

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 
Trista Harper	Principal	ttharper1@cps.edu
Shuronda Turner	AP	sdtturner2@cps.edu
Marlon Mclachlan	AP	mmmclachlan@cps.edu
Kurtis Ellison	AP	kl Ellison@cps.edu
Barbara Wellington-Oropo	Curriculum & Instruction Lead	bawellington@cps.edu
Keith Houghteling	Curriculum & Instruction Lead	kjhoughteling@cps.edu
Steven Guarnieri	Teacher Leader	stguarnieri@cps.edu
Cherilyn Hill	Teacher Leader	cthill@cps.edu
Danyiel Selvie	CTE Lead	dselvie@cps.edu
Kellian Sanders	Postsecondary Lead	ksanders@cps.edu
Lanada Sledge	LSC Member	lanadasledge1@gmail.com
Stacy Hall	LSC Member	stacycaring@yahoo.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	4/19/23	4/21/23
Reflection: Curriculum & Instruction (Instructional Core)	4/19/23	4/21/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/26/23	4/26/24
Reflection: Connectedness & Wellbeing	5/3/23	5/3/24
Reflection: Postsecondary Success	5/3/23	5/3/24
Reflection: Partnerships & Engagement	5/3/23	5/3/24
Priorities	4/19/23	5/5/23
Root Cause	5/5/23	5/5/23
Theory of Acton	4/19/23	4/19/23
Implementation Plans	8/2/23	8/4/23
Goals	8/3/23	8/4/23
Fund Compliance	8/10/23	8/10/23
Parent & Family Plan	8/10/23	8/10/23
Approval	9/6/23	9/6/23

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	10/26/2023
Quarter 2	1/9/2024
Quarter 3	3/28/2024
Quarter 4	6/21/2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.
 Stakeholders are consulted for the Reflection of Foundations.
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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	<p>Our on-track data for all students improved with the exception of one department. In English, Math, Social Studies, and the non-core departments, our students had higher percentages of A's and B's and a lower failure rate than last school year. The number of students with D's and F's also decreased over the same time period. On SAT Suite data, our students improved at every level on Evidence-based Reading and Writing; for example, grade 11 students increased 37 points. While SAT Suite math scores improved in grades 9 and 10, grade 11 students dropped seven points from the previous test. The 10th grade students appear to be those who are struggling the most and with the poorest metrics. As these students rise to 11th grade, we need to prepare ourselves for the upcoming struggles and create intervention protocols and practices to support these students entering their junior year. Males are behind females in terms of academic performance in the four core subjects, with failures averaging in the low teens for males (10%-14% male students failing core subjects), but below 10% female students failing core subjects.</p> <p>What is the feedback from your stakeholders?</p> <p>Our continued emphasis on our three school priorities has improved our school's mission and vision. Teachers have indicated that a continued push on the same three priorities will help develop continuity and improve their practice. Course level team meeting were particularly effective according to most stakeholders. Shared PD time and teacher-led professional development were highlights during the year. One area of need expressed is to develop consistent grade level teams to focus on targeted students for reclamation and support. First and second-year teachers indicating coaching and course team support were influential in their growth. This was evidenced by improved REACH observations and discussions as the school year progressed. Concerns about student attendance--particularly for 1st period--and student tardiness were consistent throughout the school year, as were concerns about student accountability for off-task or disruptive behaviors. School teams employed a checks and balance system that creates equitable access and decision-making as it relates to student academic achievement. Stakeholders used a shared leadership model to obtain best practices for monitoring school, student, staff progress. Learning cycles were used to monitor and improve students' progress as it relates to various performance indicators. Stakeholders collected, analyzed, developed, and implemented plans to increase individual and school wide student mastery level of understanding. Stakeholders made use of the Depth of Knowledge and Blooms Taxonomy level of learning to ensure that students experienced highest level mastery.</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>Continued emphasis on assessing in the moment helped teachers improve in this area, which lead to an increase in seen data checks from the MOY Network walk-through to the EOY Network walk-through. Data showed the level of complexity for many tasks observed at the end of the year increased significantly from the BOY to the EOY Network walkthroughs data showed student tasks attacking more complex tasks with fewer teacher-supported accommodations than seen earlier in the year. As indicated above, most students improved in the SAT Suite exams with particular growth in EBRW. Grade 11 teachers participated in SAT Wolverine Wednesdays all year, and that initiative was pushed school-wide at the beginning of the second semester. We intend to begin SAT Wednesdays throughout grades 9-11 from the start of the year.</p>	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
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		
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership Foundational Pillars		
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document		

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.

One clear student-centered problem that we have to address is that our male students are lagging behind our female students in passing core subjects. The passing rate for females in core subjects does not dip below 91%. However, our male students range from 85-89% passing in core subjects. This is primarily a concern for students without IEPs, as that subgroup performs on par with their female peers. Our IEP/LRE students have demonstrated a positive increase in grade performance; students with D's and F's has declined from last year to this year.

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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

Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum	<p>Simeon implements a comprehensive schoolwide assessment calendar that outlines our assessment schedule and progress monitoring structure. This systematic approach empowers our administrative team, department chairs, Instructional Leadership Team (ILT), and instructional coaches to efficiently plan meetings with all teachers to discuss units, lessons, progress monitoring assessments, and targeted interventions. </p>	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum
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		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
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

progress monitoring assessments, and targeted interventions aligned with their respective departments and content areas. Our ILT includes our case managers and special education department chair to ensure that decisions and strategies are thoughtfully crafted, taking into account the unique needs and strengths of our diverse learners. Our special education teachers are now able to effectively and efficiently collect data to create quality IEP to assist in having 100% IEP compliance and all diverse learners needs are met. Through this inclusive framework, we strive to optimize student learning and support, fostering an educational environment that nurtures growth and success for all students.

What is the feedback from your stakeholders?

