when your goal is discussion – by allowing student discussion without teacher mediation for short periods or longer, more formal sequences.
Additionally, School leaders will work with teachers to ensure that the curriculum meets the needs of all students by providing appropriately challenging experiences for higher- achieving students. This will be accomplished working with teachers to build their capacity to engage students in active problem-solving activities, technology and project-based learning, and research. Appropriately differentiating the curriculum to meet the needs of higher performing students will result in students being better prepared for the rigors of high school, college and beyond. Teachers will attend Skyline trainings to build their capacity to support them with modifying and customizing Skyline resources in order to make them their own.

Determine Priorities

Return to Top

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

Students...

Students lare lacking in their ability to engage in thoughtful discussion and critical thinking skills are not well developed.

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

Return to Top

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

As adults in the building, we...

our questioning and discussion strategies are inconsistent, and we are not providing students with ample opp

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

Return to Top

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

Curriculum & Instruction

What is your Theory of Action?

If we....

provide teachers with professional development, training and support for promoting critical thinking, collaborative learning, academic rigor and techniques for engaging learners

then we see....

students engaged in core curriculum that promotes student engagement and give them opportunities to develop critical thinking skills, changed from passive recipients of information to active, productive, creative, generators of information.

which leads to...

an increase in the number of students moving benchmark on interventions in STAR 360, consistent growth in grades, increase in credit attainment, and students with the required skills to cope with the demands of life beyond school in their careers and/or college.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

Return to Top | **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

ILT Team

Dates for Progress Monitoring Check Ins

Q1	September 2:	Q3	February 9, 20
Q2	November 20	Q4	May 3, 2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100% of teachers will fully incorporate and implement the three identified strategies from Teach Like a Champion 3.0 in their practice by May 2024.		05.24.2024	In Progress
Action Step 1	Provide PD on Technique 42: Habits of Discussion – Making discussions more productive and enjoyable by normalizing a set of ground rules or "habits" that allow discussion to be more effectively cohesive and connected.	ILT-Teachers	9.15.2023	Completed
Action Step 2	Provide PD on TTechnique 43: Turn and Talk & Cooperative Leanring Structures– Encouraging students to better formulate their thoughts by including short, contained pair discussions - designing them for maximum efficiency and accountability.	ILT-Teachers	9.29.2023	In Progress
Action Step 3	Provide PD on Technique 44: Batch Process – Give more ownership and autonomy to students – particularly when your goal is discussion – by allowing student discussion without teacher mediation for short periods or longer, more formal sequences.	ILT-Teachers	10.13.23	In Progress
Action Step 4	ILT members conduct rigorwalks to observe, collect data, provide feedback during weekly teacher's meeting on implementation of TLC strategies.	ILT-Teachers	9.125.23 & on-going	In Progress
Action Step 5				Select Status
Implementation Milestone 2	100% of teachers will incorporate activities to support good instructional practice for developing and promoting questions.	ILT-Teachers	11.20.23	Not Started
Action Step 1	Provide PD on Asking Better Questions: Questioning and Discussion Techniques; Alignment of Do Now and Exit Tickets	ILT-Teachers	12.8.23	Not Started
Action Step 2	Provide PD on Hot Questions	ILT-Teachers	12.15.23	Not Started
Action Step 3	Provide PD on Probing Questioning	ILT-Teachers	1.12.24	Not Started
Action Step 4	Provide PD on Prompt Questioning	ILT-Teachers	1.16.24	Not Started
Action Step 5	Classroom observation w/ feedback to observe implementation of questioning and discussion techniques.	ILT-Teachers	1.22.24 & on-going	Not Started
Implementation Milestone 3	100% of teachers will particpate in Tier 1 Protocol and Learning Acceleration to ensure students have access to grade-level curriculum.			Select Status
Action Step 1	Administer BOY STAR Assessment	ILT-Teachers	8.28.23	Completed
Action Step 2	Review BOY reports from STAR and schedule Tier 1 Protocol Data sessions with all teachers.	ILT	9.22.23	Completed
Action Step 3	ILT members review and provide feedback on teachers lesson/unit plans to ensure use of tier 1 core reading and math curriculum that is aligned with state standards.	ILT	9.25.23 & ongoing	Completed

