CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

CIWP Team Guidance

Name ✍	Role ✍	Email ✍
Stephanie Anderson	Principal	saanderson8@cps.edu
Tracy Jesse	AP	tlnavarro@cps.edu
Sara Manseau	Teacher Leader	setyska@cps.edu
Sannon Fitzpatrick	Teacher Leader	slfitzpatrick1@cps.edu
Jackie Wolk	LSC Member	jacqwolk@hotmail.com
Jamie Kalinski	Teacher Leader	jlkalinski@cps.edu
Kelly Fischer	Teacher Leader	kmtepastte@cps.edu
Kathryn Sullivan	Teacher Leader	KCFreely@cps.edu
Dara Bayliss	Teacher Leader	Dara Bayliss <dgsklare@cps.edu>
	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	3/1/23	6/6/23
Reflection: Curriculum & Instruction (Instructional Core)	7/13/23	7/20/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/13/23	7/20/23
Reflection: Connectedness & Wellbeing	7/17/23	7/17/23
Reflection: Postsecondary Success	7/13/23	7/20/23
Reflection: Partnerships & Engagement		7/17/23
Priorities	8/4/23	8/11/23
Root Cause	8/11/23	8/31/23
Theory of Acton	8/11/23	8/31/23
Implementation Plans	8/11/23	8/31/23
Goals	8/11/23	8/31/23
Fund Compliance	8/28/23	9/9/23
Parent & Family Plan	9/5/23	9/12/23
Approval	9/25/23	9/25/23

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	10/26/23
Quarter 2	12/22/23
Quarter 3	2/9/24
Quarter 4	6/1/23

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.	CPS High Quality Curriculum Rubrics	We don't currently have a firm definition of what culturally responsive teaching looks like in the classroom, which makes collecting reliable data difficult. When classrooms were observed in the spring of 2023 approximately 54% of classrooms didn't demonstrate culturally responsive curriculum and approximately 14% of classrooms had culturally responsive material but it was not integrated into the curriculum. ✍️	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction	As a school we are working on developing and improving our vertical alignment to ensure that all courses have high quality, relevant, standards aligned curriculum.	IAR (English) / Rigor Walk Data (School Level Data) / PSAT (EBRW) / PSAT (Math) / STAR (Reading)
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	**What is the feedback from your stakeholders?** We conducted a staff values survey at the beginning of the 22-23 school year that revealed a majority of staff valued incorporating individual culture in the curriculum. Our "Student Voice" survey found that students were overwhelmingly interested in becoming more involved in decisions in the school. Students also voiced more excitement and engagement in curriculum that integrated culturally relevant content. The majority of parents surveyed identified that incorporating culturally responsive instruction was an important or very important area of focus. ✍️	STAR (Math) / iReady (Reading) / iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		Cultivate / Grades / ACCESS
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		TS Gold / Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** The ILT is currently reading, Culturally Responsive Teaching and the Brain as an anchor text. During our opening week PD, the ILT shared relevant information from the text with the rest of the staff and discussed ways to incorporate that information into our teaching practices. ✍️	

What student-centered problems have surfaced during this reflection?

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

Students have expressed a lack of belonging and feeling not relevant to the larger community. We hope to increase engagement with certain students who are at increased risk due to disabilities, income, and language proficiency. Increasing engagment will help increase academic outcomes. ✍️

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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 / Roots Survey	*[takeaways reflecting most students; takeaways reflecting specific student groups]* ✍️	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum / Roots Survey / ACCESS
		MTSS Integrity Memo		

Yes	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 Academic Tier Movement
			Annual Evaluation of Compliance (ODLSS)
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	Quality Indicators of Specially Designed Curriculum
			EL Program Review Tool

What is the feedback from your stakeholders?

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

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

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] ✍️

Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

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

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

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
			[takeaways reflecting most students; takeaways reflecting specific student groups] ✍️	% of Students receiving Tier 2/3 interventions meeting targets
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure		Reduction in OSS per 100
				Reduction in repeated disruptive behaviors (4-6 SCC)
				Access to OST
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Increase Average Daily Attendance
				Increased Attendance for Chronically Absent Students
				Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
No	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** *[feedback trends across stakeholders; feedback trends across specific stakeholder groups]* ✍️	Cultivate (Belonging & Identity)
				Staff trained on alternatives to exclusionary discipline (School Level Data)
				Enrichment Program Participation: Enrollment & Attendance

| Partially | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. | | 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. | **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?** | |
| [problems experienced by most students; problems experienced by specific student groups] ✏️ | [impact on most students; impact on specific student groups] ✏️ | |

