

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 
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Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	4/27/23	9/1/23
Reflection: Curriculum & Instruction (Instructional Core)	6/7/23	6/7/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/23/23	5/23/23
Reflection: Connectedness & Wellbeing	5/2/23	5/2/23
Reflection: Postsecondary Success	5/11/23	5/11/23
Reflection: Partnerships & Engagement	5/18/23	5/18/23
Priorities	6/7/23	6/7/23
Root Cause	6/13/23	6/30/23
Theory of Acton	7/5/23	7/21/23
Implementation Plans	7/21/23	7/28/23
Goals	7/21/23	7/28/23
Fund Compliance	7/31/23	8/18/23
Parent & Family Plan	7/31/23	8/18/23
Approval	8/18/23	9/1/23

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	9/7/23
Quarter 2	11/16/2023
Quarter 3	2/8/2024
Quarter 4	4/25/2024

Indicators of a Quality CIWP: Reflection on Foundations


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

Resources 

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p>CPS High Quality Curriculum Rubrics</p>	<p>Most teachers use Skyline, which uses high quality curriculum. However, the quality of the art, music and pe curriculum is undetermined. </p> <p>Network rigor walkthroughs are used to monitor if instruction is standards-aligned</p> <p>Results indicated a that we digressed from MOY to EOY (at least for the sample periods observed)</p> <p>Students expressed reluctance to engage in rigorous tasks (e.g., writing longer assignments)</p> <p>Still some areas of growth identified</p> <p>Is our rigor level too low? Maybe we need to allow students to struggle through difficult Skyline coursework.</p> <p>How to do this without having the students become discourage?</p> <p>Building relationships with the students is key</p> <p>Utilize "9th Period" for study hall / homework club</p> <p>Must get back to differentiated instruction (at/below/above)</p> <p>The Modern Classroom approach can go a long way to achieving this We do not intentionally research and plan how we will celebrate cultures throughout the year.</p> <p>The Skyline curriculum provides a culturally relevant curriculum, but sometimes caters to other cultures.</p> <p>We do identity programing (e.g., African American, LGBTQ, gender) to some extent but still have more to do in community (i.e., understand other cultures than our own).</p> <p>The ILT leads instructional improvement.</p> <p>Star360 and (P)SAT, while necessary, is NOT sufficient on measuring the depth & breadth of student learning.</p> <p>Teachers have their own assessments, but there is not a singular tool to measure this</p> <p>Teacher created assessments would help us assess the depth and breadth of student learning.</p> <p>There should be opportunities for students to share their knowledge by their strengths.</p> <p>Assessments are done daily (Bell-ringers, Exit Tickets, check-ins, etc), but not not necessarily systematically across all classes</p> <p>Still room for improvement</p>	<p>iAR (Math)</p> <p>iAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Partially	<p>Students experience grade-level, standards-aligned instruction.</p> <p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>	<p>What is the feedback from your stakeholders?</p> <p>Based on feedback from ILT, GLT, network data this is the following reflections: Many freshmen are making gains on th P/SAT, however, they are not meeting the district benchmark. The overall average of sophomores grew by 63 points on the P/SAT. </p> <p>Need to make sure that strong students don't become discouraged if they see small growth. (the test may be more rigorous)</p> <p>Some correlation between students who scored on watch.above benchmark on STAR and scores on the P/SAT. The highest scoring students are making gains for the most part.</p> <p>The lack of engagement with math outside of class possibly led to low grades and scores in Adv. Algebra w/Trig.</p> <p>Students struggle with word problems.</p> <p>Some student "misgridded" on the SAT.</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p> <p>Interim Assessment Data</p>