<div style="text-align:right">

Curriculum & Instruction

</div>

Action Step 4	ILT will conduct classroom observation to observe implementation of core curriculum during TLI classes to ensure focus on tier 1 and acceleration	ILT	10.2.23 & on-going	
Action Step 5	ILT will will utilize data to priorotze foxus skills and plan for STAR Bootcamp	ILT	9.22.23	Completed

Implementation Milestone 4	By MOY STAR Assessment, the number of students in the urgent intervention category will decrease by 20%, and the number of students at or above benchmark will increase by 20%.			Select Status
Action Step 1	Administer MOY STAR Assessment	ILT	January 2024	Not Started
Action Step 2	Review MOY reports from STAR and schedule Tier 1 Protocol Data sessions with all teachers.	ILT	January 2024	Not Started
Action Step 3	ILT members review and provide feedback on teachers lesson/unit plans to ensure use of tier 1 core reading and math curriculum that is aligned with state standards.	ILT	January 2024 & Ongoing	Not Started
Action Step 4	ILT will conduct classroom observation to observe implementation of core curriculum during TLI classes.	ILT	January 2024 & Ongoing	Not Started
Action Step 5				Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Full implementation of identified strategies and techniques will be embedded in lesson plans and incorporated in their TLIs. 60% of teacher directed questions will be at the Analysis and Knowledge Utilization level to provide opportunities for students to practice key skills, as well as communicate the facts, ideas, and ways of thinking that are important to their learning to be able to critically evaluate the material and engage in discussion.	✏️
SY26 Anticipated Milestones	100% of teacher directed questions will be at the Analysis and Knowledge Utilization level to provide opportunities for students to practice key skills, as well as communicate the facts, ideas, and ways of thinking that are important to their learning to be able to critically evaluate the material and engage in discussion. 60% of teacher directed questions will be at the Analysis and Knowledge Utilization level to provide opportunities for students to practice key skills, as well as communicate the facts, ideas, and ways of thinking that are important to their learning to be able to critically evaluate the material and engage in discussion. 50% of Students will be able to facilitate their own learning with teachers guided support.	✏️

Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	Numerical Targets [Optional] ✏️		
					SY24	SY25	SY26
The ILT team will use comparative data from BOY, MOY and EOY to tier students and provide targeted support for students who need interventions. This includes reviewing and identify commonly missed skills, and This includes reviewing and identify commonly missed skills and creating a pre/post-test for teachers to use in their STAR boot camp and assess students' growth during the targeted boot camp. Data will also be utilized to support teachers with Tier 1 Protocol Data sessions. Additionally, provide professional development on Teach Like a Champion Signatures Strategies. Instructional leaders will observe practice and offer actionable feedback every week. Building Ratio Through Discussion will be the focus technique strand. Teachers will work to incorporate the identified techniques into their pedagogical practice:	Yes	STAR (Reading)	Overall	40	43	47	50
			African American Female	40	41	43	45

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

Curriculum & Instruction

The ILT team will use comparative data from BOY, MOY and EOY to tier students and provide targeted support for students who need interventions. This includes reviewing and identifying commonly missed skills, and This includes reviewing and identify commonly missed skills and creating a pre/post-test for teachers to use in their STAR boot camp and assess students' growth during the targeted boot camp. Data will also be utilized to support teachers with Tier 1 Protocol Data sessions. Additionally, data will also be used to enroll (30) students in SAGA for tutoring support. he goal is to decrease number of students in the urgent intervention category and increase number of students at or above benchmark by 20% by MOY and increase number of students at or above benchmark by 20% by MOY. EOY goal is for 40% of students to meet standards/at or above benchmark.

