CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name ✍	Role ✍	Email ✍
Matthew Wienclawski	Principal	matthewwienclawski@pathwaysedu.org
Brittany Barsevick	AP	bbarsevick@pathwaysedu.org
Rob Cummins	AP	robcummins@pathwaysedu.org
Jeannie Carlson	Postsecondary Lead	mcarlson@pathwaysedu.org
Adenia Linker	Inclusive & Supportive Learning Lead	adenialinker@pathwaysedu.org
Gina Singleton	Curriculum & Instruction Lead	ginasingleton@pathwaysedu.org
Tina Gee	Curriculum & Instruction Lead	kgee@pathwaysedu.org
Emily Frazier	Other ILT member	emilyfrazier@pathwaysedu.org
Miles Wieting	Other ILT member	mwieting@pathwaysedu.org
John Alessi	Other ILT member	johnalessi@pathwaysedu.org
	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	6/10/23	
Reflection: Curriculum & Instruction (Instructional Core)	6/12/23	6/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/12/23	6/14/23
Reflection: Connectedness & Wellbeing	6/12/23	6/14/23
Reflection: Postsecondary Success	6/12/23	6/14/23
Reflection: Partnerships & Engagement	6/12/23	6/14/23
Priorities	7/5/23	8/21/23
Root Cause	7/5/23	8/21/23
Theory of Acton	7/5/23	8/21/23
Implementation Plans	7/5/23	8/21/23
Goals	7/5/23	8/21/23
Fund Compliance	7/5/23	8/21/23
Parent & Family Plan	7/5/23	8/21/23
Approval	8/28/23	9/11/23

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	10/19/23
Quarter 2	12/14/23
Quarter 3	3/21
Quarter 4	5/30/24

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	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	Pathways In Education teachers have access to a robust standards-aligned and culturally responsive curriculum provided by SkyRocket Education Solutions. We implement our curriculum across three modalities - Small Group Instruction (SGI), Student Activity Workbooks (SAWs), and Edmentum. Regardless of the modality, all students experience grade-level, standards-aligned instruction, and evidence-based assessments. Evidence of this practice can be found in our rigor walks, where Pathways leadership and Options Network leaders observed both students and teachers for inner core components, elements of effective teaching, and grade level standards. In addition, our internal High Quality Teaching Indicator (HQTI) tool, serves as an ongoing evaluation of instructional practice to ensure curriculum and instruction practices are consistent. The ILT implements this continuous improvement practice with confidence, knowing it is rooted in Danielson's framework to ensure all teaching staff gain a deeper understanding of the domains, components, and elements of success. Academic progress was our primary instructional measurement last year. We developed effective routines and procedures to build teacher capacity. We met baseline expectations for much of the second semester. However, now that new accountability metrics from our authorizer have been revealed, we need to emphasize our instructional execution, interventions, and collaborative approach to teaching to boost student outcomes in AP, CA, and improve our one-year grad rate. To accomplish our accountability goals, we must raise our expectations for academic progress, build our collective efficacy, develop a holistic approach to STAR testing, and monitor progress to course correct, ensuring all students' needs are met.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** Teacher/Student/Parent feedback is positive in the areas of engagement, and academic press. However, as indicated on our 5 Essentials Survey, there is a desire for more ambitious instruction. In schools with strong ambitious instruction, classes are challenging and engaging. The instruction is clear, and well-structured, and encourages students to build and apply knowledge. Our student/teacher feedback suggests improvement in the areas of Math and English rigor. Our areas of focus will be on creating instruction that is well-defined with clear expectations for student success, interactive, and encourages students to build and apply knowledge.	STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
Yes	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		
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** ILT has identified the need for an additional instructional coach to serve as our northside support. In addition, we created a mentor position to support new teachers. Both of these efforts are rooted in staff/student feedback to improve our institutional ambition. Pathways is piloting a new Professional Learning Community (PLC) this year to provide teachers with collaborative time to craft common assessments, identify at-risk students, and collaborate on intervention strategies. Our goal is to build collective instructional efficacy for Pathways teachers resulting in higher levels of achievement while centering on the instructional core (CPS) of identifying, community, and relationships. We feel these efforts will help us address any barriers or obstacles our students may face. Helping them experience core instruction that is responsive to and sustaining of who they are and what they bring, and empowers them to connect, to imagine, and to act as ethical, critical actors that shape the world. Lastly, we hope our initiatives to distill universal screening data and leveraging of benchmark assessments will result in better outcomes for our students.	

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

Student-centered problems surfaced in the areas of student assessments being inconsistent and the need for more effective intervention strategies to close the achievement gap between grade-level assignments and demonstration of mastery. We realized our application of the instructional core is inconsistent across all our campuses, and intervention support is not closing the achievement gap. There is a need to collaborate among teachers, implement more consistent coaching practices, and highlight effective, research-based intervention strategies.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
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.	MTSS Integrity Memo
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	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
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

What student-centered problems have surfaced during this reflection?

