

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 
Joseph Dixon	Curriculum & Instruction Lead	jpdixon@cps.edu
Lily Nachinson	Postsecondary Lead	lnachinson@cps.edu
Tabitha Younan	Connectedness & Wellbeing Lead	tkyounan@cps.edu
Georgia Robinson	LSC Member	grobison18@cps.edu
Dr. Regina Williams	Inclusive & Supportive Learning Lead	rnwilliams1@cps.edu
Dr. Shanele Andrews	Principal	seandrews@cps.edu
Rashida Restaino	AP	rsrestaino@cps.edu
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	LSC Member	mwalton633@gmail.com
	Select Role	
	Select Role	
	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	4/25/2023	4/25/2023
Reflection: Curriculum & Instruction (Instructional Core)	5/25/2023	5/25/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/9/2023	5/9/23
Reflection: Connectedness & Wellbeing	5/9/23	5/9/23
Reflection: Postsecondary Success	5/11/23	5/11/23
Reflection: Partnerships & Engagement	5/9/23	5/9/23
Priorities	5/30/23	6/20/23
Root Cause	5/30/23	6/20/23
Theory of Acton	5/30/23	6/20/23
Implementation Plans	6/30/23	6/30/23
Goals	8/15/23	8/15/23
Fund Compliance	8/22/23	8/29/23
Parent & Family Plan	8/29/23	9/5/23
Approval	9/5/23	9/8/23

SY24 Progress Monitoring Schedule

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

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

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/12/2023
Quarter 2	12/14/2023
Quarter 3	3/14/2024
Quarter 4	5/30/2024

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

What are the takeaways after the review of metrics?

Metrics

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed 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.	Powerful Practices Rubric Learning Conditions
Yes	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
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

Through the use of Skyline, our students have access to high quality curriculum that's culturally responsive and standards aligned. We have an ILT that leads improvement through distributed leadership. However, we lack consistency in standards aligned instruction, culturally responsive practices, and data driven decision making that is demonstrated in daily evidence based assessments in every classroom. In short, we have a strong curriculum and a team in place to support teachers but we have not reached fidelity with our implementation of the curriculum and team support.

What is the feedback from your stakeholders?

Our feedback data indicates inconsistency in student experiences in the classroom. Most of instruction is culturally responsive but not all, not consistently.

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 continue to develop the capacity of our ILT. They play an important role in supporting teachers with their implementation of Tier II support which is based on data. The impact that the team has had on this effort has been creating the accountability and support teachers need to take the Skyline curriculum and use it to "meet students where they are and grow them." The obstacle has been tiering the support for individual teachers (and having subs) on specific teams in order to effectively address alignment and culturally responsiveness as a department team. As a result, students are having inconsistent experiences and track progress from BOY to MOY to EOY has not been a fluid process effectively communicated to teachers or students.

- [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.

- Reading level deficiencies (average grade level is below 9th grade?)
- SEL-Avoidance, trauma, etc.
- Students lack grit and academic struggle.
- Lack of student advocacy and agency.

[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

No	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
		MTSS Integrity Memo

As a school we must strengthen our implementation of equity-based MTSS work by looking inward to improve our teaming, systems, and structures to ensure that our problem solving process is communicated to student and families consistently. We can do this starting with the implementation of Branching Minds as a means to progress monitor our existing interventions.

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

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.	
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
Partially	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 is the feedback from your stakeholders?

Actions in strengthening equity-based Multi-Tiered System of Supports (MTSS) work within the school. We need a small team of people trained on Branching Minds and they should share out what they are monitoring during team and/or department meetings.

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?

Hired a Bilingual coordinator who is part time. And will continue to look for a Spanish speaking miscellaneous employee.

- [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.

- EL students incorrectly placed without sufficient support. (They don't have tangible access or feedback).
- SEL-Trauma- How they arrived/transitioned at Orr?
- DL- Having the aligned staff for specific needs.

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

Using the associated references, is this practice consistently implemented?	References
Partially	BHT Key Component Assessment SEL Teaming Structure
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.

What are the takeaways after the review of metrics?

This reflects our commitment to promoting student wellbeing, addressing chronic absenteeism, providing equitable access to enrichment programs, and implementing healing-centered supports. However, there is room for further development and improvement "Universal teaming structures and the student experience in terms of Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.

What is the feedback from your stakeholders?

