

## CIWP Team & Schedules

[Resources](#)

### Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name	Role	Email
Veriner James	Principal	veriner.james@chancelight.com
Rashayla Brooks	AP	rashayla.brooks@chancelight.com
Rania Hahn	Curriculum & Instruction Lead	rhahn@chancelight.com
Georgesha Norwood	Social Worker	georgesha.norwood@chancelight.com
	Other [Type In]	
	Select Role	
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## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/13	6/30
Reflection: Curriculum & Instruction (Instructional Core)	6/13	6/30
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/13	6/30
Reflection: Connectedness & Wellbeing	6/13	6/30
Reflection: Postsecondary Success	6/13	6/30
Reflection: Partnerships & Engagement	6/13	8/18
Priorities	6/13	8/18
Root Cause	6/14	6/30
Theory of Action	8/14	9/15/23
Implementation Plans	8/14	9/15
Goals	8/14	9/15
Fund Compliance	8/21	9/29
Parent & Family Plan	8/21	9/29
Approval	8/28	9/29

## 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 29
Quarter 2	11/3
Quarter 3	2/16
Quarter 4	4/19

**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**

**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.	<a href="#">CPS High Quality Curriculum Rubrics</a>
Partially	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>
Partially	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>
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.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>

5-Essentials: Our strongest categories fall under Ambitious Instruction and Supportive Environment. Although Supportive Environment was one of our highest categories, it has declined in the last two years, whereas Ambitious Instruction has demonstrated improvement in the previous two years. Collaborative Teachers and Effective Leaders also fell in the last two years, with this year scoring as Neutral. Lastly, we needed more data to receive a score for Involved Families. EOY STAR: The key takeaways after the EOY Star Reading and Math Data review reveal we have a large population of students who are several grade levels behind in both subjects. Although significant growth was detected, the data suggests many instructional gaps. Based on the EOY Data, 64% of the student population meets growth targets in Math and 64% in Reading. However, our school data confirms the average student at our campus reflects grade levels of 6.3 for Math and 5.3 for Reading. Most students are assessed at a 5th to 6th-grade level. Each grade showed incremental growth in Mathematics.

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

The feedback from the 2022-2023 Rigor Walks suggests that teachers' instruction is aligned with Tier One teaching. Teachers are carrying the cognitive lift, and we must create a more student-centered learning environment. Implementing Bloom's Taxonomy and walking students through the critical thinking process (Depth of Knowledge) have been mentioned as ways to improve in this area.

**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 have several improvement efforts in progress to improve academic rigor and student achievement. To improve, we now have an Assistant Principal and Lead Teacher at our campus. Both roles allow the opportunities for streamlining instructional practices relating to coaching teachers around student-centered learning, such as Socratic seminars, think-pair-share, and discussion questions to increase critical thinking skills. Also, weekly data meetings are in progress to monitor whether students are on track with completing coursework and mastery of content, including but not limited to targeted intervention groups for instruction.

- [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.

Students feel that math and English instruction are strong; however, STAR reading and math scores do not reflect that they are performing at grade level.

[Return to Top](#)

**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.	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>
	School teams create, implement, and progress monitor	<a href="#">MTSS Integrity Memo</a>

Based on the EOY Reading and Math Data, EL students are not progressing academically as quickly as our English-speaking students. The data suggests that our Hispanic population is struggling, and we have a great deal of work to accomplish toward bridging the achievement gaps among our demographics of students. We need to increase our efforts in staffing positions with bi-lingual professionals to implement structures for interventions to meet the needs of EL students.