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

When students do not feel a sense of belonging, or feel known or cared for, they are less likely to come to school. Poor staff retention has been shown to negatively impact students' educational achievement. Both groups must be included in the learning process, recognized for their growth and achievement, and feel like they belong at Pathways. These experiences must be frequent and meaningful to attain a highly aspirational environment. When these conditions exist, student/staff experiences will drive deeper relationships building a stronger collaborative school culture and inspiring future accomplishments. An effective MTSS system that monitors behavior, SEL, and academic is the priority for our schools. Progress monitoring will allow for data-driven decison making and improved student outcomes.

In a review of providing an inclusive and supportive learning environment, Pathways In Education can improve its response to academic intervention and tracking methods for general education students. We have a high-functioning Behavioral Health Team (BHT), and Climate & Culture Team (CCT) that reviews at-risk referrals, and behavior situations, but our MTSS system for academic response can be improved. Because our learning environment is different from traditional models, we must assess each indicator under the context of our programmatic philosophy. Therefore, a major takeaway is that our Diverse Learners (DL) do receive above-average instruction, and staff are continually improving access to Support Diverse Learners in the least restrictive environment, as indicated by their IEP. Evidence of this can be found in our compliance rates and DL student achievement rates. Compliance data and ACCESS data suggest Pathways is meeting the standard level of instruction for DL and ELL students.

What is the feedback from your stakeholders?

Feedback on the 5 Essentials Survey indicates Pathways In Education provides an inclusive and supportive learning environment with an organized designation for the campus. On a class of 2023 senior survey, of the graduates surveyed (139), 75% contributed their success to the relationship and support they received from their teacher. Last year, students who enrolled were asked if they felt they belonged at Pathways two weeks after they started. Of the 312 responses, 88% felt like Pathways created an inclusive environment and felt they belonged in our program. In a recent all-staff survey, most faculty suggested more training on supporting students who experienced trauma. Many staff also felt they needed support in dealing with secondary trauma, stressful situations, and de-escalation techniques.

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?

A Trauma Skilled Schools (TSS) initiative is underway to support our students with trauma and better equip our staff with the tools required to positively impact those with trauma. We seek improvement in becoming a healing center to align with district initiatives. The endeavor will not only impact students and their engagement, achievement, and attendance but also better inform our staff on how to deal with secondhand trauma. We see TSS and the district support playing a crucial role in defining our approach to MTSS. We anticipate more robust responses to intervention with improved systems for BHT and CCT as we have a clearly defined tiered structure to support students. Each center has identified outreach partners who function to provide wrap-around services (i.e. Westcare). We know academic interventions are the missing ingredient to an otherwise satisfactory level MTSS model at Pathways. Initiatives are currently underway to pull STAR data reports, address students performing below grade level, reteach specific standards, and monitor progress. We are focusing on integrating MTSS and STAR to boost our academic responses.

Unit/Lesson Inventory for Language Objectives (School Level Data)

MTSS Continuum

Roots Survey

ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	Pathways In Education has made positive strides in efforts that contribute to improvements in an overall sense of Connectedness & Wellbeing in our school community. Over SY22-23, supports have been built out and staff and stakeholders have been empowered to offer tiered supports (Tier 1, Tier 2 and Tier 3) for students. We have surveyed staff, saught insight and best practices from distirct OSEL partners, as well as enlisted our school program in a 2 year Trauma Skilled Schools initiative that will empower staff to support students through a restorative lens who have had exposure to trauma. BHT & CCT teams have been established and a cadence of scheduled check-ins with campus specific needs have been implemented. During SY22-23, we have sourced a Tier 1 SEL Curriculum that takes into consideration the demographic of student population that our school serves and offers SEL lessons grounded in Hip Hop. Our SEL department across the PIE IL network has focused energies on providing our school community and stakeholders with a thoughtfully designed menu of MTSS interventions that empower all staff to support our efforts in providing a safe space for students that also offers applicable academic and/or SEL interventions. A consistent referral system has been implemented, and each Pathways campus employs a full time SEL Specialist. We have spent efforts laying the ground work, putting point people in place and training staff on	% 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

Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	... from, putting point people in place and training staff on interventions and SEL curriculum. In reflection, and now having knowledge of what OST programs have the capacity to offer students in direct alignment with Connectness and Wellbeing, it is exciting that Options programs' students will now have access and opportunities provided to them through OST programming as well. This will provide our school autonomy and creative opportunities to engage students, welcome them into our school community, and tap into their passions and interests. It is our ultimate goal that these supports will positively contribute to overall graduation rate, credit attainment, and attendance ~ and most importantly, a DESIRE to be at school.