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	After reviewing the available information, we found that post-secondary work falls on many teams and lacks systematic organization. ✏️	Graduation Rate
				Program Inquiry: Programs/participation/attainment rates of % of ECCC
				3 - 8 On Track
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Learn, Plan, Succeed
				% of KPIs Completed (12th Grade)
				College Enrollment and Persistence Rate
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit		9th and 10th Grade On Track
			What is the feedback from your stakeholders?	Cultivate (Relevance to the Future)
			Teachers, parents and community members would like to see a more organized approach to post-secondary work. This was determined through the CIWP survey. As a vocational focused school, all stakeholders would like us to continue growing our vocational opportunities for students and create measurable goals in this area. ✏️	Freshmen Connection Programs Offered (School Level Data)
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).			
Partially	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
No	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
			We are identifying what teams are working on post-secondary outcomes and working to develop a more cohesive framework for post-secondary outcomes. ✏️	
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager		

| **What student-centered problems have surfaced during this reflection?** If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP. |
| Identifying post-secondary opportunities for our students can be challenging as there are often more students than opportunities available to us. Each student has an individualized transition plan but tier 1 and tier 2 supports are not always aligned to individual goals, resulting in less students having a post-secondary connection upon graduation (college, job, or day program). ✏️ |

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Historically, family and community engagement at Vaughn have been an area of growth. We've identified barriers to engagement through discussions with teachers, families and community members. We are working to resolve or reduce the barriers to engagement and thereby increase family and community engagement.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) Formal and informal family and community feedback received locally. (School Level Data)
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** BAC/PAC leads have identified specific barriers to participation and are working to engage more families. Families and community members have shared some of the challenges with engagement that they face and expressed ways in which we can alleviate some of those barriers.	

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.

Many of our students are unable to transport themselves to and from the school. This becomes an issue with engagement in activities outside of the school day. Since many families are not located within neighborhood boundaries and many families are living at or below the poverty line, barriers such as multiple jobs, cost of travel, and availability are present. We also have families at a variety of reading levels and English skills, which can cause challenges in engagement. The overall inability to engage families leads to less opportunities to collaborate on behalf of their student(s) and poor academic and functional outcomes.

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

We have incorporated a new communication system to help reach more parents. We also offer opportunities for families to participate in committees via Google Meets instead of coming to Vaughn.

Partnership & Engagement

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

| Jump to... | Priority | TOA | Goal Setting | Progress |
| Reflection | Root Cause | Implementation Plan | | Monitoring |

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

We don't currently have a firm definition of what culturally responsive teaching looks like in the classroom, which makes collecting reliable data difficult. When classrooms were observed in the spring of 2023 approximately 54% of classrooms didn't demonstrate culturally responsive curriculum and approximately 14% of classrooms had culturally responsive material but it was not integrated into the curriculum.

As a school we are working on developing and improving our vertical alignment to ensure that all courses have high quality, relevant, standards aligned curriculum.

What is the feedback from your stakeholders?

We conducted a staff values survey at the beginning of the 22-23 school year that revealed a majority of staff valued incorporating individual culture in the curriculum. Our "Student Voice" survey found that students were overwhelmingly interested in becoming more involved in decisions in the school. Students also voiced more excitement and engagement in curriculum that integrated culturally relevant content. The majority of parents surveyed identified that incorporating culturally responsive instruction was an important or very important area of focus.

What student-centered problems have surfaced during this reflection?

Students have expressed a lack of belonging and feeling not relevant to the larger community. We hope to increase engagement with certain students who are at increased risk due to disabilities, income, and language proficiency. Increasing engagment will help increase academic outcomes.

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

The ILT is currently reading, Culturally Responsive Teaching and the Brain as an anchor text. During our opening week PD, the ILT shared relevant information from the text with the rest of the staff and discussed ways to incorporate that information into our teaching practices.

Return to Top — Determine Priorities

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

Students...

Students are not engaged in the curriculum as they feel it is not reflective of their cultures, backgrounds, interests, and lived experiences.

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...

As adults in the building, we are not providing instruction with embedded culturally relevant 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.

Return to Top — Theory of Action

What is your Theory of Action?

If we....