Across teams, we have varied expectations of "to what degree" our systems exist and operate with fidelity. While we have universal teaming structures in place to support student connectedness and wellbeing the teams don't meet to unify plans and interventions. While we have Tier I SEL curricula through Sklyine, every classroom has not adopted it. While we have enrichment and out of school programs, not all students have access and we have a limited variety of that programming. Chronic absenteeism befalls us and we rarely change the attendance of a student struggling with coming to school regularly.

- 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](#)
 - [Increased Attendance for Chronically Absent Students](#)
 - [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)
 - [Enrichment Program Participation: Enrollment & Attendance](#)

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

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?

[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.

Despite the efforts, certain marginalized or underserved student groups might still experience inequities in access to support services, enrichment programs, and opportunities for connectedness.

With the current protocols for reaching out to BHT and Culture and Climate to get students' support we do have a low number of incidents in terms of fights. It is the continued support for chronically absent students that continues to pose a barrier.

[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)	Our Post-Secondary Team has surveyed students to understand student interest in order to present ILT with possible course offerings that align with prospective career pathways. This year Orr Academy is providing students with 50% more options to attain Early College credit than SY22-23. CTE cps programs have been applied for every year and have been denied by CPS multiple times. This impacts exposure and early certificate attainment of trade pathways. Related to the lack of a well-defined and structured Industry Recognized Certification Attainment (IRCA) pathway backward mapped from students' career goals. While there are various components in place to support students' career development and postsecondary success, such as Work Based Learning (WBL) activities, Early College courses, Alumni Support Initiatives, College and Career Competency Curriculum (C4) instruction, Individualized Learning Plans (ILPs), and the Postsecondary Leadership Team (PLT), there is a gap in specifically addressing and guiding students towards achieving industry-recognized certifications aligned with their chosen career pathways.	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
Yes 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	What is the feedback from your stakeholders? Our Cultivate data says that students are getting support in the classroom. The absence of a clear pathway for students to attain industry-recognized certifications based on their career goals could hinder their ability to enter the workforce with the necessary qualifications and skills. This might result in a lack of alignment between students' educational experiences and their desired careers, potentially leading to challenges in securing suitable employment or pursuing further education in their chosen fields. We could be focused on enhancing the integration of industry-recognized certification attainment within the existing framework to ensure that students have a well-defined path to acquiring the credentials needed for success in their chosen careers.	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Partially Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	What, 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? Our Post-Secondary Team has surveyed students to understand student interest in order to present ILT with possible course offerings that align with prospective career pathways. This year Orr Academy is providing students with 50% more options to attain Early College credit than SY22-23. CTE cps programs have been applied for every year and have been denied by CPS multiple times. This impacts exposure and early certificate attainment of trade pathways.	
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).	ECCE Certification List		
No Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	PLT Assessment Rubric		
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).	Alumni Support Initiative One Pager		
Partially Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).		What 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. Our students are not getting exposure to many Early College Courses or Industry Recognize Certification opportunities. CTE CPS programs have been applied for every year and have been denied by CPS multiple times. This impacts exposure and early	

year and have been denied by CPS multiple times. This impacts exposure and early certificate attainment of trade pathways.

[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>We are making strides towards establishing collaborative relationships with families, school committees, and the community. However, there is room for further improvement in fully integrating family and community assets into the educational process to enhance student and family involvement in achieving the school's goals. </p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</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 & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>We need to focus on creating buy-in for students to be consistent members of committees like Student Voice to gain their perspective on their experiences. It also may be voiced in other ways that aren't tightly measured like BAM, WOW, in class using Embarc curriculum and the relevant pedagogy found in Skyline. </p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students need multiple ways to be heard by multiple adults in order to ensure we are servicing the needs of our students in a way that will have the most impact on their futures because, post pandemic, all of them have had at least one traumatic experience. For some students we are the only people who have ways to support them. Their parents need our support and we have some success with parents but have not gained their trust the way their children trust us. </p>		<p>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?</p> <p>Our partnerships with BAM, WOW, RUSH, and SGA are strong and continue to prevent the school violence that has existed in our school's past and currently is increasing at other schools in the district. But we need to track that progress and make that data public. We continue to make an effort with students but we need to leverage parents and community resources better, more. </p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

Through the use of Skyline, our students have access to high quality curriculum that's culturally responsive and standards aligned. We have an ILT that leads improvement through distributed leadership. However, we lack consistency in standards aligned instruction, culturally responsive practices, and data driven decision making that is demonstrated in daily evidence based assessments in every classroom. In short, we have a strong curriculum and a team in place to support teachers but we have not reached fidelity with our implementation of the curriculum and team support.