Yes

STAR (Math)

	Baseline	Q1	Q2	Q3
Overall	40	43	47	50
African American Female	40	41	43	45

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	The goal is to decrease number of students in the urgent intervention category and increase number of students at or above benchmark by 20% by MOY and increase number of students at or above benchmark by 20% by MOY. EOY goal is for 40% of students to meet standards/at or above	The goal is to decrease number of students in the urgent intervention category and increase number of students at or above benchmark by 20% by MOY and increase number of students at or above benchmark by 20% by MOY. EOY goal is for 45% of	The goal is to decrease number of students in the urgent intervention category and increase number of students at or above benchmark by 20% by MOY and increase number of students at or above benchmark by 20% by MOY. EOY goal is for 50% of students
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.	Utilization of skyline and "Teach Like A Champion" techniques to iprovide culturally responsive standard base curriculum to increase fundamental skills to increase pass rates and credit attainment by 10%.	Utilization of skyline and "Teach Like A Champion" techniques to iprovide culturally responsive standard base curriculum to increase fundamental skills to increase pass rates and credit attainment by 15%.	Utilization of skyline and "Teach Like A Champion" techniques to iprovide culturally responsive standard base curriculum to increase fundamental skills to increase pass rates and credit attainment by 20%.
Select a Practice			

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
to use in their STAR boot camp and assess students' growth during the targeted boot camp. Data will also be utilized to support teachers with Tier 1 Protocol Data sessions. Additionally, provide professional development on	STAR (Reading)	Overall	40	43	On Track	Select Status	Select Status	Select Status
		African American Female	40	41	On Track	Select Status	Select Status	Select Status
assess students' growth during the targeted boot camp. Data will also be utilized to support teachers with Tier 1 Protocol Data sessions. Additionally, data will also be used to enroll (30) students in SAGA for tutoring	STAR (Math)	Overall	40	43	On Track	Select Status	Select Status	Select Status
		African American Female	40	41	On Track	Select Status	Select Status	Select Status

Practice Goals / Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	The goal is to decrease number of students in the urgent intervention category and increase number of students at or above benchmark by 20% by MOY and increase number of students at or above benchmark by 20% by MOY. EOY goal is for 40% of students to meet standards/at or above benchmark.	Select Status	Select Status	Select Status	Select Status
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.	Utilization of skyline and "Teach Like A Champion" techniques to iprovide culturally responsive standard base curriculum to increase fundamental skills to increase pass rates and credit attainment by 10%.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

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

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

1. EOY SY23 (STAR Math) we had 39 students requiring tier 3 support and 35 students requiring tier 2 supports resuting in 54% of students requiring tier 2 and tier 3 supports. EOY SY23 (STAR Reading) we had 37 students requiring tier 3 support and 21 students requiring tier 2 supports resuting in 43% of students requiring tier 2 and tier 3 supports. nThis is based on MOY and EOY data points. The ILT relies on standard academic achievement measures (e.g. STAR Reading and STAR Math, universal screening data, and common assessments) to identify students whose performance is outside the average range among their peers. In the past, assessment data was used primarily to identify learners who struggle with reading and mathematics. ILT will need to shift focus to ensure data is used to identify learners whose achievement in these areas is advanced and plan for tiered one supports and student acceleration as well.
2. Current daily attendance average for SY23 was around 45%. 9th grade attendance consistently trended about 10% below the other grade levels. Our Female subgroup had lowest attendance among all subgroups throughout the school year. Despite tiered supports including connecting students to community partners to provid additional resources, we saw little to no improvment in students' attendance. School leaders need to continue to work to implement effective measures to promote good attendance and reduce truancy and tardiness.

What is the feedback from your stakeholders?

1. In SY23, the district supported staff with conducting STAR Analysis protocol with teachers to address lack of focus and intentionality in tier 1 instruction and student accleration.
2. The expected YTD attendance for Option schools is 70%, Ombudsman Roseland is trending about 20% below expexcted attendance percentages.
3. Collaborative feedback given to bolster restorative practices and disciplinary equity by revamping the implementation of our advisories and CHAMPIONS programs.

What student-centered problems have surfaced during this reflection?

Students lack the appropriate verbal communication skills to express barriers and challenges that prevent them from attending school, and or engaging in thier classes. Students don't have access to quality SEL instruction to support them in achieving greater academic performance and better long-term life outcomes.