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

Jump to...	<a href="#">Curriculum &amp; Instruction</a>	<a href="#">Inclusive &amp; Supportive Learning</a>	<a href="#">Connectedness &amp; Wellbeing</a>	<a href="#">Postsecondary</a>	<a href="#">Partnerships &amp; Engagement</a>
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.				<a href="#">MTSS Academic Tier Movement</a>
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	<a href="#">LRE Dashboard Page</a>	<b>What is the feedback from your stakeholders?</b>		<a href="#">Annual Evaluation of Compliance (ODLSS)</a>
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>	<ol style="list-style-type: none"> <li>1. Feedback from stakeholders: we need to do a better job of hiring staff who can provide adequate services to our EL students. Although we have a 50% Hispanic population, we do not have a bi-lingual team.</li> <li>2. Students need help understanding content, and teachers need to do a better job translating content (via Google Translate) to ensure students can understand content and demonstrate mastery of skills through direct instruction and small group instruction.</li> <li>3. Teachers need intense training on MTSS with Tier 2 and 3 Interventions.</li> </ol>		<a href="#">Quality Indicators of Specially Designed Curriculum</a>
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>	<b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b>		<a href="#">EL Program Review Tool</a>
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		<ol style="list-style-type: none"> <li>1. We are searching for an EL coordinator who will be responsible for actively monitoring student progress and staff accountability.</li> <li>2. We are looking to hire ESL-endorsed teachers and support staff</li> </ol>		
<b>What student-centered problems have surfaced during this reflection?</b>					
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.					

[Return to Top](#) **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>	Based on the 5-E's, students trust the staff. However, we need to continue to provide what we identified as positive actions—activities (i.e., club field trips). Areas to improve on with students would be safety. Regarding staff, we have some work to do to improve culture & climate. NOTE: ASPEN Discipline Data is not wholly accurate; therefore, more ASPEN Training would be beneficial. More out-of-school time activities/opportunities for students. Attendance: There was a spike in January & April (both being a start to a new quarter). Possible Action: Senior presentations of Service Learning Projects.	<a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a> <a href="#">Reduction in OSS per 100</a> <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a> <a href="#">Access to OST</a> <a href="#">Increase Average Daily Attendance</a> <a href="#">Increased Attendance for Chronically Absent Students</a>
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		<a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<b>What is the feedback from your stakeholders?</b> The feedback we have received from our stakeholders suggests staff and students feel safe in the building but outside of the building. Also there are concerns about communication amongst staff to report safety matters, due to a non-working phone system.	<a href="#">Cultivate (Belonging &amp; Identity)</a> Staff trained on alternatives to exclusionary discipline (School Level Data) <a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a>

Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			<a href="#">Student Voice Infrastructure</a>  <a href="#">Reduction in number of students with dropout codes at EOY</a>
<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		<b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b>		
Students may need consistency and buy-in with staff turnover and climate/culture changes. Students' concern about safety outside of school can also impact trips outside of school for concern of other CPS school's involvement.		1. Communication may improve due to all staff having walkies. 2. We have established a relationship with CPD and our assigned School Sergeant to request police presence at dismissal. 3. Students participate in Advisory twice a week, and staff check in with them to have conversations centered on social-emotional issues and build positive relationships with students.		

[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	<a href="#">College and Career Competency Curriculum (C4)</a>  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).	It needs to be clarified what metrics can be used for this section. Although Naviance was a tool to track post-secondary initiatives/action items, it must provide detailed information about student interests. The following feedback was interpreted based on student conversations and staff feedback. The LPS completion rate at South was 95.16%. Although students were recorded in each category, the highest categories were work and 2-year college. Job training, military, and trade school were amongst the lowest.	<a href="#">Graduation Rate</a>  <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a>  <a href="#">3 - 8 On Track</a>  <a href="#">Learn, Plan, Succeed</a>  <a href="#">% of KPIs Completed (12th Grade)</a>  <a href="#">College Enrollment and Persistence Rate</a>
Partially	<a href="#">Individualized Learning Plans</a>  Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		
No	<a href="#">Work Based Learning Toolkit</a>  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).	<b>What is the feedback from your stakeholders?</b>  Students need more opportunities that align with their post-secondary goals. All students are not interested in attending college; however, there is limited exposure to other avenues relating to, but not limited to, the military, trade schools, etc. Like College fairs, we need to do a better job implementing trade fairs to garner students' interests.	<a href="#">9th and 10th Grade On Track</a>  <a href="#">Cultivate (Relevance to the Future)</a>  Freshmen Connection Programs Offered (School Level Data)
Partially	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	<a href="#">ECCE Certification List</a>  Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
Partially	<a href="#">PLT Assessment Rubric</a>  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).	<b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b>	
N/A	<a href="#">Alumni Support Initiative One Pager</a>  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).		