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

What is the feedback from your stakeholders?

Stakeholder feedback has been essential in Pathways' ability to grow and seek improvement in the area of Connectness and Wellbeing. Some of the main areas identified included our communication practices; stakeholders including staff, students and families all expressed a desire for transparency in communication and expectations. Our network has committed to sharing qtrly Pathways Newsletters informing stakeholders of all of the fantastic resources available to students, important dates and scheduling pieces, and academic/attendance expectations. Similarly, we have committed to publishing PD agendas, and all staff meeting obligations with a week notice (within our locus of control), and sharing SY calendar of events and planned initiatives from inception. Focus groups are regularly held before Leadership proceeds with rolling out new initiatives so as to gather feedback and input from various stakeholders.
Another important lesson learned from stakeholder feedback was our staff's desire to receive additional training on trauma informed practices based on our student demographic. Based on this feedback, our network of Pathways schools have enlisted in a two year Trauma Skilled Schools initiative that will provide training and education in support of equipping our staff with the skills and resouces to effectively support students.
While our schools have offered Tier 1 SEL curriculum through Habitudes for two consecutive years thus far, stakeholder feedback showed that the curriculum we were using may not have been culturally responsive to our students' interests and demographic. With stakeholder feedback gathered through an SEL curriculum focus group, our schools have invested in an SEL curriculum we are confident are students will be more responsive and open to engaging in called We Do It For The Culture.
As we enter into SY23-24, we leave a SY behind that had us "Believing Bigger, and Aiming Higher." This SY, used as a rally cry for all staff to identify with, we are "Accountable and Included." Our big rocks that were established during Strategic Planning this summer are designed with progress monitoring milestones that speak to our rally cry of being "Accountable and Included:" 1) Black Belt Teaching, 2) Aspirational Environment and 3) Data Driven Culture.

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

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.

External barriers exist for a larger part of our student population. Our program exists to help address some of these barriers. Often times students enrolled at Pathways are over 18 themselves, working full-time jobs to help support financial stability for their nuclear families. With a slightly older high school population, some of our students are parents, struggling to find external supports that allow them to prioritize their own education. If it isn't a barrier within the home environment, it is often a barrier that exists within the community that has the potential to threaten the safety of our students in their travels to and from school, such as gang violence. As an Options program, our student demographic, in theory, is already coming to us at a Tier 2 level in terms of MTSS suports they may require to be successful in their educational experience while at Pathways. This can often be interpreted through both academic and attendance data.

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 is an identified area that provides the most opportunity for growth. For our school community to feel heard and embody a sense of connectedness, Student Voice needs to continue to improve. While the most opportunity lies within building out our school's Student Ambassador program, and finding consistency in providing a platform and a space for students to engage, we must first tackle the barriers/obstacles that exist with student attendance. These barriers exist in various realities; whether it be proximity from school, threats that exist in the neighborhood, financial burdens within the home, or lack of support with transportation or childcare.
With SY23-24 offering support from the district through OST Programming, we are excited to offer a variety of programs that aim to suport breaking down such barriers. Our plan includes a combination of Tier 2 groups that support instructional growth, groups that have been created based on student interests, as well as building partnerships with external vendors.
Humboldt Park has been successful in putting some great student clubs together that speak directly to student interests:
Music Club
Video Gaming Club
HumboldtPark hosts "Learning Period" parties to honor academic and attendance growth. A student pantry offers dry goods for students to access anytime they are at school, and a kitchen is available to provide additional needs for students when they arrive to school. A "closet" provides clothes, shoes and outerwear for students who need recources for job interviews, or are just in need.
A strong sense of Connectness and Wellbeing lives within the Humboldt Park campus. The staff at HP embody a strong vibe that exemplifies inclusivity at its best, creating a space for students to feel welcome and encouraged to embrace authenticity. Staff huddles also celebrate connectedness through an "outside of the box" approach during their weekly "Crumbl" vote. Teambuilding is important in HP's school community, and is done so through a very strategic rating system that allows staff to vote for their favorit Crumble cookie flavor. This positive energy is infectious in that students feel this connectedness in their school center, as far as that's concerned.