We will provide additional school-wide training on Branching Minds. We will create additional collaboration time for the special education teacher, general education, and teacher to ensure all diverse learners needs are met. We will become more intentional with providing intervention on the identifying days and sharing successful strategies amongst staff who share the same students cross contents.

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?

The department chairs are organizing meetings within their respective departments to guarantee that educators are analyzing data, comprehending the walkthrough and peer observation protocols, all aligned with our school-wide objectives. Likewise, teachers are facilitating course team gatherings to maintain uniformity in pacing, identify specific areas that require attention, and exchange instructional approaches amongst peers in all settings. Our diverse learners who are placed in cluster settings are seamlessly adapting to inclusive environments and smoothly transitioning throughout the school and class alongside their peers. Consequently, this seamless integration is fostering increased independence among them.

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 CIWR.

One student-center problem is the inconsistent usage of the platform used to document interventions. Although our teachers are providing inventions, we must be inconsistent with entering the intervention plans on a school-wide platform. Inconsistent usage of entering interventions in Branching Minds can present significant student-centered challenges within improving educational outcomes. Without a steadfast and uniform approach to entering interventions, students may encounter a lack of tailored support, hindering their personalized learning experience. This inconsistency can lead to misalignment between the interventions provided and the unique needs of individual students, potentially rendering the support less effective. Moreover, the irregular tracking of interventions could result in inefficient progress monitoring, making it difficult to gauge student improvements and adjust instructional strategies accordingly. Consequently, the students might miss out on vital targeted support, on-track data and potentially impede their overall engagement and progress. It is crucial to maintain a consistent and accurate approach to entering interventions to ensure that each student receives the specialized guidance they require for college and career readiness.

- [Roots Survey](#)
- [ACCESS](#)
- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	Simeon has identified two leaders to oversee MTSS and BHT supports throughout the school, one of the counselors and one of the assistant principals. The leads of both systems work collaboratively to plan meetings and professional developments for staff and community partners to discuss strategies and resources that address student needs. These professional developments and meetings are offered throughout the school year. Our school has increased the amount of outside agencies that will help provide additional social emotional and behavioral supports to enhance academic achievement. There are structures in place to refer students to specific agencies to address the student's needs. There has also been a great emphasis on school wide expectations to create a positive and safe learning environment throughout the school. The school wide expectations were created by the Culture and Climate Team. Teachers were also given the autonomy to create individualized classroom expectations with the school-wide expectations.	% 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
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		
		What is the feedback from your stakeholders?	

Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

Stakeholders believe we must continue to improve our step by step approach to maintain a safe and secure learning environment for all students through restorative practices and multi-tier support systems by leveraging our community partners and professional development. This will lead to an increase in student attendance, graduation rate, freshmen and sophomore on track rate, post secondary enrollment, and teachers scoring proficient or distinguished in Domain 2 on REACH evaluations. We would also see a decrease in suspension rates. 🍌

- [Cultivate \(Belonging & Identity\)](#)
- Staff trained on alternatives to exclusionary discipline (School Level Data)
- [Enrichment Program Participation: Enrollment & Attendance](#)
- [Student Voice Infrastructure](#)
- [Reduction in number of students with dropout codes at EOY](#)

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

One student-center problem that surfaced during this reflection is the communication of clear and explicit school-wide expectations that promotes a safe learning environment for all students. In addition to the school-wide expectations, there must continue to be clear classroom norms throughout the school year with strategies to redirect negative behaviors. Most importantly, we noticed that there needs to be continuous learning for PD support for teachers and more services to support students. 🍌

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?

There are two improvement efforts we are making as a school: peer juries and student equity of voice for student leaders to represent their grade level. This will have a significant increase in student participation on the Supportive Environment component within the My School, My Voice survey and positive incentives to redirect negative behaviors that yield positive outcomes for all students. 🍌

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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	College and Career Competency Curriculum (C4) 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).	Even though we had an increase in college applications from 2021-2022 to the 2022-2023 school year, we have a decrease in offers made and college acceptances (2021-2022 --> 1893 applications, 400 offers-made, and 303 college acceptances; 2022-2023 ---> 2082 applications, 267 offers made, and 196 college acceptances). The number of college acceptances per offers made decreased by 2.4% from the 2021-2022 to 2022-2023 school year (75.8% to 73.4%). Currently, 11% of our students have dual credit, 2% have dual enrollment, .35% have an AP exam certification, and 12.11% earned their CTE certification. 🍌	Graduation Rate Program Inquiry: Programs/participati on/attainment rates of % of ECCC 3 - 8 On Track
Yes	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		Learn, Plan, Succeed % of KPIs Completed (12th Grade)
Yes	Work Based Learning Toolkit 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).		College Enrollment and Persistence Rate 9th and 10th Grade On Track
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).		Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Partially	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
Yes	PLT Assessment Rubric 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).	What is the feedback from your stakeholders? Stakeholders believe we need to provide all students with a rigorous and balanced College Preparatory and CTE pathway experience through a comprehensive, developmental program that addresses personal and academic career development, which concentrates on a multi-tiered system of support and a culture of accountability. Stakeholders believe this approach will ensure that all students will graduate within 4 years with a clear and articulated Learn Plan Succeed (LPS) post-secondary plan before graduation. Also, 50% or more of our students will score 3 or higher on AP exams, and or 80% earning a C or higher on Dual credit/enrollment courses. Finally, our CTE pathways will have a 75% or more pass rate on OSHA & other certifications.	
		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? CTE teachers will provide students with multi-tiered intervention/suooort to ensure students' mastery of content. 🍌	

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). [Alumni Support Initiative One Pager](#)

intervention/support to ensure students mastery of content. In addition, the post-secondary team (including CTE teachers) will facilitate BOY & EOY panel discussions with students and parents to prepare students for career and college readiness options. Increase our partnership with industry and post-secondary partners to provide more options for our students. Classroom multi-tiered intervention/support, panel discussions, and increasing our partnership with post-secondary partners will increase the number of our students enrolling in colleges or continuing a career in their respective CTE pathway.