What is the feedback from your stakeholders?

Our feedback data indicates inconsistency in student experiences in the classroom. Most of instruction is culturally responsive but not all, not consistently.

What student-centered problems have surfaced during this reflection?

Reading level deficiencies (average grade level is below 9th grade?)
 SEL-Avoidance, trauma, etc.
 Students lack grit and academic struggle.
 Lack of student advocacy and agency.

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 continue to develop the capacity of our ILT. They play an important role in supporting teachers with their implementation of Tier II support which is based on data. The impact that the team has had on this effort has been creating the accountability and support teachers need to take the Skyline curriculum and use it to "meet students where they are and grow them." The obstacle has been tiering the support for individual teachers (and having subs) on specific teams in order to effectively address alignment and cultural responsiveness as a department team. As a result, students are having inconsistent experiences and track progress from BOY to MOY to EOY has not been a fluid process effectively communicated to teachers or students.

Return to Top Determine Priorities

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

Students...
 are not reading at grade level which manifests itself in other behaviors: avoidance, unwillingness to engage in academic struggle, and/or lack of agency. It also shows up in their standardized performance data.

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...
 must continue to build our ILT and other teacher teams capacity for continuous implementation of the Teaching and Learning Cycle to ensure students are receiving Tier II/III support in and outside of class with the help of teachers, partnerships, and parents.

Resources:

[5 Whys Root Cause Protocol](#)



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

Return to Top Theory of Action

What is your Theory of Action?

If we...
 ...deepen teacher's capacity for data review, analysis, and reflection through cycle work (the Teaching and Learning Cycle)

Resources:

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

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

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

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

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

then we see....

multi-tier instruction that identifies and adapts to addresses the specific learning deficits, including in improving reading ability, of students



which leads to...

students to mastering grade level standards through summative assessments.



[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

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1 10/12/2023

Q3 3/14/2024

Q2 12/14/2023

Q4 5/30/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1	Teachers submit high quality Skyline lesson plans with pre/post assessments linked weekly in Google Classroom. Skyline, are experience grade-level, standards-aligned instruction.	All teachers	Weekly	Not Started
Action Step 1	Lesson/unit plans reviewed weekly for feedback	Senior Leadership	Weekly	Not Started
Action Step 2	New teachers will receive coaching from Instructional Coach on Lesson Plan development	Senior Leadership	Bi weekly	Not Started
Action Step 3	Department Chairs will share support through department meetings to provide modeling and support on planning	Instrucitonal Leadership	Weekly	Not Started
Action Step 4	Department Chairs will use alternate meeting time to provide one on one support for team members with planning concerns as needed.	Instructional Leadership	Bi weekly	Not Started
Action Step 5	Senior Leadership provides coach cycle for teachers in need of additonal support	Senior Leadership	Bi weekly	Not Started
Implementation Milestone 2	Teachers will use Screeners, Diagnostic, and Benchmark assessments including Academic Approach to detemine what is needed in learning environment for students to learn.	All content area teachers	Quarterly	Not Started
Action Step 1	Use STAR360, Lexia, and BOY data to modify instructional plans to meet students' needs.	teachers and departments	9/21/23	In Progress
Action Step 2	Use Academic Approach data and strategies to improve instruction.	departments	Ongoing	Not Started
Action Step 3	Schedule time for teachers to go over data in team meetings.	schoolwide/departments	Ongoing	In Progress
Action Step 4	Have teachers embed time during class to go over individual data with students in 1:1 (academic cafes)			Select Status
Action Step 5				Select Status
Implementation Milestone 3	Teachers effectively use the formative and summative assessments, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals	ILT/department teams	ongoing	Not Started
Action Step 1	Department chairs and teams determine their assessment and data review schedules for the year, tentatively.	ILT/department teams	9/21/23	Not Started
Action Step 2	Teacher teams evaluate the quality of the assessments offered in Skyline.	department teams	twice a semester	Not Started
Action Step 3	Teacher teams evaluate student work in an artifacts protocol of their design	department teams	twice a semester	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	As a school, we will implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards	Assessment Coordinator, Instructional Leadership, Senior Leadership, Counselors, teachers	12/14/23 and 05/30/24	Not Started
Action Step 1	Teacher teams will plan their units based skill deficiencies demonstrated on BOY assessments	Teachers	every 4-8 weeks	Not Started
Action Step 2	SLT analyzes data to share with the ILT, revise plans according to data	Senior Leadership	quarterly	Not Started
Action Step 3	ILT shares their analysis of data and communicates vision for revised plans according to data with their respective department teams	ILT		Not Started
Action Step 4	Counselors will share student growth and goals in Academic Cafes	Councelors	bi annually	Not Started
Action Step 5	Grade Level Leads will highlight student growth in Townhalls	Grade Levels	quarterly	Not Started