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We've struggled with parents completing FAFSA for students. There needs to be more assistance in helping parents understand the importance of completing FAFSA.

[Return to Top](#)

## Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>Parent participation is somewhat limited. Because our program serves 16-21, most parents are not engaged in their student's academic journey. According to our 5 Essentials data we had 0% participation from parents. We are trying to engage parents beyond the initial contact that may occur during the enrollment process. 🍌</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
No	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p><a href="#">5E: Supportive Environment</a></p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles &amp; CIWP).</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Staff is trying to explore different ways to engage parents in the day-to-day activities of the school as a means to stay abreast of student progress. 🍌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p>	
<p>Student and parental engagement is challenging and limited based on our demographic of students. Many of our kids have tumultuous relationships with their parents. 🍌</p>		<p>1. Community involvement/Events led by our Behavior &amp; Culture Team. 2. Hosting monthly Alderman Community Meetings at our campus. 🍌</p>	



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

5-Essentials: Our strongest categories fall under Ambitious Instruction and Supportive Environment. Although Supportive Environment was one of our highest categories, it has declined in the last two years, whereas Ambitious Instruction has demonstrated improvement in the previous two years. Collaborative Teachers and Effective Leaders also fell in the last two years, with this year scoring as Neutral. Lastly, we needed more data to receive a score for Involved Families. EOY STAR: The key takeaways after the EOY Star Reading and Math Data review reveal we have a large population of students who are several grade levels behind in both subjects. Although significant growth was detected, the data suggests many instructional gaps. Based on the EOY Data, 64% of the student population meets growth targets in Math and 64% in Reading. However, our school data confirms the average student at our campus reflects grade levels of 6.3 for Math and 5.3 for Reading. Most students are assessed at a 5th to 6th-grade level. Each grade showed incremental growth in Mathematics.

What is the feedback from your stakeholders?

The feedback from the 2022-2023 Rigor Walks suggests that teachers' instruction is aligned with Tier One teaching. Teachers are carrying the cognitive lift, and we must create a more student-centered learning environment. Implementing Bloom's Taxonomy and walking students through the critical thinking process (Depth of Knowledge) have been mentioned as ways to improve in this area.

What student-centered problems have surfaced during this reflection?

Students feel that math and English instruction are strong; however, STAR reading and math scores do not reflect that they are performing at grade level.

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?

We have several improvement efforts in progress to improve academic rigor and student achievement. To improve, we now have an Assistant Principal and Lead Teacher at our campus. Both roles allow the opportunities for streamlining instructional practices relating to coaching teachers around student-centered learning, such as Socratic seminars, think-pair-share, and discussion questions to increase critical thinking skills. Also, weekly data meetings are in progress to monitor whether students are on track with completing coursework and mastery of content, including but not limited to targeted intervention groups for instruction.

Return to Top Determine Priorities

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

Students...  
Students feel that math and English instruction are strong; however, STAR reading and math scores do not reflect that they are performing at grade level.