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 male students have a 9% certification rate in CTE pathway, 10% of our male students have dual credit, and 1% of our male students have dual enrollment. 🍌

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<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>Spectrum of Inclusive Partnerships</p>	<p>82% of our student population believes that their teachers care about their academic success. 72% of the students feel that they are encouraged to share their thoughts and ideas in the classroom. Students from all grade-levels are represented on Simeon's student council. The student council meets weekly to share their ideas various activities throughout the school year. There is a need to increase the leadership roles for our diverse learner population. 🍌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p>Reimagining With Community Toolkit</p>	<p>Our LSC meets monthly and it is open to all of our parents and community members to attend. Beginning Q2, the PAC will be designed to foster meaningful relationship with parents and community members. Workshops and activities will be planned based on the interest of our parents and community members.</p>	<p>5E: Involved Families</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>Student Voice Infrastructure Rubric</p>	<p>What is the feedback from your stakeholders? 🍌</p> <p>As a school community, more opportunities need to be created to engage our parents. Another area of growth for us with our stakeholders is to increase and enhance our communication style. We will create monthly communication to keep parents and other stakeholders in the loop about school activities, curriculum updates, and important dates. We will facilitate monthly sessions with parents (PAC) to increase our partnership with parents.</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?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</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>In their learning journey, many of our students need support in identifying and addressing areas of improvement. Our students need intental support with reflecting on the learning process. This will enable them to take ownership when identifying areas of challenges or areas of improvement. 🍌</p>	<p>Teachers are implementing MTSS for our students to ensure that all students receive the individualized support they need for academic success. As teachers implement MTSS strategies, the administrative team will work with each grade-level counselor and teacher to ensure that students are being prepared to identify and address areas of improvement. Empowering students will enable them to take an active role in their learning journey, a skill that students will utilize beyond their Simeon experience. A member from the administrative team will attend student council meetings to ensure that the student voice is represented in the decision-making process (as it pertains to activities, events, culture & climate, etc.). Review surveys (quarterly) to address the concerns and ideas of our parents, students, and other stakeholders. 🍌</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.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Our on-track data for all students improved with the exception of one department. In English, Math, Social Studies, and the non-core departments, our students had higher percentages of As and Bs and a lower failure rate than last school year. The number of students with D's and F's also decreased over the same time period. On SAT Suite data, our students improved at every level on Evidence-based Reading and Writing; for example, grade 11 students increased 37 points. While SAT Suite math scores improved in grades 9 and 10, grade 11 students dropped seven points from the previous test. The 10th grade students appear to be those who are struggling the most and with the poorest metrics. As these students rise to 11th grade, we need to prepare ourselves for the upcoming struggles and create intervention protocols and practices to support these students entering their junior year. Males are behind females in terms of academic performance in the four core subjects, with failures averaging in the low teens for males (10%-14% male students failing core subjects), but below 10% female students failing core subjects.

What is the feedback from your stakeholders?

Our continued emphasis on our three school priorities has improved our school's mission and vision. Teachers have indicated that a continued push on the same three priorities will help develop continuity and improve their practice. Course level team meeting were particularly effective according to most stakeholders. Shared PD time and teacher-led professional development were highlights during the year. One area of need expressed is to develop consistent grade level teams to focus on targeted students for reclamation and support. First and second-year teachers indicating coaching and course team support were influential in their growth. This was evidenced by improved REACH observations and discussions as the school year progressed. Concerns about student attendance--particularly for 1st period--and student tardiness were consistent throughout the school year, as were concerns about student accountability for off-task or disruptive behaviors. School teams employed a checks and balance system that creates equitable access and decision-making as it relates to student academic achievement. Stakeholders used a shared leadership model to obtain best practices for monitoring school, student, staff progress.

What student-centered problems have surfaced during this reflection?

One clear student-centered problem that we have to address is that our male students are lagging behind our female students in passing core subjects. The passing rate for females in core subjects does not dip below 91%. However, our male students range from 85-89% passing in core subjects. This is primarily a concern for students without IEPs, as that subgroup performs on par with their female peers. Our IEP/LRE students have demonstrated a positive increase in grade performance; students with D's and F's has declined from last year to this year.

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?

Continued emphasis on assessing in the moment helped teachers improve in this area, which lead to an increase in seen data checks from the MOY Network walk-through to the EOY Network walk-through. Data showed the level of complexity for many tasks observed at the end of the year increased significantly from the BOY to the EOY Network walkthroughs data showed student tasks attacking more complex tasks with fewer teacher-supported accommodations than seen earlier in the year. As indicated above, most students improved in the SAT Suite exams with particular growth in EBRW. Grade 11 teachers participated in SAT Wolverine Wednesdays all year, and that initiative was pushed school-wide at the beginning of the second semester. We intend to begin SAT Wednesdays throughout grades 9-11 from the start of the year.

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Determine Priorities

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

Students...

We are looking to continue our increase in SAT Suite scores-growth occurred over the 9th, 10th, and 11th grade teams. We want to address the disparity between our male students and our female students in terms of GPA and SAT scores. We need to build the college resiliency through our high impact core instruction; students will persevere through post-secondary opportunities because of the experiences we have given them at Simeon.

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.

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Root Cause

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

As adults in the building, we...

... noticed that African American males are still behind by failures averaging in the low teens for males (10%-14% male students failing core subjects) but below 10% female students failing core subjects.
 *** We need to meet with at-risk males every three weeks to develop reclamation and remediation plans.
 ...will provide targeted tutoring and reteaching/reassessing opportunities for all students with Ds or Fs
 ...collaborate and develop specific SAT learning tasks for EBRW and Math skill-building activities
 ...provide specific accommodations for diverse learning students to ensure they are accessing grade level and SAT content

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.

