

## 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
Sherita Carter-King	Principal	sdcarter@cps.edu
MaToya Marsh	Postsecondary Lead	mmarsh@cps.edu
Kaya Feaster	Teacher Leader/Connectedness & Wellbeing m...	kfeaster@cps.edu
Becky Sanderson	Other [Partner]/Partnerships and Engagement	beckysanderson@hotmail.com
Loretta Fields	Inclusive & Supportive Learning Lead	lfields1@cps.edu
Mayla Jefferson-McManigal	Other [Clinician-SW/Inclusive & Supportive lear...	msjefferson@cps.edi
Amme Nowlin	Connectedness & Wellbeing	aanowlin@cps.edu
	Select Role	
	Select Role	
	Select Role	
	Select Role	
	Select Role	

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	4/1/23	6/15/23
Reflection: Curriculum & Instruction (Instructional Core)	6/28/23	6/28/29
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/28/23	6/28/23
Reflection: Connectedness & Wellbeing	6/28/23	6/29/23
Reflection: Postsecondary Success	6/29/23	6/29/23
Reflection: Partnerships & Engagement	6/29/23	6/29/23
Priorities	6/8/23	6/29/23
Root Cause	7/18/23	7/19/23
Theory of Acton	7/18/23	7/19/23
Implementation Plans	7/19/23	8/2/23
Goals	7/19/23	8/2/23
Fund Compliance	8/23/23	8/31/23
Parent & Family Plan	8/23/23	8/31/23
Approval	9/1/23	9/8/23

## SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.  
As a reference, these dates will auto-populate in your implementation plans.

### CIWP Progress Monitoring Meeting Dates

Quarter 1	10/19/2023
Quarter 2	12/12/23
Quarter 3	3/12/24
Quarter 4	5/28/24

**Indicators of a Quality CIWP: Reflection on Foundations**

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

**Resources**

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**

**Using the associated references, is this practice consistently implemented?**

**References**

**What are the takeaways after the review of metrics?**

**Metrics**

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>	<p><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i> </p> <p><a href="#">STAR SY23 tracker- the data shows that while we had a decent amount of growth that there were still a few students who did not show the sufficient growth and it was not due to attendance concerns. We were able to see better growth amongst our DL population than we've seen in prior years.</a></p> <p><i>Review of Student Perspective Data during SY23-Practice Shift Ideas - Student perspective data told us we need to work on more engaging instructional strategies</i></p> <p><i>Cultivate Data-Our main areas of improvement are Feedback for Growth, Supportive Teaching, Classroom Community and Meaningful Work</i></p> <p><i>Grades-while credit attainment was good, we noticed that many of our students were mastering content only at the D or C level and we wanted more students to show mastery at the B or better level.</i></p>	<a href="#">IAR (Math)</a>
Partially	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a>  <a href="#">Teacher Team Learning Cycle Protocols</a>  <a href="#">Quality Indicators Of Specially Designed Instruction</a>		<a href="#">IAR (English)</a>
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	<a href="#">Powerful Practices Rubric</a>  <a href="#">Learning Conditions</a>		Rigor Walk Data (School Level Data)
Partially	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a>  <a href="#">Distributed Leadership</a>		<a href="#">PSAT (EBRW)</a>
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	<a href="#">Customized Balanced Assessment Plan</a>  <a href="#">ES Assessment Plan Development Guide</a>  <a href="#">HS Assessment Plan Development</a>		<a href="#">PSAT (Math)</a>
No	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>		<a href="#">STAR (Reading)</a>

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

*[feedback trends across stakeholders; feedback trends across specific stakeholder groups]*

*Our ILT team has communicated and recognized that this will forever remain a work and focus for our school and while we are not at 100%, we have shown great progress over these last years and are still working towards 100% of teachers accomplishing good curriculum and instruction implementation.*

*Student feedback says they are learning the most they've learned at Simpson; however, there are some incidents where students feel teachers are talking too much and not allowing enough productive struggle.*

**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?**

*[impact on most students; impact on specific student groups]*

*We've focused in SY23 on the rigor walk prompts which helped staff and students align daily learning targets to grade level standards. In addition, we worked on ensuring alignment of targets to what students were actually doing in the classroom. Lastly, teachers also included asking students what they were learning to see if students really understood targets and why they were learning certain concepts or skills.*