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

1. The school has begun the process of collecting and analyzing data to better monitor student progress and teacher effectiveness.
2. An Attendance team has been established and meets weekly to monitor attendance, analyze attendance trends and data, create plans for improvements, identify students who need additional tier 2 and 3 supports and figure out ways to improve attendance overall. The team will use weekly data for points of reference to progress monitor and to prioritize home visits. The attendance team will utilize data to determine where and how to target resources to address those challenges preventing students getting to school. Attendance Team conducts data protocol sessions monthly. The goal is to see a 5% increase monthly for each identified action step. Truancy team Home Visits (2 or more consecutive days and no contact & Tier 2 60%-69% and Tier 3 50%-59%). As a result of the home visits that the truancy team conducts, Tier 3 support will result in an average daily attendance of 50% for students.
3. School has worked to incorporate more OST activities for students to be involved in to learn outside of the core subject areas. 4.
School leaders continue to enhance relationships with community partners to provide

Determine Priorities

Return to Top

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

Students...

struggle to exhibit the appropriate social skills and self-regulation to make proper choices

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

Return to Top

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

As adults in the building, we...

are not effectively using instructional & classroom management strategies, and interventions that address students' social and emotional needs.

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

Return to Top

What is your Theory of Action?

If we....

support teachers with embedding social-emotional learning into classroom instruction and tiered practices

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

<div align="right">

Connectedness & Wellbeing

</div>

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....

Explicitly targeted SE skills for development, social and emotional competence and critical thinking skills by providing instruction in and practice of a broad range of social and emotional skills. ✍️

which leads to...

improvement in attitudes about self, others, and school, improvement in social and emotional skills, improvement in school and classroom behavior, and improvement in achievement test scores ✍️

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 ✍️

BHT/Climate Team

Dates for Progress Monitoring Check Ins

| Q1 | September 2 | Q3 | February 9, 20 |
| Q2 | November 20 | Q4 | May 3, 2024 |

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 75% of teachers will align SEL and Academic objective, explicit SEL Instruction in TLI/CAI and Advisory lessons	TLI/CAI/Advisory Classess	May 2024	In Progress
Action Step 1 100% of teachers will attend SEL PD: Align SEL and Academic objective, explicit SEL Instruction and Teacher student relationships	Kandance Stallings SEL Specialist	9.22.23	Completed
Action Step 2 Advisory leads administer BOY SECA Student Inventory	Advisory Leads	week of 9.11	Completed
Action Step 3 Create a calendar of SEL Advisory Lesson focusing a skill per month	Victoria Williams	10.27.23	In Progress
Action Step 4 BHT/Climate Leads will push into advisory to observe SEL skill implemtation.	BHT/Climate Leads	week 10.30.23 & ongoing	Not Started
Action Step 5 100% of advisory leads will maintain some form of evidence completion of SEL activities	Advisory Leads	weekly	Not Started
Implementation Milestone 2 75% of observations will relfect positive teacher-student relationships	TLI/CAI/Advisory Classess	May 2024	In Progress
Action Step 1 100% of staff will attend SEL PD: Align SEL and Academic objective, explicit SEL Instruction and Teacher student relationships	Kandance Stallings SEL Specialist	9.22.23	Completed
Action Step 2 ILT will review lesson plans to ensure alignment of SEL and Academic objective and offer feedback	ILT	weekly	In Progress
Action Step 3 Particpate in BOY District SEL Walk	District	Week of 10.23.2023	In Progress
Action Step 4 BHT/Climate Leads will push into TLI, CAI and Advisory to observe explicit SEL instruction, and teacher-student relationships and provide students with feedback	BHT/Climate Leads	weekly	In Progress
Action Step 5			Select Status
Implementation Milestone 3 75% increase in the use of restorative practices which will lead to a decrease in 1-3 misconduct reports	BHT/Climate Leads	May 2024	In Progress
Action Step 1 All staff will attend PD on Restorativew Practices Mindset	Keith Kelley	10.27.2023	In Progress
Action Step 2 Develop a process to document restorative practices being implemented	Keith Kelley	10.02.2023	In Progress
Action Step 3 75% increase in the documentation of restorative practices	Keith Kelley	May 2024	Not Started
Action Step 4 Develop and display student-led classroom social contracts in	TLI/CAI/Advisory Classess	9.29.2023	In Progress
Action Step 5			Select Status
Implementation Milestone 4 75% increase in the use of the BHT referral form by staff	All Staff	May 2024	Not Started
Action Step 1 PD on the purpose the BHT and the importance of using the referral form	BHT/Climate Leads	11.20.23	In Progress
Action Step 2 60% of staff will complete referral forms with fidelity as reflected in MOY data review	BHT/Climate Leads	12..22.23	Not Started
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	85% of observations and documentation will reflect positive teacher-student relations and explicit SEL skill embedment. Achieve a rating of proficient or greater by EOY District SEL Walk	✍️