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)	Pathways In Education proudly boasts accomplishments in Postsecondary success across the network. Reflecting on SY22-23, tapping into available metric recources, as well as analzying student experience feedback has implied that higher leverage for improvement lies within other priorities for FY24. Student success stories reinforce our understanding that the option to enroll in Pathways In Education has provided our demographic with applicable supports to move their path to graduation forward; 1:1 support from their Postsecondary Student Services Counselor, flexible scheduling for students working full-time, or parents themselves. The Postsecondary team has proactively collaborated as a network to establish consistant suport for students pursuing various postsecondary pathways. This has resulted in the implemention of a Senior Seminar course that provides students with a backwards mapped approach to satisfying all of their non-academic graduation requirements, namely ILP, LPS & FAFSA. SY22-23 HUMBODLT PARK SUCCESS METRICS: Number of graduates: 57 LPS Complete: 100% % FAFSA completed: 99% *In the reflection process, while the intention was to boast on our campus specific SY22-23 postsecodary success data, it was identified that the Options network could find value in having access to our Assessment Data in Dashboard. Each metric provided as a resource eliminated all Options postsecondary data. Our team actively seeks opportunites for access and eduation to WBL and trades opportunities for students exploring pathways outside of college enrollment after HS graduation. Dual enrollment opportunities as well as alumni outreach has proven to be a valuable resource in preparing students for their postsecondary experience. Upon reflection, it is apparent that the Options network could use access and education on the opportunities and resources avaialble through (C4) College and Career Competency Curriculum, as well as prioritized training and access to School Links data to support students' postsecondary goals for SY23-24.	Graduation Rate
				Program Inquiry: Programs/participation/attainment rates of % of ECCC
				3 - 8 On Track
				Learn, Plan, Succeed
				% of KPIs Completed (12th Grade)
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		College Enrollment and Persistence Rate
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** One of the areas identified in reflection that offer the highest lever of support for our student demographic is how to prepare them for the world after HS. Often times, when students come to enroll at Pathways, they have been either out of school for a significant duration of time, or they have found themselves off-track from their goals due to external barriers and hardships. It is the goal of our entire school community to provide support in educating our student population with what skills, lexile levels and certifications are required for them to succeed in their goals. We have shifted our approach for the current SY to allow students to look ahead, give serious thought to the kind of career/skill they aspire to achieve, and backwards plan how to best prepare them during their time at Pathways. It is our intention to provide WBL opportunities and academic and SEL interventions through OST Programming for our students this SY, as well as continue consistent outreach and support for our alumni. This includes but is not limited to offering opportunities to stay involved in the Pathways community post graduation, so that we can continue to support student postsecondary goals, and help to contribute positively in their transition from HS to their next chosen pathway, as well as offering access to trade programs and post secondary pathways outside of college enrollment. Efforts to address barriers also expand to identifying students within our demographic that require supplemental supports that contribute to eliminating barriers in their educational experience such as transportation and childcare.	9th and 10th Grade On Track
Yes	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).			Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Partially	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**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?** One of the areas identified in reflection that offer the highest lever of support for our student demographic is how to prepare them for the world after HS. Often times, when students come to enroll at Pathways, they have been either out of school for a significant duration of time, or they have found themselves off-track from their goals due to external barriers and hardships. It is the goal of our entire school community to provide support in educating our student population with what skills, lexile levels and certifications are required for them to succeed in their goals. We have shifted our approach for the current SY to allow students to look ahead, give serious thought to the kind of career/skill they aspire to achieve, and backwards plan how to best prepare them during their time at Pathways. It is our intention to provide WBL opportunities and academic and SEL interventions through OST Programming for our students this SY, as well as continue consistent outreach and support for our alumni. This includes but is not limited to offering	
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager		

What 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.

A student-centered problem that exists within the Pathways In Education network of schools is the reality that our students face many unknowns as they approach the end of their HS experience. As they accomplish their graduation goals, they are challenged with a transition to life after HS, that for many lacks the wrap-around services that are essential in supporting students' success in their chosen pathway. We must continue to

prioritize supplemental supports such as alumni outreach and work-based learning opportunities for our students to better prepare them for their departure from high school.

our alumni. This includes but is not limited to offering opportunities to stay involved in the Pathways community post graduation, so that we can continue to support student postsecondary goals, and help to contribute positively in their transition from HS to their next chosen pathway, as well as offering access to trade programs and post secondary pathways outside of college enrollment. Efforts to address barriers also expand to identifying students within our demographic that require supplemental supports that contribute to eliminating barriers in their educational experience such as transportation and childcare.

Partnership & Engagement

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Parent/Guardian/Community (stakeholders) involvement remains an area of growth for all Pathways schools. After reviewing the metrics, we know we need to provide more opportunities for stakeholders to get involved. Pathways proactively fosters relationships with families, school committees, and community members but struggles with parent attendance. We are committed to fostering two-way communication with families and encouraging their involvement in school activities. Similarly, we have student-led councils who provide input and feedback on our continuous improvement efforts.	Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families

5E: Supportive Environment

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

Formal and informal family and community feedback received locally. (School Level Data) |
| Partially | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | |
| Yes | School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). | Student Voice Infrastructure Rubric | **What is the feedback from your stakeholders?**

According to our SY23 5 Essential data, "In schools with Involved Families," all centers scored in the "strong" range however, there is more work to be done when considering the entire staff is building strong external relationships. Hispanic heritage, Black History Month, Back to School Bashes, Parent-Teacher Conferences, and monthly celebrations were opportunities for family involvement last year, but not well attended. Because of the low turnout, it's necessary to course correct and engage with families to determine what works best for them. In addition, we need more resources and communication in English and Spanish to increase our communication effectiveness. | |

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.