Partially	<p>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.</p> <p>Powerful Practices Rubric</p> <p>Learning Conditions</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>What, if any, related improvement efforts are in progress? </p> <p>We created PLCs by content this school year.</p> <p>We are implementing Modern Classroom to encourage students to self monitor and pace, increasing intrinsic motivation.</p> <p>Creation of no-late work policy.</p> <p>Use of Skyline to challenge students and to provide a culturally relevant curriculum</p> <p>Use of SAGA in math for tier 2 and 3 interventions.</p> <p>Use of a data tracking system for regular monitoring.</p> <p>Use of RigorWalk data to create practice shifts.</p> <p>Review of diverse learning co-teaching.</p> <p>Highly functioning ILT led by an instructional coach through distributed leadership aligned with network priorities.</p> <p>Regular STAR 360 data analysis with tier 2 and 3 interventions.</p> <p>What is the impact?</p> <p>Many students struggled and improved over the course of the year in student engagement and student scores. Students improved in resilience and persistence.</p> <p>Students got to know each other as scholars, developing a scholarly identity.</p> <p>Students supported each other in the learning process.</p> <p>Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p>
Yes	<p>The ILT leads instructional improvement through distributed leadership.</p> <p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>	<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Intrinsic motivation to complete standardized assessments with integrity. </p> <p>Creating independence and encouraging productive struggle.</p> <p>Allow students space to struggle.</p> <p>Hold students accountable for completing assignments on time.</p> <p>We need to look at policies and procedures around absentee students.</p> <p>Students sometimes do not feel challenged and want better feedback.</p>	<p>Cultivate</p> <p>Grades</p> <p>ACCESS</p>
Partially	<p>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.</p> <p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>What, if any, related improvement efforts are in progress? </p> <p>We created PLCs by content this school year.</p> <p>We are implementing Modern Classroom to encourage students to self monitor and pace, increasing intrinsic motivation.</p> <p>Creation of no-late work policy.</p> <p>Use of Skyline to challenge students and to provide a culturally relevant curriculum</p> <p>Use of SAGA in math for tier 2 and 3 interventions.</p> <p>Use of a data tracking system for regular monitoring.</p> <p>Use of RigorWalk data to create practice shifts.</p> <p>Review of diverse learning co-teaching.</p> <p>Highly functioning ILT led by an instructional coach through distributed leadership aligned with network priorities.</p> <p>Regular STAR 360 data analysis with tier 2 and 3 interventions.</p> <p>What is the impact?</p> <p>Many students struggled and improved over the course of the year in student engagement and student scores. Students improved in resilience and persistence.</p> <p>Students got to know each other as scholars, developing a scholarly identity.</p> <p>Students supported each other in the learning process.</p> <p>Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	<p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p> <p>Interim Assessment Data</p>
Partially	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p>Assessment for Learning Reference Document</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>What, if any, related improvement efforts are in progress? </p> <p>We created PLCs by content this school year.</p> <p>We are implementing Modern Classroom to encourage students to self monitor and pace, increasing intrinsic motivation.</p> <p>Creation of no-late work policy.</p> <p>Use of Skyline to challenge students and to provide a culturally relevant curriculum</p> <p>Use of SAGA in math for tier 2 and 3 interventions.</p> <p>Use of a data tracking system for regular monitoring.</p> <p>Use of RigorWalk data to create practice shifts.</p> <p>Review of diverse learning co-teaching.</p> <p>Highly functioning ILT led by an instructional coach through distributed leadership aligned with network priorities.</p> <p>Regular STAR 360 data analysis with tier 2 and 3 interventions.</p> <p>What is the impact?</p> <p>Many students struggled and improved over the course of the year in student engagement and student scores. Students improved in resilience and persistence.</p> <p>Students got to know each other as scholars, developing a scholarly identity.</p> <p>Students supported each other in the learning process.</p> <p>Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	<p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p> <p>Interim Assessment Data</p>

student groups furthest from opportunity?
 Yes, we led the network in Cs or better in all student groups.
 Diverse learners are succeeding academically. (In class)