If we embed culturally relevant material into our curriculum

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Jump to...	Priority	TOA	Goal Setting	Progress
Reflection	Root Cause	Implementation Plan		Monitoring

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

Curriculum & Instruction

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

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

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

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

then we see....

then we will see increased connection with the content, ✍

which leads to...

which leads to increased student engagement and better student outcomes. ✍

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 ✍
ILT

Dates for Progress Monitoring Check Ins
Q1	10/26/23	Q3	2/9/24
Q2	12/22/23	Q4	6/1/23

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	Research examples of culturally relevant curriculum	ILT	10/26/23	In Progress
Action Step 1	Identify a staff anchor text related to culturally relevant teaching	ILT	8/14	Completed
Action Step 2	ILT will read the anchor text related to culturally relevant teaching	ILT	8/14	Completed
Action Step 3	Staff and ILT will discuss the anchor text related to culturally relevant teaching	ILT and whole staff	8/15	Completed
Action Step 4	Identify common vocabulary	ILT	10/10	Not Started
Action Step 5	Identify key takeaways for dissemination	ILT	10/10	Not Started
Implementation Milestone 2	Define culturally relevant curriculum/material for the Vaughn school community	Whole Staff	12/22	Not Started
Action Step 1	Write definition of culturally relevant material	ILT	11/14	Not Started
Action Step 2	Share definition with CATs	All teachers	11/17	Not Started
Action Step 3	Locate examples of culturally relevant curriculum/materials	ILT	12/12	Not Started
Action Step 4	Share examples with teachers	ILT	12/19	Not Started
Action Step 5	Identify ways to differentiate the examples for Vaughn students	All teachers	12/19	Not Started
Implementation Milestone 3	Implement professional development related to culturally relevant curriculum and pedagogy	ILT	4/1/23	Not Started
Action Step 1	Complete safe practice learning walks (baseline data)	ILT	1/16	Not Started
Action Step 2	Identify teachers to model embedded culturally responsive teaching	All teachers	1/16	Not Started
Action Step 3	Teachers will model strategies during PD	All teachers	2/9	Not Started
Action Step 4	Teachers will participate in professional development related to implementing culturally relevant content and pedagogy in the classroom	All teachers	2/9	Not Started
Action Step 5	CATs will create additional culturally relevant strategies aligned to their curriculum based on PD	ILT	3/19	Not Started
Implementation Milestone 4	An increase of 20% of teachers over the baseline are embedding culturally relevant material in the curriculum	All teachers	6/1	Not Started
Action Step 1	Second safe practice learning walk to monitor progress	All teachers	4/9	Not Started
Action Step 2	ILT members analyze data from learning walks one and two	ILT	4/9	Not Started
Action Step 3	ILT members share out findings from learning walk	ILT	4/16	Not Started
Action Step 4	Peer observations to observe culturally relevant implementation in other classrooms	All teachers	5/21	Not Started
Action Step 5	CATs analyze data from peer observations	CATs	5/21	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	CATs create school-wide curriculum bank of materials and ideas	✍
SY26 Anticipated Milestones	80% of classrooms will embed culturally relevant material in their curriculum on a regular basis	✍

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

Curriculum & Instruction

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	Numerical Targets [Optional] ✍		
					SY24	SY25	SY26
In 80% of classrooms, the majority of students are engaged in culturally relevant learning at their instructional level daily.	Yes	Other	Students with an IEP				
			English Learners				
			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
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	By the end of the school year, 80% of teachers will be able to define culturally relevant material and understand how to implement it in their daily practice, as measured by staff surveys.	By the end of the school year, each CAT will have at least two culturally relevant materials per member in their shared curriculum bank, as measured by counting.	80% of classrooms will embed culturally relevant material in their curriculum daily.

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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
In 80% of classrooms, the majority of students are engaged in culturally relevant learning at their instructional level daily.	Other	Students with an IEP			On Track	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status
						Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Curriculum & Instruction

Progress Monitoring

Practice Goals

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	By the end of the school year, 80% of teachers will be able to define culturally relevant material and understand how to implement it in their daily practice, as measured by staff surveys.	On Track	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status

Postsecondary Success

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).
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).
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).
Partially	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
No	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).
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).

What are the takeaways after the review of metrics?

After reviewing the available information, we found that post-secondary work falls on many teams and lacks systematic organization.

What is the feedback from your stakeholders?

Teachers, parents and community members would like to see a more organized approach to post-secondary work. This was determined through the CIWP survey. As a vocational focused school, all stakeholders would like us to continue growing our vocational opportunities for students and create measurable goals in this area.

What student-centered problems have surfaced during this reflection?