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Theory of Action

What is your Theory of Action?

If we....

A. If we implement assessments and/or tasks aligned to learning targets, DOK levels, and Common Core/State standards...B. If we establish an academic classroom culture and

Resources:

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

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

expectations that promote effective student-to-student (and student-to-teacher) communication and positive collaboration, while promoting critical thinking and problem solving skills, we can...

then we see....

A1. We will receive real-time data of student skill or performance level indicators: we can more effectively group or pair our students according to mastery level, improve performance level for all students with specific MTSS strategies, we can adjust our curriculum, learning tasks, and assessments for improved student retention and performance. A2. Use formative assessment protocols such as Target Checks, Performance Tasks, Assignments, Quizzes, Assessing in the moment, etc.: These assessment protocols establish the learning cycles that lead to the comprehensive assessments, Varied assessment protocols give students multiple access points or opportunities to demonstrate mastery. A3. Incorporate systems of student agency and self-monitoring: Disseminate student data in a timely, confidential manner, Develops student accountability and provides tools for systematic and intentional learning target improvement, makes pathway to mastery transparent for student, parent, and other stakeholders

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

which leads to...

A. Students:
 S- improved learning M- 70% of students at 70% mastery on identified learning target
 A- Provide reteaching opportunities (re-engagement) for Tier 2 and Tier 3 students
 R- increase student mastery
 T- CPS identified grade checks (progress/report cards -- roughly every five weeks)
 Teacher:
 S- more intentional planning and assessments M - 70% of students at 70% mastery on learning target
 A- provide differentiated instruction and re-engagement opportunities
 R- reduce number of students at Tier 2 and Tier 3 needing additional interventions
 T- Mid-progress checks - roughly every 2-3 weeks

 S- improved learning
 M- 70% of students at 70% mastery on identified learning target
 A- Provide reteaching opportunities (re-engagement) for Tier 2 and Tier 3 students
 R- increase student mastery
 T- CPS identified grade checks (progress/report cards -- roughly every five weeks)

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

Resources:

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

Team/Individual Responsible for Implementation Plan

Dates for Progress Monitoring Check Ins

Q1 10/26/2023 Q3 3/28/2024
 Q2 1/9/2024 Q4 6/21/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Develop coherent learning cycles to maintain and improve student academia.	Teachers	Weekly	Completed
Action Step 1	Use appropriately aligned assessments and tasks to determine specific student and staff needs.	Teachers	Bi-Weekly	In Progress
Action Step 2	Use frequent formative assessment protocols to assess student level of understanding	Staff	Daily	In Progress
Action Step 3	Employ schoolwide strategies based on SY23 data implications.	Teachers	P/SAT Fall23, P/SATSpring24	In Progress
Action Step 4	Use common assessment practices, data and analysis to determine needs across grade levels and courses.	Teachers	Quarterly	Not Started
Action Step 5	Resource room that will allow students to re-assess their learning level of understanding and improve Performance Indicators.	Staff	Bi-Weekly	Not Started
Implementation Milestone 2	Teachers work with the intent to incorporate student engagement, other instructional practices.	Teachers		In Progress
Action Step 1	Within Collaborative Learning Teams and individual staff based on need: Incorporate Professional Development, Trainings, Peer observation and support, etc.	Staff	Ongoing (See Calendar) REACH	In Progress
Action Step 2	Employ schoolwide assessment preparation strategies based on SY23 data implications.	Staff	P/SAT Fall23, P/SATSpring24	Select Status
Action Step 3	Teachers will incorporate instructional strategies that enhances student engagement and student to student discourse	Teachers	Mid-quarterly	In Progress
Action Step 4	Provides access to rigorous curriculums that challenges students to think deeply and critically	Teachers	Quarterly	In Progress
Action Step 5	Provide access to a rigorous curriculum and instruction that challenges critical thinking.	Teachers	Daily	In Progress
Implementation Milestone 3	Employ student agency within the student population	Teachers	daily	Not Started
Action Step 1	Develop points back systems to increase level of engagement, mastery; thus grade point average.	Student	Bi-Quarterly	Not Started
Action Step 2	Develop soft skills that are necessary for college and career.	Student	Quarterly	Not Started
Action Step 3	Access individual data to determine individual need based on learning target, apply skills needed to improve mastery.	Student	Bi-Quarterly	Not Started
Action Step 4	Build Student Ownership and accountability	Student/Teachers	Bi-Quarterly	Not Started

Action Step 5	Engage with relevant real world applications.	Student/Teachers	Weekly	Not Started
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 👉
 [What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]

SY26 Anticipated Milestones 👉
 [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]

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
By end of SY26, increase the mastery level of identified ELA learning targets among African male students to 70% or higher, as measured by regular assessments and evaluations conducted by teachers.	Yes	Interim Assessment Data	African American Male	20	30	50	100
			African American Male				
By the end of SY26, increase the percentage of diverse learners earning a grade of B or better in math classes and assessments to 85% or higher, as measured by official grade records and standardized math assessments.	Yes	Grades	Students with an IEP	20	30	50	100
			Overall	40	60	75	100