*The efforts in this particular foundation were more to address our general population and we are more concerned about supporting those students who are furthest from opportunity which is why we decided against making this a priority. We would like to focus on the next foundation: Inclusive and Supportive Learning.*

**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.

*[problems experienced by most students; problems experienced by specific student groups]*

*Students have difficulty persisting on and solving complex, critical thinking tasks. Students do not believe they can do hard things.*

- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

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**Inclusive & Supportive Learning Environment**

**Using the associated references, is this practice consistently implemented?**

**References**

**What are the takeaways after the review of metrics?**

**Metrics**

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Integrity Memo</a>  <a href="#">MTSS Continuum</a>  <a href="#">Roots Survey</a>	<p><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i> </p> <p><i>The CIWP team feels there is much work to do in this area to build out an effective structure. This includes building out a stronger MTSS/BHT structure according to the MTSS Integrity memo.</i></p> <p><i>The team and staff need lots of training and practice using the Branching Minds platform so that it could support our planning and progress monitoring of student supports, services and interventions.</i></p>	Unit/Lesson Inventory for Language Objectives (School Level Data)
		<a href="#">MTSS Integrity Memo</a>		<a href="#">MTSS Continuum</a>

- [Roots Survey](#)
- [ACCESS](#)

No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	<a href="#">LRE Dashboard Page</a>
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

*Reviewed Cultivate data re: growth mindset academic risk taking and also saw that we need to focus on Feedback for Growth, Supportive Teaching, Classroom Community and Meaningful Work*

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

Many other school staff and stakeholders agree that this is an area of growth for our school to ensure the right interventions are applied, monitored and that positive outcomes are acquired.

After reviewing the 5Es data at the end of SY23 with staff, staff overwhelmingly selected this topic as a priority for our school in ensuring access for ALL students to learning.

**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?**

In SY23, we started identifying new academic interventions for students in math and reading (Freckle and Wilson reading systems). These interventions, while not monitored with great fidelity, did seem to support student learning and growth from BOY to EOY.

These efforts are directly addressing and supporting our students who are furthest from opportunity.

[MTSS Academic Tier Movement](#)  
[Annual Evaluation of Compliance \(ODLSS\)](#)

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

**What student-centered problems have surfaced during this reflection?**

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

*[problems experienced by most students; problems experienced by specific student groups]*

*Students are below grade level in both reading and math upon entering Simpson. Students come to school with environmental issues that impact their learning. Students don't always feel comfortable being vulnerable about basic needs and external*

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

Using the associated references, is this practice consistently implemented?	References
Yes	<a href="#">BHT Key Component Assessment</a>  <a href="#">SEL Teaming Structure</a>
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

**What are the takeaways after the review of metrics?**

*[takeaways reflecting most students; takeaways reflecting specific student groups]*

*Simpson has done a pretty good job over the years with developing a strong, positive culture and climate. We have the necessary teams and structures in place and have a regular meeting cadence to tend to the goals for each year. We have minimal discipline infractions, but continue to have issues with student attendance. We know some of this is due to motherhood related issues, but some may be connected to our ability to address trauma issues effectively. Students are connected to at least one adult in our building through our internal mentor program where students chose their person.*

*We recognize we don't always spend the additional time needed to get to know our Latina students. This will be a huge MUST DO in order to keep them connected during the learning process.*

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

*[feedback trends across stakeholders; feedback trends across specific stakeholder groups]*

*Teachers tend to often feel overwhelmed with the work at Simpson which we believe is associated with compassion fatigue or external situations bleeding into the professional environment. Some staff feel that not all staff are appropriately connected to the school and students and students also don't 100% feel connected to staff.*

*Students are appreciative of the SEL Advisory block to support SEL skill development and community building efforts.*

**Metrics**

[% of Students receiving Tier 2/3 interventions meeting targets](#)

[Reduction in OSS per 100](#)

[Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)

[Access to OST](#)

[Increase Average Daily Attendance](#)

[Increased Attendance for Chronically Absent Students](#)

[Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)

[Cultivate \(Belonging & Identity\)](#)

Staff trained on alternatives to exclusionary discipline (School Level Data)

[Enrichment Program Participation: Enrollment & Attendance](#)