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

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

Connectedness & Wellbeing

| SY26 Anticipated Milestones | 100% of observations and documentation will reflect positive teacher-student relations and explicit SEL skill embedment. Achieve a rating of exemplary by EOY District SEL Walk | ✏️ |

Goal Setting

Return to Top

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 ✏️	SY24	SY25	SY26
Develop teachers' capacity to align SEL and Academic gols that lead to increased student-to-staff relations, improved academics, and decreased behavior infractions as related to SEL walks, BHT referrals and 1-3 misconduct reports.	Yes	Other	Overall				
			African American Female				
Increase the percent of students receiving Tiers 2 and 3 interventions who are meeting targets to 85%.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall				
			African American Female				

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.	100% teachers are observed as effectively implementing SEL embedded curriculum through SEL Walk Rubric	Most teachers are utilizing SEL instructional materials to implement and adjust instruction based on student needs.	All teachers are utilizing SEL instructional materials to implement and adjust instruction based on student needs.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	100% teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.	Most teachers are utilizing the SEL embedded curriculum, Skyline intergration and Restorative practices	All teachers are utilizing the SEL embedded curriculum, Skyline intergration and Restorative practices
Select a Practice			

SY24 Progress Monitoring

Return to Top

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
Develop teachers' capacity to align SEL and Academic gols that lead to		Overall			Select Status	Select Status	Select Status	Select Status

					Connectedness & Wellbeing			
		Select the Priority Foundation to pull over your Reflections here =>						
increased student-to-staff relations, improved academics, and decreased behavior infractions as related to SEL walks, BHT referrals and 1-3 misconduct reports.	Other	African American Female			Select Status	Select Status	Select Status	Select Status
Increase the percent of students receiving Tiers 2 and 3 interventions who are meeting targets to 85%.	% of Students receiving Tier 2/3 interventions meeting targets	Overall			Select Status	Select Status	Select Status	Select Status
		African American Female			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.	100% teachers are observed as effectively implementing SEL embedded curriculum through SEL Walk Rubric	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	100% teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

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 (Math): The ILT team will use comparative data from BOY, MOY a...	Overall	40	43	47	50
		African American Female	40	41	43	45
Required Reading Goal	STAR (Reading): The ILT team will use comparative data from BOY, MO...	Overall	40	43	47	50
		African American Female	40	41	43	45
Optional Goal	% of Students receiving Tier 2/3 interventions meeting targets: Increase t...	Overall				
		African American Female				

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.** **(Continue to Approval)**
No action needed		

SCHOOL & FAMILY ENGAGEMENT POLICY

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

- ☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.

- ☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

- ☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

- ☑ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

- ☑ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.

- ☑ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

- ☑ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.

- ☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- ☑ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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

- ☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.

- ☑ The school will hold parent-teacher conferences.

- ☑ The school will provide parents with frequent reports on their children's progress.

- ☑ The school will provide parents reasonable access to staff.

- ☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

- ☑ The parents will support their children's learning.

- ☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

Food for monthly Parent University. Parent University is designed as an evening meeting to provide learning experiences to empower families to support their student's academic success, and to assist parent/guardians in furthering their own education and developing new skills. Parent University is designed to offer a class, workshop, or event to education on topics such as understanding Common Core, GED, ESL, parenting skills, health and wellness, nutrition, understanding Microsoft Office Suite (Microsoft Word, Microsoft Excel, and other programs), financial literacy, job search, and career development strategies. Mailings - Informational to parents such as save the date notices, report cards, progress reports, and meeting notices.

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