SY25 Anticipated Milestones	By the end of SY 25, through the thoughtful implementation of the Skyline curriculum, all students will experience grade-level, standards-aligned instruction in their core subjects and teachers will use evidence-based assessments for learning practices are enacted daily in every classroom. Teachers will also begin thinking more specifically about improving the Inner Core and Balanced Assessment Systems in our school.	
SY26 Anticipated Milestones	By the end of SY 25, classrooms will be 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 and fully implementing 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.	

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
By the end of the current academic year, all students will actively engage with a grade-level, standards-aligned curriculum. This will be achieved through the strategic and purposeful application of the Teaching and Learning Cycle, combined with the utilization of the Skyline curriculum.	Yes	PSAT (EBRW)	Overall	Most student perform below standard	An increase of 25% of students move from below	An increase of 35% of students move from below	An increase of 45% of students move from below
			Students with an IEP	All students are performing below standard on assessments	An improvement of 20-30 points in EBRW scores will be achieved by 20% of the students.	Within the target group, 30% of students will demonstrate a progression of 20-40 points in their EBRW standards.	Among students with IEPs, 50% will exhibit a notable advancement of 20-50 points in their EBRW scores.
By the end of the upcoming semester, every classroom will provide tangible evidence of successfully identifying students who require Tier II instruction. This will be accomplished by incorporating specific strategies for ongoing progress monitoring, ensuring measurable improvements in student performance.	Yes	PSAT (Math)	Overall	Most student perform below standard	100 percent of Math teacher team will use STAR BOY to identify skills/standards that need to be addressed by MOY and teams will discuss what percentage of students grew based on the standards that were taught.	Math team will lead non-Math instructors on Math integration strategies.	
			Students with an IEP	All students are performing below standard on assessments	100 percent of Self-contained Math classes will use Math supplemental resources to advance students skills on Math standards	100 percent of self-contained classes will progress monitor students	

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	By the end of the academic year, schools will integrate the concept of the Inner Core (identity, community, and relationships) into their curricula and overall educational approach. This will involve using Skyline and Embarc curriculum to development of specific lesson plans, activities, and projects that encourage students to explore their identities, build a sense of community, and cultivate meaningful relationships with peers and teachers.	After two years, all teachers and staff will undergo tiered training to effectively implement these practices, ensuring that the learning environment becomes more conducive to fostering holistic student growth to solidify our culturally responsive systems.	Transformed classroom learning environments, that fully embody the conditions necessary for effective student learning, as outlined by the Inner Core framework.
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are using Skyline with fidelity because teacher teams have engaged in cycles of analysis of the curriculum itself in department teams and through trend data identified by the Senior Leadership team.	Continued assurance that all teachers are utilizing the Skyline platform with fidelity as a central tool for curriculum delivery and student assessment. This will be achieved through a systematic process of collaborative analysis and data-driven decision-making facilitated by department teams and supported by the Senior Leadership team.	Establish the Skyline as an integral component of our school's educational ecosystem, interconnected with other technological resources and instructional strategies, allowing teachers to seamlessly incorporate personalized learning pathways, adaptive assessments, and real-time progress tracking into their teaching practices.