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🏠	Specify your practice goal and identify how you will measure progress towards this goal. 🏠		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Ensure that 80% of educators have access to a comprehensive collection of high-quality curricular materials that are standards-aligned and culturally responsive, as measured by regular surveys, feedback from teachers, and tracked through usage analytics.	Ensure that 90% of educators have access to a comprehensive collection of high-quality curricular materials that are standards-aligned and culturally responsive, as measured by regular surveys, feedback from teachers, and tracked through usage analytics.	Ensure that 100% of educators have access to a comprehensive collection of high-quality curricular materials that are standards-aligned and culturally responsive, as measured by regular surveys, feedback from teachers, and tracked through usage analytics.
C&I:2 Students experience grade-level, standards-aligned instruction.	Design and implement a curriculum enrichment program that provides at least one hands-on, grade-level, standards-aligned learning activity monthly, resulting in a 10% increase in student engagement and participation, as measured by class observations and student feedback surveys.	Design and implement a curriculum enrichment program that provides at least one hands-on, grade-level, standards-aligned learning activity bi-weekly, resulting in a 15% increase in student engagement and participation, as measured by class observations and student feedback surveys.	Design and implement a curriculum enrichment program that provides at least one hands-on, grade-level, standards-aligned learning activity per week, resulting in a 20% increase in student engagement and participation, as measured by class observations and student feedback surveys.
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive practices to ensure the learning environment meets the conditions that are needed for students to learn.	Develop and implement a comprehensive professional development program for educators that covers research-based, culturally responsive practices related to identity, community, and relationships, resulting in a 80% participant satisfaction rate, as measured by post-training surveys.	Develop and implement a comprehensive professional development program for educators that covers research-based, culturally responsive practices related to identity, community, and relationships, resulting in a 85% participant satisfaction rate, as measured by post-training surveys.	Develop and implement a comprehensive professional development program for educators that covers research-based, culturally responsive practices related to identity, community, and relationships, resulting in a 95% participant satisfaction rate, as measured by post-training surveys.

[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 end of SY26, increase the mastery level of identified ELA learning targets among African male students to 70% or higher, as measured by regular assessments and evaluations conducted by teachers.	Interim Assessment Data	African American Male	20	30	On Track	Select Status	Select Status	Select Status
		African American Male			On Track	Select Status	Select Status	Select Status
By the end of SY26, increase the percentage of diverse learners earning a grade of B or better in math classes and assessments to 85% or higher, as measured by official grade records and standardized math assessments.	Grades	Students with an IEP	20	30	On Track	Select Status	Select Status	Select Status
		Overall	40	60	On Track	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Ensure that 80% of educators have access to a comprehensive collection of high-quality curricular materials that are standards-aligned and culturally responsive, as measured by regular surveys, feedback from teachers, and tracked through usage analytics.	On Track	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Design and implement a curriculum enrichment program that provides at least one hands-on, grade-level, standards-aligned learning activity monthly, resulting in a 10% increase in student engagement and participation, as measured by class observations and student feedback surveys.	On Track	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Develop and implement a comprehensive professional development program for educators that covers research-based, culturally responsive practices related to identity, community, and relationships, resulting in a 80% participant satisfaction rate, as measured by post-training surveys.	On Track	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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).
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
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).
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).
Partially	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).
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 are the takeaways after the review of metrics?

Even though we had an increase in college applications from 2021-2022 to the 2022-2023 school year, we have a decrease in offers made and college acceptances (2021-2022 --> 1893 applications, 400 offers-made, and 303 college acceptances; 2022-2023 --> 2082 applications, 267 offers made, and 196 college acceptances). The number of college acceptances per offers made decreased by 2.4% from the 2021-2022 to 2022-2023 school year (75.8% to 73.4%). Currently, 11% of our students have dual credit, 2% have dual enrollment, .35% have an AP exam certification, and 12.11% earned their CTE certification.

What is the feedback from your stakeholders?

Stakeholders believe we need to provide all students with a rigorous and balanced College Preparatory and CTE pathway experience through a comprehensive, developmental program that addresses personal and academic career development, which concentrates on a multi-tiered system of support and a culture of accountability. Stakeholders believe this approach will ensure that all students will graduate within 4 years with a clear and articulated Learn Plan Succeed (LPS) post-secondary plan before graduation. Also, 50% or more of our students will score 3 or higher on AP exams, and or 80% earning a C or higher on Dual credit/enrollment courses. Finally, our CTE pathways will have a 75% or more pass rate on OSHA & other certifications.

What student-centered problems have surfaced during this reflection?

Our male students have a 9% certification rate in CTE pathway, 10% of our male students have dual credit, and 1% of our male students have dual enrollment.

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?

CTE teachers will provide students with multi-tiered intervention/support to ensure students' mastery of content. In addition, the post-secondary team (including CTE teachers) will facilitate BOY & EOY panel discussions with students and parents to prepare students for career and college readiness options. Increase our partnership with industry and post-secondary partners to provide more options for our students. Classroom multi-tiered intervention/support, panel discussions, and increasing our partnership with post-secondary partners will increase the number of our students enrolling in colleges or continuing a career in their respective CTE pathway.

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Determine Priorities

Resources: 

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

Students...

The student-centered problem that we will address in this priority is to increase our graduation rate, increase the acceptance rate per college offers to 85%, increase our CTE certification by 50%, and increase the number of our students taking dual credit/dual enrollment by 50%.



[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.

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Root Cause

Resources: 

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

As adults in the building, we...

We noticed that the issues surrounding students being accepted into CTE trades after high school and we noticed that we need to increase more Dual credit and AP COURSES opportunities for more students.



[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.

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Theory of Action

Resources: 

What is your Theory of Action?

If we....

If we do.... If we expose all students to a dynamic, rigorous and thorough college College Preparatory and CTE pathway experience through a comprehensive, developmental program that addresses the personal and academic career development, which concentrates on a



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

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

multi-tiered system of support and a culture of accountability

then we see....