No	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		<p><a href="#">Student Voice Infrastructure</a></p> <p><a href="#">Reduction in number of students with dropout codes at EOY</a></p>
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p>	
<p><i>[problems experienced by most students; problems experienced by specific student groups]</i></p> <p><i>Specific student groups may not regularly see themselves (identity) in school-wide happenings or classroom curriculum.</i></p> <p><i>Students who have extended absences (including homebound) tend to come back disconnected and struggling to pick up on the work load at school.</i></p>		<p><i>[impact on most students; impact on specific student groups]</i></p> <p><i>In SY23, we initiated a mentor program where students picked mentors. We need to do a better job of fleshing out the role of the mentor and design opportunities for mentors and mentees to work together in SY24. VIBE Days are one way the team plans to move forward on this. We are still progress monitoring the effects of this work on our Latina population, our students who are diverse learners and students who are regularly getting in trouble.</i></p>	

[Return to Top](#) **Postsecondary Success**

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p><a href="#">College and Career Competency Curriculum (C4)</a></p> <p>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).</p>	<p><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i></p> <p><i>This certification work is definitely happening but wondering how we create a structure for documenting student pathways via a portfolio, etc.</i></p> <p><i>Need to learn the new platform, Schoolinks</i></p> <p><i>We need to improve our persistence rates for whatever post secondary pathway has been chosen by students</i></p>	<p><a href="#">Graduation Rate</a></p> <p><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a></p> <p><a href="#">3 - 8 On Track</a></p>
Partially	<p><a href="#">Individualized Learning Plans</a></p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		<p><a href="#">Learn, Plan, Succeed</a></p> <p><a href="#">% of KPIs Completed (12th Grade)</a></p> <p><a href="#">College Enrollment and Persistence Rate</a></p>
Partially	<p><a href="#">Work Based Learning Toolkit</a></p> <p>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).</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i></p> <p><i>Seeking to create more personalized experiences and pathways for individual students and groups of students on the same track.</i></p> <p><i>The work based learning toolkit is new for our school.</i></p> <p><i>There are so many careers students are not aware of/familiar with.</i></p> <p><i>Students don't always see the relevance to the future with what they are learning in classes.</i></p>	<p><a href="#">9th and 10th Grade On Track</a></p> <p><a href="#">Cultivate (Relevance to the Future)</a></p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
Yes	<p>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).</p>		
Yes	<p><a href="#">ECCE Certification List</a></p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		
Partially	<p><a href="#">PLT Assessment Rubric</a></p> <p>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).</p>		
Partially	<p><a href="#">Alumni Support Initiative One Pager</a></p> <p>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).</p>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p>Up to this point, we have been purposeful with individual post secondary advising for all students at Simpson from 12th grade on down to junior high. Our counselor has first 15s with students to build their ownership of postsecondary goals and career awareness/exploration. These have been impactful because they sometimes improve student attendance and advocacy for themselves. It also puts them on a certain pathway that they begin to work towards during the year.</p>	

<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p>	
<p><i>[problems experienced by most students; problems experienced by specific student groups]</i></p> <p><i>Students don't know what they want to do in life and what is available. Students need more career exploration.</i></p>		<p><i>We have a plethora of career awareness and exploration opportunities available for our young women during the course of the year, but we could add more and improve our career development efforts. The C4 Success Bound curriculum is already being utilized in our 9th-12th grade spaces and this is helping us start the postsecondary process much earlier than we have in past years.</i></p>	



Students don't know how to self-advocate when they meet certain obstacles.  
 Students may not be motivated to attain post secondary options.  
 Students have anxiety when it comes to creating and following a post secondary plan.

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i> 🍌</p> <p>We have a lot of partners and need to begin the process of purging and progress monitoring the support being offered so that it is not overwhelming for the students nor the school.</p> <p>We will need to consider student representation in some other areas: ILT, CIWP, etc.</p> <p>REACH data from the principal shows that there is work needing to be done about family engagement from teachers.</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p><a href="#">5E: Supportive Environment</a></p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Yes	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles &amp; CIWP).</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i> 🍌</p> <p>Community partner engagement is top notch, but we are still working on community and family engagement.</p> <p>It would be nice to have the community partners come together at the beginning of the year to determine what resources are needed during the course of the year and how different partners support the different areas of needs within Simpson.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p><b>What student-centered problems have surfaced during this reflection?</b>                  If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p>	
<p><i>[problems experienced by most students; problems experienced by specific student groups]</i> 🍌</p> <p>Students sometimes feel overwhelmed by the amount of supports offered by the school's partners.                  Students' engagement with the community is limited                  Students need more relevant interactions with our Simpson community, Chicago and our partners.                  Students have a challenging time showing a commitment to their participation on the various teams around Simpson.</p>		<p><i>[impact on most students; impact on specific student groups]</i> 🍌</p> <p>Our student voice engagement for SY23 was great! Students had more opportunity to give feedback about their school and the student voice committee took the lead on many school-wide events during the year. This helped to improve the attendance of the students participating.</p> <p>We have an annual partner luncheon which has helped with partners identifying what other supports are available at Simpson.</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

*[takeaways reflecting most students; takeaways reflecting specific student groups]*

The CIWP team feels there is much work to do in this area to build out an effective structure. This includes building out a stronger MTSS/BHT structure according to the MTSS Integrity memo.