Identifying post-secondary opportunities for our students can be challenging as there are often more students than opportunities available to us. Each student has an individualized transition plan but tier 1 and tier 2 supports are not always aligned to individual goals, resulting in less students having a post-secondary connection upon graduation (college, job, or day program).

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

We are identifying what teams are working on post-secondary outcomes and working to develop a more cohesive framework for post-secondary outcomes.

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Determine Priorities

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

Students...

Vaughn students are in need of and receive transition services, including both students in the high school (9th - 12th grade) and in the transition program (18 - 22 years old). Currently, there are multiple small teams and committees working on all the different aspects of a student's transition plan, as there is no central team or committee overseeing all the smaller committees. This leads to a disorganized approach towards transition planning, connecting students with post-secondary resources, and with meeting all of the students' individualized post-secondary 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...

As adults in the building, Vaughn staff takes transition programming and post-secondary connections very seriously. Each year, Vaughn's transition program grows in size and scope and new staff members become involved in transition planning, building out the occupational prep programming, and connecting students with post-secondary community resources. It has become evident that all stakeholders will benefit from a more structured approach to post-secondary transition planning.

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....

provide structured and organized transition programming and services

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Jump to...	Priority	TOA	Goal Setting	Progress
Reflection	Root Cause	Implementation Plan		Monitoring

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

Postsecondary Success

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

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

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

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

then we see....

increased skill development, shared community resources, and more opporunties ✍️

which leads to...

an increase of 20% of graduates meeting their post-secondary outcomes and increasing their post-secondary participation in the community ✍️

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 ✍️

Administration, ILT, and Post-Secondary Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/26/23	Q3	2/9/24
Q2	12/22/23	Q4	6/1/23

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Identify Post-Secondary Leadership Team members	Administration	December 2023	In Progress
Action Step 1	Identify current individuals and subcommittees currently working on post-secondary transition	Administration	September 2023	In Progress
Action Step 2	Poll staff to identlfy interest in Post-Secondary Leadership Team work	ILT	October 2023	Not Started
Action Step 3	Establish and finalize Post-Secondary Leadership Team members	ILT	November 2023	Not Started
Action Step 4	Determine rolls of individuals within the Team	Post-Secondary Leadership Committee	December 2023	Not Started
Action Step 5	Establish meeting schedule	Post-Secondary Leadership Committee	December 2023	Not Started
Implementation Milestone 2	Post-Secondary Leadership Team establishes committee goals	Post-Secondary Leadership Committee	June 2024	Not Started
Action Step 1	Review current practices among subcommittees	Post-Secondary Leadeship Committee	January 2024	Not Started
Action Step 2	Create list of ideal Vaughn transition practices	Post-Secondary Leadership Committee	January 2024	Not Started
Action Step 3	Identifying gaps in current practices	Post-Secondary Leadership Committee	January 2024	Not Started
Action Step 4	Establish 4 goals based on identified gaps in current transition practices	Post-Secondary Leadership Committee	February 2024	Not Started
Action Step 5	Prioritze 2 goals to work on	Post-Secondary	March 2024	Not Started
Implementation Milestone 3	Implement goal 1	Post-Secondary Leadership Committee	June 2025	Not Started
Action Step 1	Review of data related to goal	Post-Secondary Leadership Committee	September 2024	Not Started
Action Step 2	Identify roles and responsibilities	Post-Secondary Leadership Committee	September 2024	Not Started
Action Step 3	Identify and secure necessary resources, needs and supports	Post-Secondary TLeadership Committee	October 2024	Not Started
Action Step 4	Establish timeline	Post-Secondary Leadership Committee	October 2024	Not Started
Action Step 5	Engage stakeholders and collaborate on goal implementation	Post-Secondary Leadership Committee	December 2024	Not Started
Implementation Milestone 4	Implement goal 2	Post-Secondary Leadership Committee	June 2025	Select Status
Action Step 1	Review of data related to goal	Post-Secondary Leadership Committee	September 2024	Not Started
Action Step 2	Identify roles and responsibilities	Post-Secondary Leadership Committee	September 2024	Not Started
Action Step 3	Identify and secure necessary resources, needs and supports	Post-Secondary Leadership Committee	October 2024	Not Started
Action Step 4	Establish timeline	Post-Secondary Leadership Committee	October 2024	Not Started
Action Step 5	Engage stakeholders and collaborate on goal implementation	Post-Secondary Leadership Committee	December 2024	Not Started

Jump to…	Priority	TOA	Goal Setting	Progress
Reflection	Root Cause	Implementation Plan		Monitoring