C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Ensure our school-wide professional development program is focused on evidence-based assessment for learning practices. and develops teacher leaders to lead professional development in their areas of expertise.	Create collaborative opportunities for teachers to share a repository of assessment resources that align with various subjects and grade levels. Regular check-ins and feedback loops will ensure that assessment strategies are effectively enacted and refined.	Establish regular forums for teacher collaboration and sharing of assessment success stories, challenges, and innovations. Empower teachers to analyze assessment data and adapt their instructional approaches accordingly so that evidence-based assessments are deeply ingrained into our school pedagogy.
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Return to Top SY24 Progress Monitoring

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By the end of the current academic year, all students will actively engage with a grade-level, standards-aligned curriculum. This will be achieved through the strategic and purposeful application of the Teaching and Learning Cycle, combined with the utilization of the Skyline curriculum.	PSAT (EBRW)	Overall	Most student perform below standard	An increase of 25% of students move from below standard to approaching, 50 % of students move from approaching to meeting the standard.	On Track	On Track	On Track	On Track
		Students with an IEP	All students are performing below standard on assessments	An improvement of 20-30 points in EBRW scores will be achieved by 20% of the students.	On Track	On Track	On Track	On Track
By the end of the upcoming semester, every classroom will provide tangible evidence of successfully identifying students who require Tier II instruction. This will be accomplished by incorporating specific strategies for ongoing progress monitoring, ensuring measurable improvements in student performance.	PSAT (Math)	Overall	Most student perform below standard	100 percent of Math teacher team will use STAR BOY to identify skills/standards that need to be addressed by MOY and teams will discuss what percentage of students grew based on the standards that were taught.	On Track	On Track	On Track	On Track
		Students with an IEP	All students are performing below standard on assessments	100 percent of Self-contained Math classes will use Math supplemental resources to advance students skills on Math standards	On Track	On Track	On Track	On Track

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	By the end of the academic year, schools will integrate the concept of the Inner Core (identity, community, and relationships) into their curricula and overall educational approach. This will involve using Skyline and Embarc curriculum to development of specific lesson plans, activities, and projects that encourage students to explore	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are using Skyline with fidelity because teacher teams have engaged in cycles of analysis of the curriculum itself in department teams and through trend data identified by the Senior Leadership team.	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Ensure our school-wide professional development program is focused on evidence-based assessment for learning practices. and develops teacher leaders to lead professional development in their areas of expertise.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

This reflects our commitment to promoting student wellbeing, addressing chronic absenteeism, providing equitable access to enrichment programs, and implementing healing-centered supports. However, there is room for further development and improvement "Universal teaming structures and the student experience in terms of Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.

What is the feedback from your stakeholders?

Across teams, we have varied expectations of "to what degree" our systems exist and operate with fidelity. While we have universal teaming structures in place to support student connectedness and wellbeing the teams don't meet to unify plans and interventions. While we have Tier I SEL curricula through Skyline, every classroom has not adapted it. While we have enrichment and out of school programs, not all students have access and we have a limited variety of that programming. Chronic absenteeism befalls us and we rarely change the attendance of a student struggling with coming to school regularly.

What student-centered problems have surfaced during this reflection?

Despite the efforts, certain marginalized or underserved student groups might still experience inequities in access to support services, enrichment programs, and opportunities for connectedness.

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?

With the current protocols for reaching out to BHT and Culture and Climate to get students' support we do have a low number of incidents in terms of fights. It is the continued support for chronically absent students that continues to pose a barrier.

Return to Top Determine Priorities

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

Students...
 Universal teaming structures are in place to support student connectedness and well-being, including a Behavioral Health Team and Climate and Culture Team.
 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction and restorative practices.



[Determine Priorities Protocol](#)

Resources:

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...
 Training, use and documentation of Tier II support. We identify Tier II academic support in formative assessments. Behavior: disrupting learning environment or non attendance, and non compliance of classroom expectations. When students struggling with meeting classroom expectations we follow our Behavior Management Cycle by speaking with the student, if it escalates, contact the parent. We refer our students to our resources and partners using the google forms. Grade level teams. Housed in the grade level team meeting agendas.



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

Resources:

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...
 establish a clear and well-defined implementation strategy for the universal teaming structures and Tier 1 Healing-centered supports



[Indicators of a Quality CIWP: Theory of Action](#)

Resources:

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

then we see....

address the inconsistencies and gaps in execution and student engagement. By ensuring effective communication and coordination among the different teams



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...

providing students with comprehensive assistance, ultimately enabling them to access necessary resources, counseling, guidance and improve their attendance and engagement overall.