By intentionally engaging all stakeholders through a combination of various outreach attempts (marketing, calls, community events), we will make stronger connections across PIE and the broader Chicago landscape. We realized many of students, although 18 or older, still have engaged parents who want to be included in their child's education. One challenge we face is when students who are 18+ do not want their parents involved. We've tried to mitigate this challenge by inviting them to school functions but more work must be done to create a village approach to student development.

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?

Pathways is ambitious to create a Parent Advisory Council to serve all four centers. We seek parents to assist with translation efforts during PTC to break down barriers and capture more of their feedback on school programming. School messenger will be leveraged to send mass information to students and parents, keeping them informed on the day-to-day operations, and a dual language newsletter will be released three times a year (BOY, MOY, EOY) acknowledging school happenings. Our approach to Parent-Teacher Conferences will include a longer time frame to connect. This means the week leading up to PTC will be strongly centered on outreach to ensure student progress is discussed and opportunities are given to provide general or specific feedback.

Curriculum & Instruction

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. |

| Yes | Students experience grade-level, standards-aligned instruction. |

| Yes | Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn. |

| Yes | The ILT leads instructional improvement through distributed leadership. |

| Yes | 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. |

| Yes | Evidence-based assessment for learning practices are enacted daily in every classroom. |

What are the takeaways after the review of metrics?

Pathways In Education teachers have access to a robust standards-aligned and culturally responsive curriculum provided by SkyRocket Education Solutions. We implement our curriculum across three modalities - Small Group Instruction (SGI), Student Activity Workbooks (SAWs), and Edmentum. Regardless of the modality, all students experience grade-level, standards-aligned instruction, and evidence-based assessments. Evidence of this practice can be found in our rigor walks, where Pathways leadership and Options Network leaders observed both students and teachers for inner core components, elements of effective teaching, and grade level standards. In addition, our internal High Quality Teaching Indicator (HQTI) tool, serves as an ongoing evaluation of instructional practice to ensure curriculum and instruction practices are consistent. The ILT implements this continuous improvement practice with confidence, knowing it is rooted in Danielson's framework to ensure all teaching staff gain a deeper understanding of the domains, components, and elements of success. Academic progress was our primary instructional measurement last year. We developed effective routines and procedures to build teacher capacity. We met baseline expectations for much of the second semester. However, now that new accountability metrics from our authorizer have been revealed, we need to emphasize our instructional execution, interventions, and collaborative approach to teaching to boost student outcomes in AP, CA, and improve our one-year grad rate. To accomplish our accountability goals, we must raise our expectations for academic progress, build our collective efficacy, develop a holistic approach to STAR testing, and monitor progress to course correct, ensuring all students' needs are met.

What is the feedback from your stakeholders?

Teacher/Student/Parent feedback is positive in the areas of engagement, and academic press. However, as indicated on our 5 Essentials Survey, there is a desire for more ambitious instruction. In schools with strong ambitious instruction, classes are challenging and engaging. The instruction is clear, and well-structured, and encourages students to build and apply knowledge. Our student/teacher feedback suggests improvement in the areas of Math and English rigor. Our areas of focus will be on creating instruction that is well-defined with clear expectations for student success, interactive, and encourages students to build and apply knowledge.

What student-centered problems have surfaced during this reflection?

Student-centered problems surfaced in the areas of student assessments being inconsistent and the need for more effective intervention strategies to close the achievement gap between grade-level assignments and demonstration of mastery. We realized our application of the instructional core is inconsistent across all our campuses, and intervention support is not closing the achievement gap. There is a need to collaborate among teachers, implement more consistent coaching practices, and highlight effective, research-based intervention strategies.

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?

ILT has identified the need for an additional instructional coach to serve as our northside support. In addition, we created a mentor position to support new teachers. Both of these efforts are rooted in staff/student feedback to improve our institutional ambition. Pathways is piloting a new Professional Learning Community (PLC) this year to provide teachers with collaborative time to craft common assessments, identify at-risk students, and collaborate on intervention strategies. Our goal is to build collective instructional efficacy for Pathways teachers resulting in higher levels of achievement while centering on the instructional core (CPS) of identifying, community, and relationships. We feel these efforts will help us address any barriers or obstacles our students may face. Helping them experience core instruction that is responsive to and sustaining of who they are and what they bring, and empowers them to connect, to imagine, and to act as ethical, critical actors that shape the world. Lastly, we hope our initiatives to distill universal screening data and leveraging of benchmark assessments will result in better outcomes for our students.

Determine Priorities

Resources: 🚀

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

Students...