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

Postsecondary Success

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Collect data on goals 1 and 2. Post-Secondary Leadership Team and various stakeholders reflect on goals 1 and 2 implementation. Review of data related to goal 3. Identify roles and responsibilities for goal 3. Identify and secure necessary resources, needs and supports. Establish timeline. Engage stakeholders and collaborate on goal 3 implementation.	✏️
SY26 Anticipated Milestones	Collect data on Goal 3. Post-Secondary Leadership Team and various stakeholders reflect on goal 3 implementation. Review of data related to goal 4. Identify roles and responsibilities for goal 4. Identify and secure necessary resources, needs and supports. Establish timeline. Engage stakeholders and collaborate on goal 4 implementation.	✏️

Return to Top   **Goal Setting**

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	Numerical Targets [Optional] ✏️		
					SY24	SY25	SY26
80% of students will be engaged in an occupational curriculum that fosters the development of skills direclty aligned to their post-secondary outcomes.	Yes	Other	Students with an IEP				
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			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:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	By the end of the school year, the Post-Secondary Leadership Team will have remedied 80% of identified curricular gaps related to transition.	By the end of the school year, the Post-Secondary Leadership Team will have remedied 80% of identified community based opportunity gaps related to transition.	By the end of the school year, the Post-Secondary Leadership Team will have remedied 80% of identified community linkage gaps related to transition.
Select a Practice			
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

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

Postsecondary Success

80% of students will be engaged in an occupational curriculum that fosters the development of skills direclty aligned to their post-secondary outcomes.	Other	Students with an IEP			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals   Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	By the end of the school year, the Post-Secondary Leadership Team	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

Partnership & Engagement

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

| Partially | 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. |

| Partially | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. |

| Partially | 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). |

What are the takeaways after the review of metrics?

Historically, family and community engagement at Vaughn have been an area of growth. We've identified barriers to engagement through discussions with teachers, families and community members. We are working to resolve or reduce the barriers to engagement and thereby increase family and community engagement.

What is the feedback from your stakeholders?

BAC/PAC leads have identified specific barriers to participation and are working to engage more families. Families and community members have shared some of the challenges with engagement that they face and expressed ways in which we can alleviate some of those barriers.

What student-centered problems have surfaced during this reflection?

Many of our students are unable to transport themselves to and from the school. This becomes an issue with engagement in activities outside of the school day. Since many families are not located within neighborhood boundaries and many families are living at or below the poverty line, barriers such as multiple jobs, cost of travel, and availability are present. We also have families at a variety of reading levels and English skills, which can cause challenges in engagement. The overall inability to engage families leads to less opportunities to collaborate on behalf of their student(s) and poor academic and functional outcomes.

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

We have incorporated a new communication system to help reach more parents. We also offer opportunities for families to participate in committees via Google Meets instead of coming to Vaughn.

Determine Priorities

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

Students...

Students with disabilities and multiple risk factors have low attendance in school. Poor attendance leads to students not meeting their academic, functional and social/emotional goals, which results in them not meeting post-secondary outcomes. Family participation, via two-way communication and school event attendance, has historically been around 50%.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

As adults in the building, we have identified barriers to family participation through surveys, interviews and 5 Essentials data. These barriers include: cost of/access to transportation, English language profiency, literacy level of parents/guardians/students, lack of childcare, availability due to work schedule, negative experiences in schools, and other barriers associated with poverty.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

reduce or eliminate barriers to parent/guardian participation

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Partnership & Engagement

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

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

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

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

then we see....

increased parent/guardian engagement at events, conferences, and in two-way communication ✍️

which leads to...

increased student attendance and post-secondary outcome achievement ✍️

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 ✍️

Arts Integration Committee, Communication Committee/TechCo, Occ Prep/Transition Content Area Teams, Case Management