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>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.</p> <p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p>	<p>Based on the Star 360, 5 essential surveys, cultivate data, ASPEN reports, teacher feedback data, N17 data analysis, ILT meeting, Rundown team: inconsistent implementation of academic and behavioral interventions, Branching Minds, IEP, and goal</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
Partially	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p>		<p>Quality Indicators of Specially Designed Curriculum</p>
Partially	<p>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.</p> <p>LRE Dashboard Page</p>	<p>What is the feedback from your stakeholders?</p> <p>School teams and external partners identified that the environmental structures were different from class to class and students did not feel supported as a result.</p>	<p>EL Program Review Tool</p>
Partially	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p> <p>IDEA Procedural Manual</p>		
No	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p> <p>EL Placement Recommendation Tool ES</p> <p>EL Placement Recommendation Tool HS</p>		
Yes	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Subgroups based analysis of attendance, network grade level, gender, and external partners. Some people adhere to the IEP, but not all to the fullest extent.</p> <p>1:1 assistance as needed; accommodation and modifications</p> <p>Praise and Motivation</p> <p>Multiple pathways for careers</p> <p>Restorative practices</p> <p>What is the impact?</p> <p>Some students were able to rise to the challenge of being in a general education setting.</p> <p>Some student did not thrive, indicating that they need more support</p> <p>Students are improving in socio-emotional competencies</p> <p>Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Yes, our efforts have addressed barriers for students, specifically those in temporary living situations and those with SEL issues, but we have not always been successful in meeting their needs because of a variety of circumstances. Targeted interventions by the social worker helped students to manage SEL issues in school.</p>	
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			
<p>Students wanted individualized instructions repeated multiple times. Students were not comfortable sharing their feelings with the entire class. The students were more inclined to copy work from their peers. They were reluctant to speak up and out, overrelied on peers in groups, and inconsistently engaged in learning. Students employed deflection to avoid engaging in instruction. They engaged in inappropriate use of technology during whole class instruction. Students disengaged in rigorous tasks because they needed assistance to complete tasks. Students required multiple teaching strategies to understand the content and build self-efficacy and confidence. DL learners need more supportive instruction aligned with IEPs.</p>			

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>Our BHT has established supports in plans, but has an irregular meeting cadence. The team has established the linked components.</p> <p>Utilize resources from the ISL academic discourse PD. (Student Engagement)</p> <p>Address situations when students disrespect each other immediately.</p> <p>Incorporate student etiquette into everyday practice.</p> <p>Overall, we need to be consistent in implementing new strategies. Everyone must be on the same page and adhere to school decisions with fidelity. We need to hold each other accountable.</p> <p>We need to collect phones and keep them in the locker for the duration of the school day. We will purchase phone lockers.</p> <p>We need to continue the organization of the security team.</p> <p>We need to create school wide rules and a digital student handbook for students.</p> <p>We need to build out an SEL curriculum.</p> <p>SEL practices are not consistent.</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p>

No	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	<p>We do not use Skyline SEL. Establish rapport with students. Students regularly receive restorative conversations as needed. Through surveys and student interviews, we have programs based on student interest through OST and Center for New Horizons. Athletes should be placed on a contract and maintain 95% attendance. Continue and improve incentives offered to students. There needs to be consistency. Include other school stakeholders and parents to help with incentives. We need to have CICO with students who receive bus passes and have low attendance. Celebrate small improvements. We have discussions and a verbal plan for chronic absent/absentee students. A written plan needs to be formalized.</p>	<p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p>
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<p>What is the feedback from your stakeholders?</p> <p>Increase in misconducts after winter break. Attendance improved from last year. There has been an increase in boys fighting this year. Students with IEPs has mostly group 2 misconducts. There are a cluster of repeat offenders. More issues with girls than boys in misconducts. Girls are frequently tardy to school. More infractions are happening in the classroom for all genders. Mob action fights have increased. Increase of failure to abide by school rules this year. (phones, eating...)</p>	<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p>
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	<p>Most misconducts are handled restoratively. Students with IEPs have more out of school suspensions than STLS. STLS attendance did not go back to pre-covid levels. Male attendance is up 3%. Only four students improved in attendance from semester 1 to semester 2. Not consistent in some of our attendance incentives.</p>	<p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>

What student-centered problems have surfaced during this reflection?

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

LGBTQ+ need an opportunity to identify their needs so that they can be better supported. Students who identify as male need specialized services to ignite motivation. Students need help balancing homelife and school. Students need support from parents to improve their grades and attendance. Students need strategies to deal with their emotions. Students need all staff to be trained on de-escalation and modeling appropriate behavior.

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?

What, if any, related improvement efforts are in progress?

The security team has been reorganized to maximize individual strengths and to be proactive in addressing student issues through de-escalation strategies. A behavioral health team has been established. Student voice has been incorporated in selection of campus OST programs. Restorative interventions have been implemented. Teachers have received training on academic engagement. Use of the social worker to address student socio-emotional needs.