[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

Behavior Health Team, Community Partners, and Teachers

Dates for Progress Monitoring Check Ins

Q1 10/12/2023

Q3 3/14/2024

Q2 12/14/2023

Q4 5/30/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Attendance and grades will be closely monitored by grade levels. Students with chronic absenteeism and C's or below will require intensive support; academic success contract, Counselors to bridge gap between teachers and students/families for recovery work to ensure growth/academic success. City Year also serves to support 9th and 10th grade students with reassimilation.	Attendance Team: Colon, Lockett, with City Year support	on going	In Progress
Action Step 1	Chronic absentee students meet with Ms. Restaino or Ms. Colon to create and commit to a contract.	Attendance	on going	In Progress
Action Step 2	Chronic absentee students will work with their respective Counselor to serve as liaisons between teachers and student(s) bridging the gap of missed work. The goal is to support students to succeed in their classes by passing all classes.	Counselors, teachers and grading coordinator	on going	In Progress
Action Step 3	Grade Level leads will monitor progress of grades from re-entry to ensure student success.	Grade level leads, Counselors, respective teachers	on going	In Progress
Action Step 4	Communication to families on the following dates to inform of progress;	Teachers and Counselors of students with less than a C to communicate with families.	September 22, 2023 November 7, 2023 February 9, 2023 May 6, 2023	In Progress
Action Step 5				Select Status
Implementation Milestone 2	With the consistent cadence of prescribed counseling sessions, behavior should improve over within a desired 4-6 week timeframe.	All SEL Partners	on going	Not Started
Action Step 1	Student attendance in SEL programs (SGA, BAM, WOW, and Rush) will be tracked in a shared spreadsheet.	All SEL Partners	on going	Not Started
Action Step 2	MTSS will be logged into Aspen by Teachers. Referrals will be sent through the BHT for dissemination to SEL partners.	MTSS Team on behalf of teachers/partners	on going	Not Started
Action Step 3	Monitor grades and attendance to check impact of SEL supports with academic and attendance growth.	Counselors, BHT, Attendance Team	on going	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Create strong system of Tier I curriculum support between teachers and partners (SGA, BAM/WOW, and Rush)	MTSS Team and Partners	9/11/23-5/11/24	Not Started
Action Step 1	Form MTSS team that monitors the academic and behavior support structures in the building	Restaino	every three weeks	Not Started
Action Step 2	SEL partners to do push-in lessons beginning in September with meet and greets, followed by SEL curriculum with teachers starting in October based on student interest as gathered by assessments.	SEL Partners, Teachers, Counselors, Social Worker	by 9/15/23	Not Started
Action Step 3	Track data at BHT meetings to follow growth.	BHT	every three weeks	Not Started
Action Step 4	Feedback from monthly push-in lessons from students to be reviewed at BHT meetings to determine effectiveness of curriculum.	Teachers, SEL partners	every three weeks	Not Started
Action Step 5				Select Status
Implementation Milestone 4	Every Monday, Grade Level Leads, Climate and Culture Team, and Admin will receive communications on referrals, next steps, and progress with attending prescribed counseling at school or outside referrals and document it in Branching Minds from the Behavior Health Team			Not Started
Action Step 1	MTSS teams members receive ongoing training for Branching Minds			Not Started

Action Step 2	Teams outside of classroom teachers will meet to present their data in MTSS meetings			Not Started
Action Step 3	Ensure important information is being logged in Aspen first.	Grade Level Leads/admin	every three weeks	Not Started
Action Step 4	Ensure teams are established and that they understand schoolwide protocols and team-specific expectations.	Restaino	by 9/15/23	In Progress
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Implementing restorative circles in the building. Creating a robust restorative circle program in the building will help students learn problem solving techniques. Staff must be trained and allotted the time/location to execute circles.	
SY26 Anticipated Milestones	Your next goal could be to develop and expand a diverse range of extracurricular activities, ensuring that they are accessible and appealing to various student interests. Additionally, consider implementing strategies to measure and track student engagement in these activities, just as you've done with attendance and grades in the past. Make adjustments on goals to meet the needs of new population and/or ongoing feedback from our school community.	