Dates for Progress Monitoring Check Ins

Q1	10/26/23	Q3	2/9/24
Q2	12/22/23	Q4	6/1/23

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 — Increase two-way parent/guardian communication by increasing Snap Connect! Registration by 40%	Communication Team	June 2024	In Progress
Action Step 1 — Register parents/guardians at back to school event on August 18, 2023.	Tech Team	August 2023	Completed
Action Step 2 — Review posting procedures and posting expectations with teachers.	Admin/Teachers	October 2023	Not Started
Action Step 3 — Check registration for Snap Connect! and sign up those who are not registered at Fall Report Card Pickup	Tech Team	October 26, 2023	Not Started
Action Step 4 — Admin reviews teacher posting progress on Snap Connect! and provides feedback to teachers	Admin	December 2023	Not Started
Action Step 5 — Check registration for Snap Connect! and sign up those who are not	Tech Team	April 11 2024	Not Started
Implementation Milestone 2 — Increase student participation in arts events (Winter Showcase and Vaughn fest) by 20%	Arts Integration	June 2025	Not Started
Action Step 1 — Arts Integration Team meets to brainstorm arts programs to add to our Winter Showcase and Vaughn Fest	Arts Integration	October 2023	Not Started
Action Step 2 — Arts Integration Team coordinates with teachers and school partners to schedule which event to showcase student work	Arts Integration	November 2023	Not Started
Action Step 3 — Create invitations for families who have students participating in an event	Art Teacher	November 9, 2023	Not Started
Action Step 4 — Send invitations home with students to invite families and notify them of their student's participation area	Art Lead Teachers	November 17, 2023	Not Started
Action Step 5 — Take attendance at each event and record how many students attended	Vaughn Security Staff	December 7, 2023	Not Started
Implementation Milestone 3 — Pilot student-led conferences with a minimum of 10 students	Administration	June 2025	Not Started
Action Step 1 — Select two pilot teachers to implement student-led conferences	Administration	December 2023	Not Started
Action Step 2 — Train pilot teachers on the use of a template slideshow to facilitate student-led conferences	Administration	February 2024	Not Started
Action Step 3 — Pilot teachers select five students each to implement student-led conferences	Administration and Pilot Teachers	April 2024	Not Started
Action Step 4 — Pilot teachers use student-led conference model with at least 10 students at Report Card Pickup	Case Managers and Pilot Teachers	April 2024	Not Started
Action Step 5 — Pilot teachers present to all teachers on the use of student-led conferences	Pilot Teachers	August 2024	Not Started
Implementation Milestone 4 — Pilot student-led IEPs with a minimum of 5 students	Postsecondary Leadership Team	June 2025	Not Started
Action Step 1 — Select two pilot teachers to implement student-led IEPs	Administration	June 2024	Not Started
Action Step 2 — Train pilot teachers and case managers on the use of a template slideshow to facilitate student-led IEP meetings	Administration	September 2024	Not Started
Action Step 3 — Pilot teachers and case management select two to three students each to implement student-led IEPs	Case Managers and Pilot Teachers	March 2024	Not Started
Action Step 4 — Pilot teachers and case management use student-led IEP template for at least 5 students each	Case Managers and Pilot Teachers	March 2024	Not Started
Action Step 5 — Pilot teachers present to all teachers on the use of student-led IEP meetings	Pilot Teachers	August 2024	Not Started

SY25-SY26 Implementation Milestones

Partnership & Engagement

SY25 Anticipated Milestones	Utilize student voice to create an additional student work showcase that welcomes families to Vaughn to view student work in the area of Vocational Training and Volunteering. The event will incorporate students, staff, families and community partners to highlight vocational practices and increase parent/guardian awareness of vocational skills and postsecondary outcomes. Increase Snap Connect! enrollment by an additional 20%	✍️
SY26 Anticipated Milestones	Utilize the student-led conferences and IEP meetings model with at least 60% of conferences and IEP meetings If needed, increase Snap Connect! enrollment by an additional 20%	✍️

Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
By the end of SY26, at least 60% of IEP meetings and conferences will be partially to fully student-led, as measured by observational data.	Yes	Other	Students with an IEP				
	Select Answer	Select Metric	Select Group or Overall				
			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
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	By the end of SY24, parent registration in Snap Connect! will be increased by 40% over baseline data, as measured by the number of parent enrollees.	By the end of SY25, 80% of teachers will use Snap Connect! to communicate student progress and general information, at least two times per month, as measured by Snap Connect! usage data.	By the end of SY26, parent and family involvement in Vaughn events will be increased by 30% over baseline data, as measured by event attendance data.
Select a Practice			
Select a Practice			

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

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

Partnership & Engagement

					Select Status	Select Status	Select Status	Select Status
By the end of SY26, at least 60% of IEP meetings and conferences will be partially to fully student-led, as measured by observational data.	Other	Students with an IEP			Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	By the end of SY24, parent registration in Snap Connect! will be inc	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:	☑	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**
Complete IL-Empower Section below		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:	☐	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower). (Continue to Parent & Family Plan)**
No action needed		

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	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	Select a Goal					
Required Reading Goal	Select a Goal					
Optional Goal	Select a Goal					

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds.** **(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 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