Student-centered problems surfaced in the areas of student assessments being inconsistent and the need for more effective intervention strategies to close the achievement gap between grade-level assignments and demonstration of mastery. We realized our application of the instructional core is inconsistent across all our campuses, and intervention support is not closing the achievement gap. There is a need to collaborate among teachers, implement more consistent coaching practices, and highlight effective, research-based intervention strategies.

[Determine Priorities Protocol]

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

Root Cause

Resources: 🚀

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

As adults in the building, we...

We are challenged with creating remedial intervention opportunities for students to recover grade-level gaps. Our tier institutional model will be focused on teacher collaboration, common assessments, and effective re-teaching. By implementing a structured PLC, teachers will feel empowered to review student work and make data-driven decisions.

[5 Why's Root Cause Protocol]

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

Implement opportunities for teachers to collaborate on grade level remediation (PLC)

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Curriculum & Instruction

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.

then we see....

collective efficacy improve, teacher intervention strategies enahnced ✍️

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...

better student outcomes in reading and math. ✍️

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 ✍️

Leadership team & Instructional Team

Dates for Progress Monitoring Check Ins

Q1	10/19/23	Q3	3/21
Q2	12/14/23	Q4	5/30/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	90% STAR participation rate	Coordinators	9/21	In Progress
Action Step 1	Build STAR campaign	Leadership Team	8/16	Completed
Action Step 2	KICK OFF STAR Testing Week - week 1/middle of week 1 into week 2 - format spaces, letters home presentation/assembly to convey importance - PUMP UP (first day) - raffle, food, communicate testing dates, configure usernames and passwords	All staff /AP	8/31	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	>45% Percentage of Students Making Growth Targets on STAR Math & Reading Assessment	Coordinators, AP, IC	12/14	Not Started
Action Step 1	STAR Achievement Chats: Prepare script / one-pager (mail merge from a report?) Performance snapshot (STAR data) PSSSC Relevance Create a digital folder to hold student diagnostic, testing info, etc.	Teachers	10/19	Not Started
Action Step 2	PTC: STAR & Academic Growth conversation - checklist to ensure convos happen to identify BOY standing and growth targets Utilize the same achievement chat document from September for families	Teachers	PTC - 10/26	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	>40% Average Growth Percentile on STAR Math & Reading Assessment	Coordinators, AP, IC		Select Status
Action Step 1	STAR: Identify intervention rosters (window close) Tier 1 Intervention: Exact Path Math or ELA for students not in intervention group Tier 2 Intervention: "Near grade level" – going to be our target group for first intervention group *does not have to begin at every campus*	Teachers	10/19	Not Started
Action Step 2	STAR: post-practice test (end of October) Give out post-practice test after first month of Tier 1 and 2 interventions	Coordinators	10/31	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status

Curriculum & Instruction

Action Step 1			*Select Status*
Action Step 2			*Select Status*
Action Step 3			*Select Status*
Action Step 4			*Select Status*
Action Step 5			*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	>55% Percentage of Students Making Growth Targets on STAR Math & Reading Assessment >50% Average Growth Percentile on STAR Math & Reading Assessment
SY26 Anticipated Milestones	>60% Percentage of Students Making Growth Targets on STAR Math & Reading Assessment >55% Average Growth Percentile on STAR Math & Reading Assessment

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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
>45% Percentage of Students Making Growth Targets on STAR Math & Reading Assessment >40% Average Growth Percentile on STAR Math & Reading Assessment	Yes	STAR (Reading)	Overall				
			Overall				
>45% Percentage of Students Making Growth Targets on STAR Math & Reading Assessment >40% Average Growth Percentile on STAR Math & Reading Assessment	Yes	STAR (Math)	Overall				
			Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT agendas, meeting minutes, and opportunities for distributed leadership, coaching cadence	ILT agendas, meeting minutes, and opportunities for distributed leadership, coaching cadence	ILT agendas, meeting minutes, and opportunities for distributed leadership, coaching cadence
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.	PLC agendas, Meeting minutes, inclusion of remedial standards in all disciplines	PLC agendas, Meeting minutes, inclusion of remedial standards in all disciplines	PLC agendas, Meeting minutes, inclusion of remedial standards in all disciplines
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Inclusion of lit standards in all SGI classrooms	Inclusion of lit standards in all SGI classrooms	Inclusion of lit standards in all SGI classrooms

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Return to Top   **SY24 Progress Monitoring**