What is the impact?

Decrease in fights from BOY to EOY. Student use of calming techniques. 1 year improvement in attendance

Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

Improvement in AA male attendance. Bus cards and necessities provided for STLS students.

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	College and Career Competency Curriculum (C4)	<p>Our goal is 50% of students graduating with an Associate Degree. Would we want to use a school-wide competency based rubric or checklist to guide students? If so, which one? Is this included in schoollinks? We will consider implementing the C4 Curriculum during advisory. This should be easier with Schoolinks the new program that replaces Naviance. We have GLTs. This is a priority but could be more targeted and based on a curriculum... possibly the competency-based rubric. Which of the following opportunities do we have—especially for non-medical students?</p> <ul style="list-style-type: none"> - Career Day - Guest Speaker - Site Visit - Interview - Job Shadowing - Internship - Team-Based Challenges 	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p>
Partially	Individualized Learning Plans	<p>This aligns with the intended goal of graduating all students with an associate degree. We were not able to meet regularly during this school year. We need to have common planning time embedded into the schedule. Students need work on completing surveys with fidelity Other than Medical, how does this apply to our students? Do we want to do this? We are still building the culture where students see themselves</p>	<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p>

Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit
Partially	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
Partially	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
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).	PLT Assessment Rubric
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

we are still building the culture where students see themselves as successful in their career goals. We were not able to meet regularly during this school year. We need to have common planning time embedded into the schedule. Mr. Abrams is leading alumni support.

What is the feedback from your stakeholders?
 In 2022 the only ECCC was CTE, In the previous year we had students with ECCC in other areas (e.g., dual credit) 11th grade cohort may have more limited ECCC opportunities due to grades Our boys are not trending well (network / district issue) Most students (10th-12th) have had ECCC opportunities

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?

What, if any, related improvement efforts are in progress?
 Early Access and Exposure has been a focus as early as freshman year. More designated time to underclassmen. Shift in focus from just college to college, trade, workforce, apprenticeships and non-traditional pathways after high school. Providing on-campus dual enrollment Exposure to a variety of careers through a career fair, as well as other African-Americans thriving in careers. Use of career clusters from Naviance tasks to select vendors for the career fair.
What is the impact?
 Our students are able to unpack the steps needed to access their future career goals by gleaning from professionals in the actual careers that they choose.
Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?
 African-American males are farthest from opportunity. Emphasis on mentorships and more opportunities; potential focus groups in near future to ask AA males what they need.

[College Enrollment and Persistence Rate](#)
[9th and 10th Grade On Track](#)
[Cultivate \(Relevance to the Future\)](#)
 Freshmen Connection Programs Offered (School Level Data)

What student-centered problems have surfaced during this reflection?

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


- Lack of intrinsic motivation among males (in particular AA Males) Grades & attendance
- Lack of persistence in medical class
- Lack of parental support
- Is parental "education" needed to get buy-in?
- Time management and not adhering to hard deadlines
- Students procrastinate on assignments

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	Spectrum of Inclusive Partnerships	We need to establish clear expectations for community partners and have monthly meetings do progress monitor school wide goals. We need a data drive with every partnership and data for their students. We need to explore funding for students through programs like ASM. We will reach out to parents to expand the LSC and re-establish the PAC. We will utilize the alumni and Bright Star to connect with more resources for students. We have a successful partnership with TutorCorps We hold parent meetings by grade levels. We need to have a monthly newsletter for parents. We communicate through phone calls, emails, robo calls, etc... We need a student council for the entire school. We will identify one teacher from each grade level to serve as leaders for the council. We need to incorporate student voice in a variety of ways so that we can get accurate data. (Focus groups, interviews, etc...)	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)
Partially	Reimagining With Community Toolkit		Formal and informal family and community feedback received locally. (School Level Data)
Partially	Student Voice Infrastructure Rubric	What is the feedback from your stakeholders? We have many partnerships and potential partnerships. Vendor partners are not supporting academic and attendance needs. We are not clear about the work that's being done. (Fidelity, Accountability) There is a need for programs like Knock at Midnight, which focuses on truancy and grades.	