The team and staff need lots of training and practice using the Branching Minds platform so that it could support our planning and progress monitoring of student supports, services and interventions.

Reviewed Cultivate data re: growth mindset academic risk taking and also saw that we need to focus on Feedback for Growth, Supportive Teaching, Classroom Community and Meaningful Work

What is the feedback from your stakeholders?

Many other school staff and stakeholders agree that this is an area of growth for our school to ensure the right interventions are applied, monitored and that positive outcomes are acquired.

After reviewing the 5Es data at the end of SY23 with staff, staff overwhelmingly selected this topic as a priority for our school in ensuring access for ALL students to learning.

What student-centered problems have surfaced during this reflection?

*[problems experienced by most students; problems experienced by specific student groups]*

Students are below grade level in both reading and math upon entering Simpson. Students come to school with environmental issues that impact their learning. Students don't always feel comfortable being vulnerable about basic needs and external issues. Students continue to have language barriers which hinder their understanding of directions and content. Students are not accountable for growth in tiering from cycle to cycle. Student attendance is contributing to a lack of inclusiveness for students and makes support more challenging. Students don't always know how to be a 'professional student'. Students may not always receive the intervention that best meets their needs. Students need relevant interventions, supports and services that are appropriately

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?

In SY23, we started identifying new academic interventions for students in math and reading (Freckle and Wilson reading systems). These interventions, while not monitored with great fidelity, did seem to support student learning and growth from BOY to EOY.

These efforts are directly addressing and supporting our students who are furthest from opportunity.

Return to Top Determine Priorities

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

Students...  
Students need relevant interventions, supports and services that are appropriately communicated, implemented and monitored to ensure they best meet their unique needs.



Resources: [Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...  
Staff's lack of awareness and low level of confidence and/or understanding of the possible interventions, supports, and services for students can prevent the effective implementation and progress monitoring of those services.  
School lacks a culture of utilizing systems and structures regularly and effectively communicating interventions, supports and services to students and families which prevents students from having a full awareness and acceptance of those resources.



Resources: [5 Whys Root Cause Protocol](#)

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

Return to Top Theory of Action

What is your Theory of Action?

If we....  
Provide clear and accessible MTSS/intervention training and communication to all stakeholders (staff, students, families and partners) and create systems and structures to progress monitor and to hold stakeholders accountable...



Resources: [Indicators of a Quality CIWP: Theory of Action](#)  
Theory of Action is grounded in research or evidence based practices.

## Inclusive & Supportive Learning Environment

then we see....  
increased awareness, utilization and effectiveness of interventions implemented



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 more inclusive and supportive learning environment and improved student outcomes (attendance, academic performance, connection to Simpson, discipline, etc.).