- Teachers:
- Teachers, along with Network support & industry partners, meeting on a bi-weekly basis
 - Students applying to FIT schools and are accepted into 2-4 year colleges/universities
 - Regularly scheduled BOY and EOY panel discussions with students and parents
 - Regularly scheduled guided lessons presented by grade level counselors
 - Students participating in internship/apprenticeship opportunities; increase of industry & post secondary partners
 - A comprehensive data tracker that details all students selectivity, academic profiles, [Naviance]
 - Town Halls with all grade level with an emphasis on Learn Plan Succeed (LPS)
 - Students attending targeted college tours and job programs; additional meeting with Alumni members with similar jobs
 - CTE orientation and regular parent meeting designed to educate parents of CTE opportunities
 - Data Driven CTE Quarterly meeting
 - Assessments) to plan, differentiate units or lessons, and to measure teacher effectiveness
 - Using of student work and to assess progress of tiered students
 - Developing of communities of practices and planning sessions on how to create differentiated learning in the classrooms / scoring proficient or distinguished on DOMAIN 1 during REACH observation cycles



- Students:
- Engaging in learning across courses and departments
 - Increase in rigorous student text, task and, student to student discourse
 - * Increase in student voice and choice
 - In charge of their own learning and aware of their data.
 - Enrolling & persisting through the AP/Dual credit/enrollment courses/assessments
 - "Earning Bs or better" is the mantra for all grade levels to ensure GPA's are comparable with match & fit goal
 - Students participating in internship and apprenticeships / Students attending college tour and work-based learning activities
 - Students shadowing alumni, industry, and community partners in career pathways

which leads to...

- All students graduating within 4 years with a clear and articulated Learn Plan Succeed (LPS) post secondary plan before graduation.
- By the end of SY25, an average of 950 on SAT scores;
- * 20% of all students scoring at proficiency level on PSAT/SAT exam
- By the end of SY25, student access to AP courses rank amongst top three in Network 17 for taking AP exams.
- * 50% or more students scoring 3 or higher on AP exams and or 80% earning a C or higher on Dual credit/enrollment courses
- By the end of each consecutive school year, CTE pathways will have a 75% or more pass rate on OSHA & other certifications
- Students being able to explain, show evidence and self monitor their progress during daily instruction
- 96% FOT and SOT rate per semester
- * A 20-30% Decrease in Groups 1-3 behaviors
- * 90% or better student and staff attendance
- scoring proficient and distinguished on REACH performance tasks

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.

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

Post Secondary/CTE & Admin

Dates for Progress Monitoring Check Ins

Q1 10/26/2023 Q3 3/28/2024
 Q2 1/9/2024 Q4 6/21/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Implementation of CTE goals and 21 century skills	Teachers/Admin	weekly	In Progress
Action Step 1	Weekly meetings on CTE goals and data analysis	Teachers/Admin	weekly	Not Started
Action Step 2	Instructional goals review with CTE teachers (Performance Management Sessions	Teachers/Admin	quarterly	Not Started
Action Step 3	Peer to peer walkthroughs and sharing of best practices	Teachers/Admin	quarterly	Not Started
Action Step 4	Annual Meetings with industry partners on internships and opportunities for students	Teachers/Admin	quarterly	Not Started
Action Step 5	Annual Meeting with CTE staff/network to increase more opportunities	Teachers/Admin	quarterly	Not Started
Implementation Milestone 2	Implementation of LPS goals for all students & Dual credit/AP courses	Counselors	bi-weekly	Not Started
Action Step 1	Surveys sent to students on dual credit and AP oportunities	Couselors	quartely	Not Started
Action Step 2	Scheduled and assigned meetings with students on grade level action items	Couselors	bi-weekly	Not Started
Action Step 3	WEEKLY meetings with both counselors and Admin to discuss data trends on LPS	Couselors	weekly	Not Started
Action Step 4	Scheduled college tours and college placements	Couselors	quartely	Not Started

Action Step 5	Compose a match & fit tracker per grade level, starting with second semester of Freshman year. The tracker will house information such as GPA, credit recovery plans, Naviance task assignment & completion, FAFSA completion, Learn Plan Succeed potential pathways, etc.	Counselors/ PST	quarterly	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
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	By this time, we are expecting to have an increase of CTE programming, 30% more of students in Internships and apprenticeships, and at least 20% more students taking Dual Credit and AP courses.	
SY26 Anticipated Milestones	By this time, we are expecting to have at least 50% or more students in internships with ready to work skills, and at at least 40% or more students taking AP and Dual credit courses.	

[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 with 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 SY26, 20% of all students scoring at proficiency level on PSAT/SAT exam.	Yes	PSAT (Math)	Overall				
			African American Male				
By the end of each semester of SY24-26, we will have a 96% FOT and SOT rate.	Yes	9th and 10th Grade On Track	Overall				
			Female				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:4 The ILT leads instructional improvement through distributed leadership.	Over SY24, the ILT will collaboratively develop and implement two targeted professional development initiatives that leverage distributed leadership, resulting in a measurable improvement of student engagement and performance by 10% in core subject areas.	Over SY25, the ILT will collaboratively develop and implement three targeted professional development initiatives that leverage distributed leadership, resulting in a measurable improvement of student engagement and performance by 15% in core subject areas.	Over SY26, the ILT will collaboratively develop and implement three targeted professional development initiatives that leverage distributed leadership, resulting in a measurable improvement of student engagement and performance by 20% in core subject areas.

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.	By the end of SY24, our school teams will collaboratively design and implement a comprehensive balanced assessment system that includes formative, interim, and summative assessments aligned with grade-level standards to increase student performance by 10%. This system will provide actionable evidence to inform instructional decision-making, track student progress, and contribute to achieving end-of-year learning goals.	By the end of SY25, our school teams will collaboratively design and implement a comprehensive balanced assessment system that includes formative, interim, and summative assessments aligned with grade-level standards to increase student performance by 15%. This system will provide actionable evidence to inform instructional decision-making, track student progress, and contribute to achieving end-of-year learning goals.	By the end of SY26, our school teams will collaboratively design and implement a comprehensive balanced assessment system that includes formative, interim, and summative assessments aligned with grade-level standards to increase student performance by 20%. This system will provide actionable evidence to inform instructional decision-making, track student progress, and contribute to achieving end-of-year learning goals.
<i>Select a Practice</i>			