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.

Incorporating student voice that trains students to be advocates for themselves, as well as be solution oriented. 
Increasing student engagement in the school community; buy-in.
Create an environment where students are comfortable interacting with their peers.

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?

What, if any, related improvement efforts are in progress? 
We have had a very challenging year with getting and keeping students engaged in before and after school programming. For OST Fall, I have added three work-based learning programs. Participating students will be paid for their participation.
We will continue our successful partnership with Tutor Corps to provide math academic enrichment (and informal ELA academic enrichment).
We will continue to hold parent meetings at each grade level
We will continue to use Student Voice data to inform our improvement strategy
In the coming school year we will use "A Knock as Midnight" to assist in locating chronically absent students.
What is the impact?
The goal of this will impact student engagement. I have added three work-based learning programs that will meet the needs of our Connectedness and Wellbeing along with our Instructional Core (Identity, Community, and Relationships ie. Culture). Participating students will be paid for their participation.
BOY / EOY assessment data from Saga has shown measurable gains in almost all of the the students who participated in academic enrichment.
Anecdotal data has shown an improvement in attendance / participation for several students where the parents are regularly contacted when problems arise.
Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?
Providing income for students will address barriers to participation in OST activities.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

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

Most teachers use Skyline, which uses high quality curriculum. However, the quality of the art, music and pe curriculum is undetermined.
 Network rigor walkthroughs are used to monitor if instruction is standards-aligned
 Results indicated a that we digressed from MOY to EOY (at least for the sample periods observed)
 Students expressed reluctance to engage in rigorous tasks (e.g., writing longer assignments)
 Still some areas of growth identified
 Is our rigor level too low? Maybe we need to allow students to struggle through difficult Skyline coursework.
 How to do this without having the students become discourage?
 Building relationships with the students is key
 Utilize "9th Period" for study hall / homework club
 Must get back to differentiated instruction (at/below/above)
 The Modern Classroom approach can go a long way to achieving this We do not intentionally research and plan how we will celebrate cultures throughout the year.
 The Skyline curriculum provides a culturally relevant curriculum, but sometimes caters to other cultures.
 We do identity programing (e.g., African American, LGBTQ, gender) to some extent but still have more to do in community (i.e., understand other cultures than our own).
 The ILT leads instructional improvement.
 Star360 and (P)SAT, while necessary, is NOT sufficient on measuring the depth & breadth of student learning.
 Teachers have their own assessments, but there is not a singular tool to measure this
 Teacher created assessments would help us assess the depth and breadth of student learning.
 There should be opportunities for students to share their knowledge by their strengths.
 Assessments are done daily (Bell-ringers, Exit Tickets, check-ins, etc), but not not necessarily systematically across all classes
 Still room for improvement

What is the feedback from your stakeholders?

Based on feedback from ILT, GLT, network data this is the following reflections: Many freshmen are making gains on th P/SAT, however, they are not meeting the district benchmark.
 The overall average of sophomores grew by 63 points on the P/SAT.
 Need to make sure that strong students don't become discouraged if they see small growth. (the test may be more rigorous)
 Some correlation between students who scored on watch.above benchmark on STAR and scores on the P/SAT.
 The highest scoring students are making gains for the most part.
 The lack of engagement with math outside of class possibly led to low grades and scores in Adv. Algebra w/Trig.
 Students struggle with word problems.
 Some student "misgridded" on the SAT.

What student-centered problems have surfaced during this reflection?

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?

Intrinsic motivation to complete standardized assessments with integrity.
 Creating independence and encouraging productive struggle.
 Allow students space to struggle.
 Hold students accountable for completing assignments on time.
 We need to look at policies and procedures around absentee students.
 Students sometimes do not feel challenged and want better feedback.