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...  
are questioning the disconnect between 5-essentials and STAR as it pertains to students' grade-level assessment. 1st WHY: If the 5-essentials show that our students feel Math and English instruction is strong, then Why doesn't the STAR Reading and Math scores reflect grade level performance? This is because the STAR Reading and Math has restrictions whereas the class instruction does not (i.e. no calculator sections and timing). 2nd WHY: Why does the STAR Test have restrictions that the class instruction does not? This is because STAR is identifying students' gaps and focus skills. 3rd WHY: Why is STAR identifying students' gaps and focus skills? This is because educators need this information to address students' gaps and focus skills. 4th WHY: Why is it important for educators to address students' gaps and focus skills? This is because addressing students' gaps and focus skills will improve students' critical thinking skills and fluency. 5th WHY: Why is it important for students to improve their critical thinking skills and fluency? This is because improving a student's critical thinking skills which fluency will move them toward depth of knowledge.

Resources:

[5 Why's Root Cause Protocol](#)

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

Return to Top Theory of Action

What is your Theory of Action?

If we...  
provide teachers with professional development opportunities in the area of critical thinking; specifically focusing on the four domains (the ability to execute, synthesize,

Resources:

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

recommend and generate)

then we see...  
that students will gain critical thinking skills that are essential to their educational enrichment

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

which leads to...  
increase in grades of B or better and course completion

[Return to Top](#) **Implementation Plan**

Resources:

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

**Team/Individual Responsible for Implementation Plan**

**Dates for Progress Monitoring Check Ins**


ILT	Q1 September 2'	Q3 2/16
	Q2 11/3	Q4 4/19

**SY24 Implementation Milestones & Action Steps** **Who** **By When** **Progress Monitoring**

<b>Implementation Milestone 1</b>	100% of teachers fully incorporate critical thinking skill instruction into their classrooms.	ILT-Teachers	5/31/2024	In Progress
<b>Action Step 1</b>	Provide a PD on critical thinking skills and ensure that those skills are incorporated into daily lessons.	ILT-Teachers	9/29/2023	Not Started
<b>Action Step 2</b>	Provide a PD on metacognitive questioning.	ILT-Teachers	10/27/2023	Not Started
<b>Action Step 3</b>	Provide a PD on the development of self-esteem.	ILT-Teachers	12/1/2023	Not Started
<b>Action Step 4</b>	Provide a PD on using evaluative praise.	ILT-Teachers	1/26/2024	Not Started
<b>Action Step 5</b>	Provide a PD on learning conversations to encourage deeper thinking.	ILT-Teachers	2/23/2024	Not Started
<b>Implementation Milestone 2</b>	Administer the BOY STAR	ILT	August & September 2023	In Progress
<b>Action Step 1</b>	Provide STAR Test Prep	ILT	August & September 2023	Completed
<b>Action Step 2</b>	Analyze EOY STAR results.	ILT	August & September 2023	In Progress
<b>Action Step 3</b>	Provide specific guidance based on the EOY STAR results.	ILT	August & September 2023	Completed
<b>Action Step 4</b>	Provide STAR Interventions	ILT	August & September 2023	In Progress
<b>Action Step 5</b>	Complete rigor walks and classroom observations.	ILT	August & September 2023	In Progress
<b>Implementation Milestone 3</b>	Administer the MOY STAR	ILT	January 2024	Not Started
<b>Action Step 1</b>	Provide STAR Test Prep	ILT	January 2024	Not Started
<b>Action Step 2</b>	Analyze BOY STAR Results	ILT	January 2024	Not Started
<b>Action Step 3</b>	Provide specific guidance to each student based on the analysis of their individual scores.	ILT	January 2024	Not Started
<b>Action Step 4</b>	Provide STAR Interventions	ILT	January 2024	Not Started
<b>Action Step 5</b>	Complete rigor walks and classroom observations.	ILT	January 2024	Not Started
<b>Implementation Milestone 4</b>	100% of teachers will fully incorporate collaborative learning through peer inter-visitations.	ILT	5/31/2024	In Progress
<b>Action Step 1</b>	Teachers will implement strategies for inter-visitations.	ILT-Teachers	October 6, 2023	In Progress
<b>Action Step 2</b>	Teachers will choose an inter-visitation protocol.	ILT-Teachers	November 3, 2023	Not Started
<b>Action Step 3</b>	Teaching will develop a protocol for studying peer practice.	ILT-Teachers	December 1, 2023	Not Started
<b>Action Step 4</b>	Teachers will develop a protocol for reciprocal peer mentoring.	ILT-Teachers	February 2, 2024	Not Started
<b>Action Step 5</b>	Teachers will reflect on student learning outcomes at the lesson level.	ILT-Teachers	March 1, 2024	Not Started