### 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**   
MTSS/BHT

**Dates for Progress Monitoring Check Ins**  
Q1 10/19/2023 Q3 3/12/24  
Q2 12/12/23 Q4 5/28/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Staff training and collaboration on MTSS/interventions, supports and services	District, Simpson MTSS/BHT Team	By March 2024	In Progress
<b>Action Step 1</b>	Create a one pager or packet of information (including referral process) to introduce MTSS/BHT and the team to staff	Marsh	September 22, 2023	Completed
<b>Action Step 2</b>	Create a Professional learning plan for the year (i.e. BOY PD, etc.)	Open	September 22, 2023	In Progress
<b>Action Step 3</b>	Conduct Branching Minds training for the MTSS/BHT team	MTSS/BHT team	October 2023	Completed
<b>Action Step 4</b>	Create systems for collaboration within and across teams re: interventions, supports and services for students	MTSS/BHT team	October 2023	In Progress
<b>Action Step 5</b>	Introduce Branching Minds to all staff	MTSS/BHT Team	February 2024	Completed
<b>Implementation Milestone 2</b>	Create systems to support regular and effective progress monitoring of student interventions, supports and services	MTSS/BHT Teams	By January 2024	In Progress
<b>Action Step 1</b>	Revisit use of data wall to progress monitor interventions, supports and services on a regular basis.	MTSS/BHT Team	September 22	In Progress
<b>Action Step 2</b>	Schedule and conduct a progress monitoring PD session	Fields	October 2023	Not Started
<b>Action Step 3</b>	Schedule alerts to notify staff of data wall updates	CK	Every 3-4 weeks beginning in September	Not Started
<b>Action Step 4</b>	Develop a progress monitoring system following the PD	MTSS/BHT Team	November 2023	Not Started
<b>Action Step 5</b>	Identify interventionists who sit on the MTSS/BHT team	MTSS/BHT Team	September 2023	In Progress
<b>Action Step 6</b>	Pilot the progress monitoring system mentioned above	MTSS/BHT	Nov/Dec 2023	Not Started
<b>Action Step 7</b>	Finetune Homebound Process and monitor accordingly	Winston	On going	Not Started
<b>Implementation Milestone 3</b>	Create multimodal communication to students about MTSS, interventions, supports and services.	MTSS/BHT Team	By November 2023	Not Started
<b>Action Step 1</b>	Develop students' understanding of tiering	MTSS/BHT Team	September 2023	Not Started
<b>Action Step 2</b>	Create one pager on MTSS, tiering, interventions, supports and services and how the school will help students throughout the year.	Marsh	Mid September (13th?)	In Progress
<b>Action Step 3</b>	Create a cadence for reporting MTSS tiers, interventions, supports and services to students (seminars?)	Marsh	Start week of 9/25 in seminars	Not Started
<b>Action Step 4</b>	Create a strengths based component for reporting what students can do	MTSS/BHT Team	9/25 or 10/23	Not Started
<b>Action Step 5</b>	Re establish a growth mindset culture through professional learning to counter the resistance to interventions	School-wide	On going	In Progress
<b>Action Step 6</b>	Get the student perspective (focus groups or conferencing style) on how they feel this would best work for them (preliminary) and are the processes working.	ILT/Culture and Climate Team	On going	In Progress
<b>Action Step 7</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25 Anticipated Milestones**  
Continue to spiral milestones from SY24 and focus more specifically on families and partners this year.  
Expand interventions for year 2.

**SY26 Anticipated Milestones**  
Continuation of evaluating our MTSS and progress monitoring systems and structures.  
Using data from year 1 and 2 to make the necessary adjustments to the MTSS systems and structures in the building.

[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 % of B or better grades	Yes <input type="checkbox"/>	Grades	Overall	46%	55%	60%	65%
			Students with an IEP	31%	35%	45%	55%
Decrease the % of students chronically absent and/or truant by focusing on increasing attendance for our students in attendance tiers 2 and 3	Yes <input type="checkbox"/>	Increased Attendance for Chronically Absent Students	Overall	84%	80%	75%	70%
			Other [Homebound]	84%	80%	75%	70%

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Get the needed training on Branching Minds for all relevant staff at Simpson and ensure that all students at tiers 2 and 3 are scheduled with academic interventions to support their progress. Our team will also research additional academic interventions that will support our students needs. We will progress monitor this goal by checking the status of Branching Minds training mid year and end of year and will progress monitor during each progress reporting cycle to see that students are scheduled with interventions that are being implemented and updated in the system regarding level of success.	Continue extending training of Branching Minds for new staff and progress monitor new interventions, supports and services.	Continue extending training of Branching Minds for new staff and progress monitor new interventions, supports and services.
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Our team will become more familiar with the problem solving process and utilize it often to identify the most effective interventions to support student success. We will measure our progress by measuring the fidelity and effectiveness of interventions utilized for students.	We will continue the practices from SY24 and add on engagement strategies around MTSS with students and their families.	We will continue the practices from SY24 and SY25
Select a Practice			

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

**Resources:**

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the % of B or better grades	Grades	Overall	46%	55%	Select Status	Select Status	Select Status	Select Status



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

## Inclusive & Supportive Learning Environment

increase the % of B or better grades	Grades	Students with an IEP	31%	35%	Select Status	Select Status	Select Status	Select Status
Decrease the % of students chronically absent and/or truant by focusing on increasing attendance for our students in attendance tiers 2 and 3	Increased Attendance for Chronically Absent Students	Overall	84%	80%	Select Status	Select Status	Select Status	Select Status
		Other [Homebound]	84%	80%	Select Status	Select Status	Select Status	Select Status