What, if any, related improvement efforts are in progress?
 We created PLCs by content this school year.
 We are implementing Modern Classroom to encourage students to self monitor and pace, increasing intrinsic motivation.
 Creation of no-late work policy.
 Use of Skyline to challenge students and to provide a culturally relevant curriculum
 Use of SAGA in math for tier 2 and 3 interventions.
 Use of a data tracking system for regular monitoring.
 Use of RigorWalk data to create practice shifts.
 Review of diverse learning co-teaching.
 Highly functioning ILT led by an instructional coach through distributed leadership aligned with network priorities.
 Regular STAR 360 data analysis with tier 2 and 3 interventions.
 What is the impact?
 Many students struggled and improved over the course of the year in student engagement and student scores. Students improved in resilience and persistence.
 Students got to know each other as scholars, developing a scholarly identity.
 Students supported each other in the learning process.
 Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?
 Yes, we led the network in Cs or better in all student groups.
 Diverse learners are succeeding academically. (In class)

Return to Top Determine Priorities

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

Resources:

Students...
 Students need to access to high functioning curriculum to foster independent thinking and building academic content skills.

[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?

Resources:

As adults in the building, we...
 As adults in the building, we have yet to consistently provide rigorous instruction and curriculum implementation as measured Cultivate, 5 essential data, and quantifiable data from internal walk-throughs.

[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 apply research based culturally responsive powerful practices, strategies, and curriculum to classroom instruction



then we see....
Then we see Improved, sustained, and rigorous learning environment as evidenced by classroom observations of student academic risk taking, productive struggle, student to student and student to teacher collaborations.



which leads to...
Which leads to a strong structured curriculum and implementation of powerful practices.



Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

[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

Teachers, ILT, GLT, Lead coach, MTSS coordinator

Dates for Progress Monitoring Check Ins

Q1 9/7/23 Q3 2/8/2024
Q2 11/16/2023 Q4 4/25/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Establish and maintain school team systems protocols to monitor the progress of how students experience teaching and gather data for improvement with academic 80% fidelity as measured by grade outcomes, skyline assesment, N17 data analysis, and class content.	Lead Coach, ILT, Teachers, BAM coordinator and CARES Team, NCS	By the End of QuarterOne	In Progress
Action Step 1	Every week review grade data, identify student groups for a 1:1 check-in with staff mentors.	Lead Coach, ILT, Teachers, BAM, and Knock at Midnight.		In Progress
Action Step 2	Establish mentoring groups for 1:1 check ins for targeted subgroups.	Teachers and external partners	September 12, 2023	In Progress
Action Step 3	Communicate with students and families school standards and progress at quarterly townhall meetings.	ILT, GLT, Lead Coach, MTSS Lead, parents, external partners, and community partners	September 14, 2023	In Progress
Action Step 4	Lunch and Learns for students.	Teachers, Mentors, utor Corps, and external partner	September 18, 2023	Not Started
Action Step 5	Revisit/Revise plan as need based on weekly data. and broaden teacher stratgey tool-kit with researched-based professional development.	ILT, GLT, Lead Coach and MTSS Lead and external partners	September 25, 2023	In Progress
Implementation Milestone 2	Maintain school team systems protocols to monitor the progress of how students experience teaching and gather data for improvement with 85% fidelity as measured by grade outcomes, skyline assesment, N17 data analysis, and class content.	ILT, GLT, Lead Caoch, MTSS Lead, and external partners	October 13, 2023	In Progress
Action Step 1	Continue to provide research-based strategies during Wednesday professional development	School teams and external partners.	October 17, 2023	Not Started
Action Step 2	Continuous review of weekly data from the district and from internal sources.	School teams and external partners.	October 17	Not Started
Action Step 3	Plan and execute second townhall meeting.	School teams, external partners, parents, and community partners.	October 17, 2023	Not Started
Action Step 4	Establish and maintain afterschool tutoring and classroom push-in CARES Social Emotional program.	Teacher, school counselor, and external partners.	October 17, 2023	Not Started
Action Step 5	Monitor progress of mentoring groups.	School teams and external partners.	October 17, 2023	Not Started
Implementation Milestone 3	Maintain school team systems protocols to monitor the progress of how students experience teaching and gather data for improvement with 90% fidelity as measured by grade outcomes, skyline assesment, N17 data analysis, and class content.	ILT, GLT, Lead Caoch, MTSS Lead, and external partners	March 22, 2024	Not Started