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**  
Teachers will fully implement all aforementioned learning strategies and teach with fidelity. Teachers will implement critical thinking strategies in the classroom. Teachers will utilize STAR data as a means to build on critical reading and math skills. Teachers will engage in reflective teaching practices through peer interactions. Teachers will strengthen their pedagogical knowledge through interdepartmental engagement.

**SY26 Anticipated Milestones** As a result of advanced teachings in critical thinking, students will engage in socratic seminar. Students will see exponential growth in the areas of reading and math. Students will show the ability to read critically across the curriculum. Students will show evidence of advanced reasoning skills across the curriculum. 

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




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

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



**Resources:** 

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

**Performance Goals**

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
The ILT team will work with teachers to review relative STAR data from the BOY, MOY and EOY testing. During these reviews, ILT and teachers will work together to tier students and provide targeted supports for interventions needed to improve commonly missed skills, fluency, and critical thinking skills. The ILT team will provide teachers with pre/post-tests to be used during STAR bootcamp. Results from the pre/post-tests will be analyzed by ILT and teachers for progress monitoring and identifying possible new strategies as needed. Additionally, STAR Math data will be used to identify students who we will place in our SAGA math tutoring program.	Yes <input type="checkbox"/>	STAR (Math)	Overall <input type="text"/>				
			NA <input type="text"/>				
The ILT team will work with teachers to review relative STAR data from the BOY, MOY and EOY testing. During these reviews, ILT and teachers will work together to tier students and provide targeted supports for interventions needed to improve commonly missed skills, fluency, and critical thinking skills. The ILT team will provide teachers with pre/post-tests to be used during STAR bootcamp. Results from the pre/post-tests will be analyzed by ILT and teachers for progress monitoring and identifying possible new strategies as needed.	Yes <input type="checkbox"/>	STAR (Reading)	Overall <input type="text"/>				
			NA <input type="text"/>				

**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.	Teachers participate in PDs, one-on-one meetings with ILT and department meetings with ILT during which teachers receive feedback with coaching on instructional strategies/techniques. Teachers are utilizing SKYLINE and "Teach Like A Champion" practices as a resources to improve their lessons such that they are providing students with standard based culturally responsive instruction. With this, we aim to see an improved passing rate and credit attainment of 10%.	Teachers participate in PDs, one-on-one meetings with ILT and department meetings with ILT during which teachers receive feedback with coaching on instructional strategies/techniques. Teachers are utilizing SKYLINE and "Teach Like A Champion" practices as a resources to improve their lessons such that they are providing students with standard based culturally responsive instruction. With this, we aim to see an improved passing rate and credit attainment of 15%.	Teachers participate in PDs, one-on-one meetings with ILT and department meetings with ILT during which teachers receive feedback with coaching on instructional strategies/techniques. Teachers are utilizing SKYLINE and "Teach Like A Champion" practices as a resources to improve their lessons such that they are providing students with standard based culturally responsive instruction. With this, we aim to see an improved passing rate and credit attainment of 20%.