### Practice Goals

### Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Get the needed training on Branching Minds for all relevant staff at Simpson and ensure that all students at tiers 2 and 3 are scheduled with academic interventions to support their progress. Our team will also research additional academic interventions that will support our students needs. We will progress monitor this goal	Select Status	Select Status	Select Status	Select Status
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Our team will become more familiar with the problem solving process and utilize it often to identify the most effective interventions to support student success. We will measure our progress by measuring the fidelity and effectiveness of interventions utilized for students.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	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).
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).
Yes	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).
Yes	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
Partially	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?

*[takeaways reflecting most students; takeaways reflecting specific student groups]*

*This certification work is definitely happening but wondering how we create a structure for documenting student pathways via a portfolio, etc.*

*Need to learn the new platform, Schoolinks*

*We need to improve our persistence rates for whatever post secondary pathway has been chosen by students*

What is the feedback from your stakeholders?

*[feedback trends across stakeholders; feedback trends across specific stakeholder groups]*

*Seeking to create more personalized experiences and pathways for individual students and groups of students on the same track.*

*The work based learning toolkit is new for our school.*

*There are so many careers students are not aware of/familiar with.*

*Students don't always see the relevance to the future with what they are learning in classes.*

What student-centered problems have surfaced during this reflection?

*[problems experienced by most students; problems experienced by specific student groups]*

*Students don't know what they want to do in life and what is available.*

*Students need more career exploration.*

*Students don't know how to self advocate when they meet certain obstacles.*

*Students may not be motivated to attain post secondary options.*

*Students have anxiety when it comes to creating and following a post secondary plan.*

*Students don't know where to begin with this process.*

*Students lack the soft skills to maneuver the process of all post secondary pathways.*

*Students need support with accessing resources beyond HS*

*Students need to take more advantage of the early college courses and opportunities that are available.*

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?

Up to this point, we have been purposeful with individual post secondary advising for all students at Simpson from 12th grade on down to junior high. Our counselor has first 15s with students to build their ownership of postsecondary goals and career awareness/exploration. These have been impactful because they sometimes improve student attendance and advocacy for themselves. It also puts them on a certain pathway that they begin to work towards during the year.

We have a plethora of career awareness and exploration opportunities available for our young women during the course of the year, but we could add more and improve our career development efforts. The C4 Success Bound curriculum is already being utilized in our 9th-12th grade spaces and this is helping us start the postsecondary process much earlier than we have in past years.

Return to Top **Determine Priorities**

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

Students...  
 Students need access and exposure to post secondary pathways and development of relevant skills to create and take ownership of plans that will help them persist/thrive in postsecondary endeavors from junior high and beyond.



[Determine Priorities Protocol](#)

Resources:

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

Return to Top **Root Cause**

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

As adults in the building, we...  
 Our school needs a community invested in developing a culture that supports the exposure and experiences of postsecondary pathways while assuring that students are empowered and equipped with the tools to succeed and thrive in their life after Simpson.



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

Resources:

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

Return to Top **Theory of Action**

What is your Theory of Action?

If we...  
 create a school-wide postsecondary culture that empowers students, equips them with tools, develops skills and exposes them to a broad range of opportunities in various pathways



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

Resources:

then we see....

increased community ownership and interest in postsecondary planning and more confidence and trust in the process and their (staff and students) ability to succeed



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...

students committing to a meaningful and attainable post secondary plan, job retention and higher graduation and college persistence rates.



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## 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