Resources: 🚀

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

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
>45% Percentage of Students Making Growth Targets on STAR Math & Reading Assessment >40% Average Growth Percentile on STAR Math & Reading Assessment	STAR (Reading)	Overall			On Track	Select Status	Select Status	Select Status
		Overall			On Track	Select Status	Select Status	Select Status
>45% Percentage of Students Making Growth Targets on STAR Math & Reading Assessment >40% Average Growth Percentile on STAR Math & Reading Assessment	STAR (Math)	Overall			On Track	Select Status	Select Status	Select Status
		Overall			On Track	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT agendas, meeting minutes, and opportunities for distributed leadership, coaching cadence	On Track	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.	PLC agendas, Meeting minutes, inclusion of remedial standards in all disciplines	On Track	Select Status	Select Status	Select Status
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Inclusion of lit standards in all SGI classrooms	On Track	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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.
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.
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.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

In a review of providing an inclusive and supportive learning environment, Pathways In Education can improve its response to academic intervention and tracking methods for general education students. We have a high-functioning Behavioral Health Team (BHT), and Climate & Culture Team (CCT) that reviews at-risk referrals, and behavior situations, but our MTSS system for academic response can be improved. Because our learning environment is different from traditional models, we must assess each indicator under the context of our programmatic philosophy. Therefore, a major takeaway is that our Diverse Learners (DL) do receive above-average instruction, and staff are continually improving access to Support Diverse Learners in the least restrictive environment, as indicated by their IEP. Evidence of this can be found in our compliance rates and DL student achievement rates. Compliance data and ACCESS data suggest Pathways is meeting the standard level of instruction for DL and ELL students.

What is the feedback from your stakeholders?

Feedback on the 5 Essentials Survey indicates Pathways In Education provides an inclusive and supportive learning environment with an organized designation for the campus. On a class of 2023 senior survey, of the graduates surveyed (139), 75% contributed their success to the relationship and support they received from their teacher. Last year, students who enrolled were asked if they felt they belonged at Pathways two weeks after they started. Of the 312 responses, 88% felt like Pathways created an inclusive environment and felt they belonged in our program. In a recent all-staff survey, most faculty suggested more training on supporting students who experienced trauma. Many staff also felt they needed support in dealing with secondary trauma, stressful situations, and de-escalation techniques.

What student-centered problems have surfaced during this reflection?

When students do not feel a sense of belonging, or feel known or cared for, they are less likely to come to school. Poor staff retention has been shown to negatively impact students' educational achievement. Both groups must be included in the learning process, recognized for their growth and achievement, and feel like they belong at Pathways. These experiences must be frequent and meaningful to attain a highly aspirational environment. When these conditions exist, student/staff experiences will drive deeper relationships building a stronger collaborative school culture and inspiring future accomplishments. An effective MTSS system that monitors behavior, SEL, and academic is the priority for our schools. Progress monitoring will allow for data-driven decison making and improved student outcomes.

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

A Trauma Skilled Schools (TSS) initiative is underway to support our students with trauma and better equip our staff with the tools required to positively impact those with trauma. We seek improvement in becoming a healing center to align with district initiatives. The endeavor will not only impact students and their engagement, achievement, and attendance but also better inform our staff on how to deal with secondhand trauma. We see TSS and the district support playing a crucial role in defining our approach to MTSS. We anticipate more robust responses to intervention with improved systems for BHT and CCT as we have a clearly defined tiered structure to support students. Each center has identified outreach partners who function to provide wrap-around services (i.e. Westcare). We know academic interventions are the missing ingredient to an otherwise satisfactory level MTSS model at Pathways. Initiatives are currently underway to pull STAR data reports, address students performing below grade level, reteach specific standards, and monitor progress. We are focusing on integrating MTSS and STAR to boost our academic responses.

Determine Priorities

Return to Top

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

Students...

When students do not feel a sense of belonging, or feel known or cared for, they are less likely to come to school. Poor staff retention has been shown to negatively impact students' educational achievement. Both groups must be included in the learning process, recognized for their growth and achievement, and feel like they belong at Pathways. These experiences must be frequent and meaningful to attain a highly aspirational environment. When these conditions exist, student/staff experiences will drive deeper relationships building a stronger collaborative school culture and inspiring future accomplishments. An effective MTSS system that monitors behavior, SEL, and academic is the priority for our schools. Progress monitoring will allow for data-driven decison making and improved student outcomes.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

Root Cause

Return to Top

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

As adults in the building, we...

The current method of tracking for MTSS is not robust enough. Our BHT, CCT, and SEL components are thriving, but more emphasis on academic intervention is needed. Monitor student progress and intervene with the tools and resources required to meet the student's level of need. Teachers will gain a deeper understanding of our demographics and be better equipped to handle difficult conversations rooted in trauma and healing.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

Return to Top

What is your Theory of Action?

If we....