<p>C&amp;I:4 The ILT leads instructional improvement through distributed leadership.</p>	<p>Through informal and formal observations, ILT identifies individual teacher strengths which leads to intentionally providing opportunities for sharing those strengths. These instances occur during teacher led PD's, department meetings, and peer observations. With this, we aim to see consistency among each teacher's passing rates with differences no greater than 15%. Additionally, we expect this to support our goals for passing rate and credit attainment of 10%.</p>	<p>Through informal and formal observations, ILT identifies individual teacher strengths which leads to intentionally providing opportunities for sharing those strengths. These instances occur during teacher led PD's, department meetings, and peer observations. With this, we aim to see consistency among each teacher's passing rates with differences no greater than 10%. Additionally, we expect this to support our goals for passing rate and credit attainment of 15%.</p>	<p>Through informal and formal observations, ILT identifies individual teacher strengths which leads to intentionally providing opportunities for sharing those strengths. These instances occur during teacher led PD's, department meetings, and peer observations. With this, we aim to see consistency among each teacher's passing rates with differences no greater than 5%. Additionally, we expect this to support our goals for passing rate and credit attainment of 20%.</p>
<p>C&amp;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.</p>	<p>We aim to do the following: #1= decrease the number of students among the Urgent Intervention category by 10% for MOY and 15% by EOY. #2 = Increase the number of students among at or above grade level by 10% MOY and 20% by EOY.</p>	<p>We aim to do the following: #1= decrease the number of students among the Urgent Intervention category by 15% for MOY and 20% by EOY. #2 = Increase the number of students among at or above grade level by 15% MOY and 25% by EOY.</p>	<p>We aim to do the following: #1= decrease the number of students among the Urgent Intervention category by 10% for MOY and 20% by EOY. #2 = Increase the number of students among at or above grade level by 10% MOY and 25% by EOY.</p>

Return to Top SY24 Progress Monitoring

Resources:

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
The ILT team will work with teachers to review relative STAR data from the BOY, MOY and EOY testing. During these reviews, ILT and teachers will work together to tier students and provide targeted supports for interventions needed to improve commonly missed skills, fluency, and critical thinking skills. The ILT team will provide teachers with pre/post-tests to be used during STAR bootcamp. Results from the pre/post-tests will be analyzed by ILT and teachers for progress monitoring and identifying possible new strategies as needed. Additionally, STAR Math data will be used to identify students who we will place in our SAGA math tutoring program.	STAR (Math)	Overall			Limited Progress	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
The ILT team will work with teachers to review relative STAR data from the BOY, MOY and EOY testing. During these reviews, ILT and teachers will work together to tier students and provide targeted supports for interventions needed to improve commonly missed skills, fluency, and critical thinking skills. The ILT team will provide teachers with pre/post-tests to be used during STAR bootcamp. Results from the pre/post-tests will be analyzed by ILT and teachers for progress monitoring and identifying possible new strategies as needed.	STAR (Reading)	Overall			Limited Progress	Select Status	Select Status	Select Status
		NA			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.	Teachers participate in PDs, one-on-one meetings with ILT and department meetings with ILT during which teachers receive feedback with coaching on instructional strategies/techniques. Teachers are utilizing SKYLINE and "Teach Like A Champion" practices as a resources to improve their lessons such that they are providing students with standard based culturally responsive instruction. With this, we aim to see an improved passing rate and credit attainment of 10%.	No Progress	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Through informal and formal observations, ILT identifies individual teacher strengths which leads to intentionally providing opportunities for sharing those strengths. These instances occur during teacher led PD's, department meetings, and peer observations. With this, we aim to see consistency among each teacher's passing rates with differences no greater than 15%. Additionally, we expect this to support our goals for passing rate and credit attainment of 10%.	Limited Progress	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.	We aim to do the following: #1= decrease the number of students among the Urgent Intervention category by 10% for MOY and 15% by EOY. #2 = Increase the number of students among at or above grade level by 10% MOY and 20% by EOY.	Limited Progress	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Based on the 5-E's, students trust the staff. However, we need to continue to provide what we identified as positive actions—activities (i.e., club field trips). Areas to improve on with students would be safety. Regarding staff, we have some work to do to improve culture & climate. NOTE: ASPEN Discipline Data is not wholly accurate; therefore, more ASPEN Training would be beneficial. More out-of-school time activities/opportunities for students. Attendance: There was a spike in January & April (both being a start to a new quarter). Possible Action: Senior presentations of Service Learning Projects.