[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 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
Through the identification of root causes that lead to chronic absenteeism, our BHT can work with the Attendance team to determine and then administer socio-emotional support, incentives, and other interventions to get absent students to school.	Yes	Increased Attendance for Chronically Absent Students	African American Male	63% attendance rate	66% attendance rate, 5% increase	69% attendance rate, 5% increase	72% attendance rate, 5% increase
			Overall	75% attendance rate	78% attendance rate, 5% increase	81% attendance rate, 5% increase	
We need to expand our access to AP, dual credit and CTE course offerings to give students a better chance of graduation and having a post-secondary plan that speaks to their areas of interest.	Yes	Enrichment Program Participation: Enrollment & Attendance	African American Male	10% enrolled in AP courses	20% enrolled in AP, 100% Seniors in dual credit	30% enrolled in AP courses, 100% Seniors in dual credit	40% enrolled in at least one AP course, 100% Seniors in dual credit
			Overall	Less than 50 have access to 1 or more of these	between 50 and 60 students will have access	between 60 and 75 students will have access	starting Freshman year 50% of students will have access to one or more path.

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.	We will use Branching Minds for tracking and meetings every three weeks for an assessment of our teaming systems.	By the end of the second year, enhance the effectiveness of our universal teaming structures by expanding the reach and impact of student connectedness and well-being efforts. This will be achieved by incorporating student feedback into the decision-making process and expanding the role of the Behavioral Health Team and Climate and Culture Team in creating a more inclusive and supportive school environment and seen in Cultivate data.	The ultimate achievement will be a notable reduction in disciplinary incidents and an increase in student attendance rates, underscoring the positive impact of our holistic approach to student support.
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	The attendance team, the grade level teams, and partners will collaborate to fulfill our intervention plan for chronically absent students.	Refine and strengthen the re-entry process for students with extended absences or chronic absenteeism. Collaborate with parents/guardians and relevant community partners to establish a comprehensive re-entry plan that includes personalized academic and social support.	Utilize attendance and academic data to identify early warning signs and tailor re-entry plans accordingly. This approach will lead to a demonstrable reduction in chronic absenteeism rates and an increase in successful student reintegration outcomes.
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	We will leverage adults and current curriculum for offering enrichment. We will continue to expand our outreach to staff regarding out-of-school time opportunities to work with students, especially those who are chronically absent from instruction.	request transparency from the District regarding previous denials to that we can improve on our end to get CTE programs in the building.	Survey students and parents, examine trends in the modern world to make sure we are helping students align their interests with the changing employment market.

[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
Through the identification of root causes that lead to chronic absenteeism, our BHT can work with the Attendance team to determine and then administer socio-emotional support, incentives, and other interventions to get obset students to school.	Increased Attendance for Chronically Absent Students	African American Male	63% attendance rate	66% attendance rate, 5%	Select Status	Select Status	Select Status	Select Status
		Overall	75% attendance rate	78% attendanc e rate, 5% increase	Select Status	Select Status	Select Status	Select Status
We need to expand our access to AP, dual credit and CTE course offerings to give students a better chance of graduation and having a post-secondary plan that speaks to their areas of interest.	Enrichment Program Participation: Enrollment & Attendance	African American Male	10% enrolled in AP courses	20% enrolled in AP, 100%	Select Status	Select Status	Select Status	Select Status
		Overall	Less than 50 have access to 1 or more of these	between 50 and 60 students will have access	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.	We will use Branching Minds for tracking and meetings every three weeks for an assessment of our teaming systems.	Select Status	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	The attendance team, the grade level teams, and partners will collaborate to fulfill our intervention plan for chronically absent students.	Select Status	Select Status	Select Status	Select Status
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	We will leverage adults and current curriculum for offering enrichment. We will continue to expand our outreach to staff regarding out-of-school time opportunities to work with students, especially those who are chronically absent from instruction.	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

Required Math Goal **PSAT (Math): By the end of the upcoming semester, every classroom will ...**

Required Reading Goal **PSAT (EBRW): By the end of the current academic year, all students will ...**

Optional Goal **Select a Goal**

Student Groups	Baseline	SY24	SY25	SY26
Overall	Most student pe	100 percent o	Math team will lead non-	
Students with an IEP	All students are	100 percent o	100 percent of self-conta	
Overall	Most student pe	An increase o	An incre:	An increase of .
Students with an IEP	All students are	An improve	Within th	Among student

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.

We want to use Title I Parent and Family Engagement funds to hold annual meetings at several different times to ensure they are convenient for parents and families to attend during the first month of school to inform them of the school's participation in ESSA, Title I programs. We explain the Title I requirements and their right to be involved in the Title I programs. In addition, funds will be spent on the annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. We will continue to recruit for consistent engagement, offering 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. 

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