Develop a robust MTSS framework to progress monitor student intervention

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Inclusive & Supportive Learning Environment

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....

appropriate interventions, assigned time frames and cycles, and more response to intervention

which leads to...

better student outcomes, more engagement, more mastery, increased attendance and sense of belonging

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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 ✍️

Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/19/23	Q3	3/21
Q2	12/14/23	Q4	5/30/24

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 — >70% One-Year Grad Rate	Leadership/PSSSC	5/30/24	In Progress
Action Step 1 — Communicate best practices for assigning student courses: Assign new students work solely from SAWs and monitor overtime EDM access (unless the student only needs courses on EDM). Lock units in EDM. All 15 and 16 yr students or those with few credits enroll in an SGI class or an intervention class. Share AGE OUT lists (not just current SY, but all potentials)	Leadership Team	9/18	In Progress
Action Step 2 — Identify one-year grad co-hort -discuss grad calc and timeline -review non-credit grad requirements -communicate FAFSA requirements	Leadership Team	9/8	In Progress
Action Step 3 — Establish PSSSC roles and responsibilities - update post-secondary counselors on new initiatives (school links, FAFSA, etc.) - create support plan for larger campuses	Supervisor of PSSSC	ongoing	In Progress
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 2 — 90% of IS teachers are meeting AP (70%)	Leadership	ongoing	In Progress
Action Step 1 — Identify MTSS framework - tiers of intervention and systems of academic support - Create tailored plan for individual student based on transcript and credit recovery - select balanced course load based on engagement, rigor, and need - introduce wrap around service providers for SEL needs	Leadership Team	10/19	In Progress
Action Step 2 — Create progress monitoring system to track interventions - identify cadence of intervention - identify student champion - create meeting frequency to discuss achievement (monthly) - create a systematic approach for student docuementation	Leadership Team	10/19	In Progress
Action Step 3 — Establish regular tier coaching check-ins for teachers - weekly AP and IC meetings to determine at-risk students and discuss strategy - Additional Support Plans for teachers not meet baseline standard for performance	IC and AP	ongoing	In Progress
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status

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

Inclusive & Supportive Learning Environment

Implementation Milestone 4					*Select Status*
Action Step 1					*Select Status*
Action Step 2					*Select Status*
Action Step 3					*Select Status*
Action Step 4					*Select Status*
Action Step 5					*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	>75% One-Year Grad Rate 90% of IS teachers are meeting AP (70%)	✍️
SY26 Anticipated Milestones	>80% One-Year Grad Rate 90% of IS teachers are meeting AP (70%)	✍️

Return to Top

Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
>70% One-Year Grad Rate	Yes	Graduation Rate	Overall				
			Overall				
90% of IS teachers are meeting AP (70%)	Yes	MTSS Academic Tier Movement	Overall				
			Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
I&S:1 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.	Functioning MTSS tracker, identified systems of support, direct roles and responsibilities, meeting agenda and minutes	Functioning MTSS tracker, identified systems of support, direct roles and responsibilities, meeting agenda and minutes	Functioning MTSS tracker, identified systems of support, direct roles and responsibilities, meeting agenda and minutes
PS:6 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).	PSSSC meetng agendas and minutes, grad-cohort tracker, district support at PSSSC meetings, support plans	PSSSC meetng agendas and minutes, grad-cohort tracker, district support at PSSSC meetings, support plans	PSSSC meetng agendas and minutes, grad-cohort tracker, district support at PSSSC meetings, support plans
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
>70% One-Year Grad Rate	Graduation Rate	Overall			On Track	Select Status	Select Status	Select Status
		Overall			On Track	Select Status	Select Status	Select Status
90% of IS teachers are meeting AP (70%)	MTSS Academic Tier Movement	Overall			On Track	Select Status	Select Status	Select Status
		Overall			On Track	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 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.	Functioning MTSS tracker, identified systems of support, direct roles and responsibilities, meeting agenda and minutes	On Track	Select Status	Select Status	Select Status
PS:6 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).	PSSSC meetng agendas and minutes, grad-cohort tracker, district support at PSSSC meetings, support plans	On Track	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

☐ **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.

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

Select a Goal

Select a Goal

Select a Goal

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds.**
No action needed		**(Continue to Approval)**

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

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

☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

During SY23-24, Pathways is putting support behind engaging parents and families in our students' academic experience. Historically, it has been a struggle to build consistent engagement with our school community. Many of our students are over the age of 18, work full time, or are parents themselves. Pathways focuses on welcoming families into the center for a Back to School Bash held annually, Family Conferences, as well as opening its doors for special heritage events. We commit to disseminating all school relevant information in a qtrly published Pathways Newsletter, and intentionally share regular school messaging through our SIS Parent Portal, and School Messenger. During SY22-23, Pathways began honoring studetnts who have achieved "Honor Roll." In SY23-24, we aim to celebrate our students' accomplishments by hosting an event for Honor Roll students. Each year our school hosts a beautiful Prom and Graduation Ceremony that welcomes families to get involved. It is our hope that with support from idenitfying a Parent Involvement liaison for our program, that parent and family involvement will continue to bolster as the SY progresses.

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