What is the feedback from your stakeholders?

The feedback we have received from our stakeholders suggests staff and students feel safe in the building but outside of the building. Also there are concerns about communication amongst staff to report safety manners, due to a non-working phone system.

What student-centered problems have surfaced during this reflection?

Students may need consistency and buy-in with staff turnover and climate/culture changes. Students' concern about safety outside of school can also impact trips outside of school for concern of other CPS school's involvement.

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. Communication may improve due to all staff having walkies.
2. We have established a relationship with CPD and our assigned School Sergeant to request police presence at dismissal.
3. Students participate in Advisory twice a week, and staff check in with them to have conversations centered on social-emotional issues and build positive relationships with students.

Return to Top Determine Priorities

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

Students... struggle to build to take ownership of thier academic journey; in addition to to managing thier behaviors that help to build a postive school cutlure

Resources:

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

Return to Top Root Cause

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

As adults in the building, we... Staff lack classroom management skills and the strategies to connect with students to build healthy student-centered relationships

Resources:

[5 Why's Root Cause Protocol](#)

Indicators of a Quality CIWP: Root Cause Analysis

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

Return to Top Theory of Action

What is your Theory of Action?

If we.... provide staff with classroom management skills and relationship building strategies for staff to connect with students

Resources:

Indicators of a Quality CIWP: Theory of Action

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

then we see....  
 an increase in student buy-in towards their academic journey and positive connections with staff

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

which leads to...  
 a positive school culture that reduces chronic academic absenteeism and increases student self-accountability

[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.

<b>Team/Individual Responsible for Implementation Plan</b>	<b>Dates for Progress Monitoring Check Ins</b>
BHT/ Dean	Q1 <b>September 2'</b> Q3 <b>2/16</b> Q2 <b>11/3</b> Q4 <b>4/19</b>

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	80% of staff will be well-versed with SEL strategies and how to implement them in an instructional setting/advisory	BHT/ Dean	June 2024	<b>In Progress</b>
<b>Action Step 1</b>	100% of staff will be required to attend a Professional Development to learn more about SEL and how it impacts student learning environments	CPS SEL Specialists	10.27.23	Not Started
<b>Action Step 2</b>	Create a school-wide calendar of SEL monthly lessons for Advisory	Advisory Leads/ Dean	9.22.23	Not Started
<b>Action Step 3</b>	Advisory leads administer BOY student SECA survey	Ms. Norwood	9.11-9.22	<b>In Progress</b>
<b>Action Step 4</b>	Advisory leads will conduct one SEL activity on a weekly basis	Advisory Leads/ Dean	On-going	<b>In Progress</b>
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	50% increase in the use of restorative practices which will lead to a decrease in suspensions, behavior contracts, and re-entry meetings for student misconduct	BHT/ Dean	June 2024	<b>In Progress</b>
<b>Action Step 1</b>	100% of staff will attend and SEL PD aligned with restorative practices with an emphasis on a growth mindset vs a fixed mindset	Dean	12.22.23	Not Started
<b>Action Step 2</b>	Leadership team will attend trainings with CPS OSEL team to learn more about creating restorative/security plans for students with behavior issues	CPS Network SEL Specialist/ Mr. Jackson	10/1/2023- as needed	<b>In Progress</b>
<b>Action Step 3</b>	Develop and display student-led classroom social contracts relating to owning student behavior	Advisory Leads/ Dean	Weekly-Ongoing	Not Started
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	50% increase in the use of BHT referral forms by staff	BHT/ Dean	June 2024	<b>In Progress</b>
<b>Action Step 1</b>	Revamp/Identify BHT for the 2023-2024 school year	BHT/Dean	September 2023	<b>Completed</b>
<b>Action Step 2</b>	Streamline bi-weekly Meeting Cadence w/ all stakeholders	BHT/Dean	September 2023	<b>In Progress</b>
<b>Action Step 3</b>	Staff PD of the purpose of BHT and overview of the referral process	BHT/Dean	11/1	Not Started
<b>Action Step 4</b>	100% of staff will be able to complete referral forms with fidelity guided by BOY, MOY and EOY data	BHT/Dean	06/24	Not Started
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	80% increase of building positive staff to student relationships through the implementation of Advisory, CHAMPIONS, and Clubs	BHT/Dean	June 2024	<b>In Progress</b>
<b>Action Step 1</b>	100% of staff will attend PD relating to SEL/Academic alignment and learn strategies that will bridge relationship gaps	CPS OESL Specialists	October 2023	Not Started
<b>Action Step 2</b>	ILT will ensure lesson plans are student-centered and include SEL component; in addition to providing constructive feedback	ILT	Ongoing/Weekly	<b>In Progress</b>
<b>Action Step 3</b>	Participate in BOY/ MOY/ EOY District-led SEL Walks	ILT/ District Leaders	Quarterly	Not Started
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**  
 80% of observations and documentation will reflect positive staff to students relationships. Out ultimate goal is to exceed district level expectations through the lens of SEL Walkthroughs.