Post Secondary Leadership Team

### Dates for Progress Monitoring Check Ins

Q1 10/19/2023

Q3 3/12/24


Q2 12/12/23

Q4 5/28/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	Build a Postsecondary Culture through staff professional learning and collaboration	PLT	By May 1, 2024	In Progress
<b>Action Step 1</b>	PLTs meet bi-monthly with a purposeful shareout with the school community	PLT	11/1/23	In Progress
<b>Action Step 2</b>	BOY PD to increase awareness of post secondary goals and pathways available to students by 75% from BOY to EOY	PLT	11/15/23	Not Started
<b>Action Step 3</b>	PLT members attend monthly network PLT meetings	PLT	Beginning 9/21/23	Not Started
<b>Action Step 4</b>	Three School links training for PLT per year	PLT	5/1/24	In Progress
<b>Action Step 5</b>	Analyze school links data at least monthly during PLT meetings	PLT	Beginning 11/2023	Not Started
<b>Implementation Milestone 2</b>	Build a Postsecondary Culture through Student Success Skills Development	PLT/Entire school	By June 2024	In Progress
<b>Action Step 1</b>	Students will utilize the school links platform at least 1x per week	PLT	By 12/21/23	Not Started
<b>Action Step 2</b>	Identify 2-3 priority skills for each student via survey, interviews and or observations	PLT	By 12/21/23	In Progress
<b>Action Step 3</b>	Students 9-12th will utilize Success Bound Curriculum at least 2x/week	Seminar teachers	6/2024	In Progress
<b>Action Step 4</b>	Students will participate in 8 pathway exposure opportunities per year (approximately 2 per quarter)	PLT	6/2024	In Progress
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status


### SY25-SY26 Implementation Milestones

**SY25 Anticipated Milestones** Build and maintain a postsecondary culture by focusing on alumni support and engagement in year 2 of this cycle.




**SY26 Anticipated Milestones**  
 Build and maintain a postsecondary culture by focusing on alumni, parents and community engagement in year 3 of the cycle. 

[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 persistence rate for any pathway selected by students.	Yes	College Enrollment and Persistence Rate	Overall	83% of SY23 grads are in a pathway as of 9/23	100	100	100
			Select Group or Overall				
Create a culture at Simpson where students see the relevance of what they are learning to their future goals.	Select Answer	Cultivate (Relevance to the Future)	Overall	74	80	85	90
			Select Group or Overall				

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals. 	Specify your practice goal and identify how you will measure progress towards this goal. 		
	SY24	SY25	SY26
PS:3 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).	Explore the WBL toolkit for 6th-12th and develop a scope and sequence of activities beginning with career awareness to career exploration and ending in career development for our 11th and 12th grade students.	Continue to explore the WBL toolkit and develop a scope and sequence of activities ranging from career awareness to career development for our 9th-10th grade students.	Develop a plan for WBL activities for our junior high students.
PS:6 There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	Focus on meeting at least 2 times a month and incorporating postsecondary data as a component of each meeting or at least once a month. Engage the larger staff in at least 2 postsecondary checkins/meetings during the year.	Meet twice per month with postsecondary data reviewed in each meeting. Engage the staff in quarterly postsecondary updates/meetings during the year. Build the capacity of all PLT members to initiate and lead postsecondary work by leading or coleading a PLT subcommittee.	Meet twice per month with postsecondary data reviewed in each meeting. Engage staff in quarterly updates meetings and build capacity such that each PLT member leads an initiative during the course of the year.
Select a Practice			

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

**Resources:** 

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase persistence rate for any pathway selected by students.	College Enrollment and Persistence Rate	Overall	83% of SY23 grads are in a pathway as of 9/23	100	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status



<a href="#">Jump to...</a>	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	<i>Select the Priority Foundation to pull over your Reflections here =&gt;</i>				<b>Postsecondary Success</b>					
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>												
Create a culture at Simpson where students see the relevance of what they are learning to their future goals.			Cultivate (Relevance to the Future)		Overall	74	80	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>			
					<i>Select Group or Overall</i>			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>			

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
PS:3 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).	Explore the WBL toolkit for 6th-12th and develop a scope and sequence	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
PS:6 There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	Focus on meeting at least 2 times a month and incorporating postsecondary	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
<i>Select a Practice</i>		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

If Checked:  
Complete  
IL-Empower  
Section below

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

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

If Checked:  
No action needed

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



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

## Parent and Family Plan

If Checked:



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

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

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

If Checked:



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

No action needed

### SCHOOL & FAMILY ENGAGEMENT POLICY

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

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


### SCHOOL & FAMILY COMPACT

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

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

### PARENT & FAMILY ENGAGEMENT BUDGET

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

In prior years, because we've usually been given such a small amount of Parent & Family Engagement funds, our parents have expressed an interest in building a parent resource library within the school. In addition, last year we purchased a tool entitled *The 5 Love Languages of Teens* to support with at home relationships between our young women and their parents. Funds for the current year, will likewise be used to purchase resources to add to our parent center/space and we will possibly find another mentor text to share with each family to support students' academic achievement efforts. 

The academic priority area would be around SEL and post secondary and career support for families/parents.

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