[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 SY26, 20% of all students scoring at proficiency level on PSAT/SAT exam.	PSAT (Math)	Overall			On Track	Select Status	Select Status	Select Status
		African American Male			On Track	Select Status	Select Status	Select Status
By the end of each semester of SY24-26, we will have a 96% FOT and SOT rate.	9th and 10th Grade On Track	Overall			On Track	Select Status	Select Status	Select Status
		Female			On Track	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:4 The ILT leads instructional improvement through distributed leadership.	Over SY24, the ILT will collaboratively develop and implement two targeted professional development initiatives that leverage distributed leadership, resulting in a measurable improvement of student engagement and performance by 10% in core subject areas.	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.	By the end of SY24, our school teams will collaboratively design and implement a comprehensive balanced assessment system that includes formative, interim, and summative assessments aligned with grade-level standards to increase student performance by 10%. This system will provide actionable evidence to inform instructional decision-making, track student progress, and contribute to achieving end-of-year learning goals.	On Track	Select Status	Select Status	Select Status
<i>Select a Practice</i>		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	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?

Simeon has identified two leaders to oversee MTSS and BHT supports throughout the school, one of the counselors and one of the assistant principals. The leads of both systems work collaboratively to plan meetings and professional developments for staff and community partners to discuss strategies and resources that address student needs. These professional developments and meetings are offered throughout the school year. Our school has increased the amount of outside agencies that will help provide additional social emotional and behavioral supports to enhance academic achievement. There are structures in place to refer students to specific agencies to address the student's needs. There has also been a great emphasis on school wide expectations to create a positive and safe learning environment throughout the school. The school wide expectations were created by the Culture and Climate Team. Teachers were also given the autonomy to create individualized classroom expectations with the school-wide expectations.

What is the feedback from your stakeholders?

Stakeholders believe we must continue to improve our step by step approach to maintain a safe and secure learning environment for all students through restorative practices and multi-tier support systems by leveraging our community partners and professional development. This will lead to an increase in student attendance, graduation rate, freshmen and sophomore on track rate, post secondary enrollment, and teachers scoring proficient or distinguished in Domain 2 on REACH evaluations. We would also see a decrease in suspension rates.

What student-centered problems have surfaced during this reflection?

One student-center problem that surfaced during this reflection is the communication of clear and explicit school-wide expectations that promotes a safe learning environment for all students. In addition to the school-wide expectations, there must continue to be clear classroom norms throughout the school year with strategies to redirect negative behaviors. Most importantly, we noticed that there needs to be continuous learning for PD support for teachers and more services to support students.

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?

There are two improvement efforts we are making as a school: peer juries and student equity of voice for student leaders to represent their grade level. This will have a significant increase in student participation on the Supportive Environment component within the My School, My Voice survey and positive incentives to redirect negative behaviors that yield positive outcomes for all students.

Return to Top Determine Priorities

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

Students...
 We noticed that we are still having issues with our suspension rate and the full implementation of restorative practices. . In order to decrease the suspension rate by 10%, we have to Provide multi-tiered intervention/support to students, especially our African-African males and diverse learners.

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...
 .We noticed that we are still having issues with our suspension rate and the full implementation of restorative practices. In order to decrease the suspension rate by 10%, we have to Provide multi-tiered intervention/support to students, especially our African-African males and diverse learners.

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
 If we develop a comprehensive and intentional step by step approach to establish and maintain a safe and secure learning environment for all students that embodies and encompasses a restorative culture, which focuses on multi-tiered systems of support and leverages the expertise and knowledge of all community partners and other stakeholders

Resources:

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

and furthers the Professional development of all staff...

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

then we see....

- * School wide clearly stated expectations that support learning environment and growth
- * Clearly stated classroom community norms
- * A clearly communicated plan of action for recognizing triggers and cues for negative behavior, character development, peer- mentoring, positive social interaction
- * Peer juries, peace circle rooms, personal development rooms with a set curriculum to restore the school community
- * Student oriented grade level meetings that focus on preventative measures in regard to student behavior and or grades and attendance
- * Bi-weekly meetings with Deans & community partners; SEL partners to define & respond to trends across the school
- * Student equity of voice on voting for student leaders to represent their grade level.
- * More positive school wide incentives, immediate and meaningful consequences
- * Increase of student voice and choice as it relates to decision making in the building



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

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

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

which leads to...

- * Increase student attendance, decrease of group 1-3 behavior
- * Increase the Supportive Environment component within the My School, My Voice survey
- * 10% Decrease of suspension documented in Dashboard and an increase of student voice and engagement
- * Appropriate responses to negative behaviors that yield positive outcomes
- * 10% increase in graduation rates and a 0.2 decrease in dropout rates
- * Annual 2% increase in FOT/SOT rate
- * Increase in 5-8 % on the Post secondary enrollment and persistence data
- * Teachers scoring proficient and distinguished on DOMAIN 2 on REACH observations
- * Efficient hallway transitions
- * Increase in 1st and 2nd period class attendance
- * 10% decrease in tardies



[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

Culture Climate team/Admin/ Teachers

Dates for Progress Monitoring Check Ins

Q1 10/26/2023


Q3 3/28/2024


Q2 1/9/2024

Q4 6/21/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Decrease the group 1-3 behaviors			In Progress
Action Step 1	Increase restorative conversations with students and parents.	Teachers, Deans, and Administrators	Q1	In Progress
Action Step 2	Connect students to community partners for additional SEL support	Counselors, Deans, Community Partners	Q1	In Progress
Action Step 3	Develop a peer jury	Staff, students, Deans	Q2	In Progress
Action Step 4	Provide professional development to assist teachers with strategies to implement SEL in their lessons	Administrators, Instructional Coaches, Department Chair	Quarterly	In Progress
Action Step 5				Select Status
Implementation Milestone 2	Communicate school-wide and classroom expectations.	Administrators, Deans, Teachers	Daily	In Progress
Action Step 1	Create and share classroom expectations with students and families	Teachers	Daily	In Progress
Action Step 2	Create and share school-wide expectations with staff, students, and families.	Administrators, Deans	Q1	Completed
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Build a positive school community	Administrators	Spring 24	In Progress
Action Step 1	Create more positive incentives for students.	CCT	Q2	In Progress
Action Step 2	Celebrate students and staff frequently.	CCT	Quarterly	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
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
 By Spring of 25, we would know whether we have met our goals when we see a decrease of at least 20% of our suspension data 

SY26 Anticipated Milestones
 By the end of Spring 26, would know whether we have met our goal when we see full implementation of RJ practices being conducted in every classroom, which would lead to a decrease of suspensions by 30%. 