**SY26 Anticipated Milestones** 80% of observations and documentation will reflect positive staff to students relationships. Our ultimate goal is to exceed district level expectations thr 

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




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

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

**Resources:** 

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

**Performance Goals**

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
To enhance staff to student relationships through the implementation of effective SEL strategies connected to Advisory and instructional practices	Yes <input type="checkbox"/>	Other <input type="checkbox"/>	Overall <input type="text"/>				
			Male <input type="text"/>				
To decrease behavior referrals by 50%	Yes <input type="checkbox"/>	Reduction in repeated disruptive behaviors (4-6 SCC)	Female <input type="text"/>				
			Latinx <input type="text"/>				

**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.	SEL Curriculum and SEL Walkthrough Rubric	Implementation of SEL curriculum	Implementation of SEL Curriculum and conducting student-centered learning environments
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Differentiated instructional Strategies and Curriculum-based resources	The implementation of SEL Curriculum, Skyline, and Restorative Practices	The implementation of SEL Curriculum, Skyline, and Restorative Practices
<input type="text" value="Select a Practice"/>			

[Return to Top](#) **SY24 Progress Monitoring**

**Resources:** 

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
To enhance staff to student relationships through the implementation of effective SEL strategies connected to Advisory and instructional practices	Other	Overall			Limited Progress	Select Status	Select Status	Select Status
		Male			Limited Progress	Select Status	Select Status	Select Status
To decrease behavior referrals by 50%	Reduction in repeated disruptive behaviors (4-6 SCC)	Female			Limited Progress	Select Status	Select Status	Select Status



[Jump to...](#)
[Priority](#)
[TOA](#)
[Goal Setting](#)
[Progress Monitoring](#)

[Reflection](#)
[Root Cause](#)
[Implementation Plan](#)

to decrease behavior referrals by 50% disruptive behaviors (4-6 SCC)

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

## Connectedness & Wellbeing

Latinx

Limited Progress

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.	SEL Curriculum and SEL Walkthrough Rubric	Limited Progress	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Differentiated instructional Strategies and Curriculum-based resources	Limited Progress	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:  
Complete  
IL-Empower  
Section below

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

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

If Checked:  
No action needed

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



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

## Parent and Family Plan

If Checked:



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

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

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

If Checked:



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

No action needed

### SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

### SCHOOL & FAMILY COMPACT

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

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

### PARENT & FAMILY ENGAGEMENT BUDGET

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

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