[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
Increase the implementation of restorative practices across all grade levels and classrooms, resulting in a 30% reduction in group 1-3 behaviors compared to the previous school year, as measured by behavior incident reports and teacher surveys.	Yes <input type="checkbox"/>	Reduction in OSS per 100	Overall <input type="text"/>				
			Male <input type="text"/>				
Reduce class tardies by 50% compared to the average number of tardies over the past two years, as measured by daily attendance records and data analysis.	Yes <input type="checkbox"/>	Increase Average Daily Attendance	Overall <input type="text"/>				
			Students with an IEP <input type="text"/>				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 	Specify your practice goal and identify how you will measure progress towards this goal. 		
	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Implement a Tier 1 Healing Centered Support program that includes a research-based Social-Emotional Learning (SEL) curriculum, Skyline integrated SEL instruction, and restorative practices in all grade levels, resulting in a 15% improvement in student self-reported well-being and emotional regulation, as measured by pre- and post-program surveys.	Implement a Tier 1 Healing Centered Support program that includes a research-based Social-Emotional Learning (SEL) curriculum, Skyline integrated SEL instruction, and restorative practices in all grade levels, resulting in a 30% improvement in student self-reported well-being and emotional regulation, as measured by pre- and post-program surveys.	Implement a Tier 1 Healing Centered Support program that includes a research-based Social-Emotional Learning (SEL) curriculum, Skyline integrated SEL instruction, and restorative practices in all grade levels, resulting in a 60% improvement in student self-reported well-being and emotional regulation, as measured by pre- and post-program surveys.
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT will provide targeted support to students in need, resulting in a 20% increase in student self-reported well-being and a 10% reduction in behavioral incidents, as measured by pre- and post-implementation surveys and behavior incident data.	BHT will provide targeted support to students in need, resulting in a 40% increase in student self-reported well-being and a 20% reduction in behavioral incidents, as measured by pre- and post-implementation surveys and behavior incident data.	BHT will provide targeted support to students in need, resulting in a 60% increase in student self-reported well-being and a 30% reduction in behavioral incidents, as measured by pre- and post-implementation surveys and behavior incident data.
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.	Establish a collaborative framework involving teachers, parents, and community partners to design and offer a diverse range of student-centered enrichment and out-of-school-time programs that cater to various interests and learning styles. These programs will lead to a 20% increase in student-reported satisfaction and engagement, as measured by post-program surveys.	Establish a collaborative framework involving teachers, parents, and community partners to design and offer a diverse range of student-centered enrichment and out-of-school-time programs that cater to various interests and learning styles. These programs will lead to a 40% increase in student-reported satisfaction and engagement, as measured by post-program surveys.	Establish a collaborative framework involving teachers, parents, and community partners to design and offer a diverse range of student-centered enrichment and out-of-school-time programs that cater to various interests and learning styles. These programs will lead to a 60% increase in student-reported satisfaction and engagement, as measured by post-program surveys.

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
Increase the implementation of restorative practices across all grade levels and classrooms, resulting in a 30% reduction in group 1-3 behaviors compared to the previous school year, as measured by behavior incident reports and teacher surveys.	Reduction in OSS per 100	Overall			On Track	Select Status	Select Status	Select Status
		Male			On Track	Select Status	Select Status	Select Status
Reduce class tardies by 50% compared to the average number of tardies over the past two years, as measured by daily attendance records and data analysis.	Increase Average Daily Attendance	Overall			On Track	Select Status	Select Status	Select Status
		Students with an IEP			On Track	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Implement a Tier 1 Healing Centered Support program that includes a research-based Social-Emotional Learning (SEL) curriculum, Skyline integrated SEL instruction, and restorative practices in all grade levels, resulting in a 15% improvement in student self-reported well-being and emotional regulation, as measured by pre- and post-program surveys.	On Track	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT will provide targeted support to students in need, resulting in a 20% increase in student self-reported well-being and a 10% reduction in behavioral incidents, as measured by pre- and post-implementation surveys and behavior incident data.	On Track	Select Status	Select Status	Select Status
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Establish a collaborative framework involving teachers, parents, and community partners to design and offer a diverse range of student-centered enrichment and out-of-school-time programs that cater to various interests and learning styles. These programs will lead to a 20% increase in student-reported satisfaction and engagement, as measured by post-program surveys.	On Track	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

Grades: By the end of SY26, increase the percentage of diverse learners ear...

Required Reading Goal

Interim Assessment Data : By end of SY26, increase the mastery level of i...

Optional Goal

Student Groups	Baseline	SY24	SY25	SY26
Students with an IEP	20	30	50	100
Overall	40	60	75	100
African American Male	20	30	50	100
African American Male				

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.

It is our goal to provide a welcoming environment for families and invite them to participate as equal partners in the education of their children. We want to provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school. It is also important that we engage parents in the school's volunteer program so they can participate in supporting school-wide, classroom, and parent involvement activities. In addition, we want to respond to parent concerns and/or complaints to ensure child's educational needs are met.

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