Action Step 1	Address third quarter slump with planned activities and alternative teaching models.	School teams and external partners.	March 22, 2024	Not Started
Action Step 2	Plan and execute third town hall	School teams and external partners.	March 22, 2024	Not Started
Action Step 3	Continue afterschool tutoring and gather data.	School teams and external partners.	March 22, 2024	Not Started
Action Step 4	Incorporate partners in weekly and biweekly meeting for student progress monitoring.	School teams and external partners.	March 22, 2024	Not Started
Action Step 5	Review and revise data	School teams and external partners.	March 22, 2024	Not Started

Implementation Milestone 4	Summarize, review, and revise the work and information gathered from the school year to for improvement with 90% fidelity as measured by grade outcomes, skyline assesment, N17 data analysis, and class content.	ILT, GLT, Lead Caoch, MTSS Lead, and external partners	June 6, 2024	Not Started
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Action Step 1	Plan and execute the final townhall of the school year.	School teams, external partners, parents, and community partners.	June 6, 2024	Not Started
Action Step 2	Continue afterschool tutoring.	School teams a nd external partners	June 6, 20224	Not Started
Action Step 3	Continue monitoring all student data..	School teams a nd external partners	June 6, 2024	Not Started
Action Step 4	Review data analysis and revise for upcoming school year.	School teams a nd external partners	June 6, 2024	Not Started
Action Step 5		School teams a nd external partners	June 6, 2024	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	By the end of school year 2025, we will see 85% implementation of rigorous curriculum standards as measured by grade outcomes, Skyline assesment, N17 data analysis, cultivate, 5 Essential surveys, and class content.	
SY26 Anticipated Milestones	By the end of school year 2025, we will see 90% implementation of rigours curriculum standards as measured by grade outcomes, skyline assesment, N17 data analysis, Cultivate, 5 Essential surveys, and class content.	

Return to Top Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).

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

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

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

Resources:

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
By the end of CIWP cycle, Improve the disparity of low and high classroom community, data by 80%.	Yes <input type="checkbox"/>	Grades	Overall <input type="checkbox"/>	Grade Reports, Network Data			
			Female <input type="checkbox"/>	Network Data analysisi			

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	By the end of SY24, teachers will implement high quality curriculum to improve student skills as measured by 70% of students achieving 60% mastery plus scores on interim assessments.	By the end of SY24, teachers will implement high quality curriculum to improve student skills as measured by 75% of students achieving 60% mastery plus scores on interim assessments.	By the end of SY24, teachers will implement high quality curriculum to improve student skills as measured by 80% of students achieving 60% mastery plus scores on interim assessments.

Return to Top SY24 Progress Monitoring

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By the end of CIWP cycle, Improve the disparity of low and high classroom community, data by 80%.	Grades	Overall	Grade Reports, Network Data		Limited Progress	Select Status	Select Status	Select Status
		Female	Network Data analysisi		Limited Progress	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	By the end of SY24, teachers will implement high quality curriculum to improve student skills as measured by 70% of students achieving 60% mastery plus scores on interim assessments.	Limited Progress	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
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.
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Based on the Star 360, 5 essential surveys, cultivate data, ASPEN reports, teacher feedback data, N17 data analysis, ILT meeting, Rundown team: inconsistent implementation of academic and behavioral interventions, Branching Minds, IEP, and goal

What is the feedback from your stakeholders?

School teams and external partners identified that the environmental structures were different from class to class and students did not feel supported as a result.

What student-centered problems have surfaced during this reflection?

Students wanted individualized instructions repeated multiple times. Students were not comfortable sharing their feelings with the entire class. The students were more inclined to copy work from their peers. They were reluctant to speak up and out, overrelied on peers in groups, and inconsistently engaged in learning. Students employed deflection to avoid engaging in instruction. They engaged in inappropriate use of technology during whole class instruction. Students disengaged in rigorous tasks because they needed assistance to complete tasks. Students required multiple teaching strategies to understand the content and build self-efficacy and confidence. DL learners need more supportive instruction aligned with IEPs.

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?

Subgroups based analysis of attendance, network grade level, gender, and external partners. Some people adhere to the IEP, but not all to the fullest extent.
 1:1 assistance as needed; accommodation and modifications
 Praise and Motivation
 Multiple pathways for careers
 Restorative practices
 What is the impact?
 Some students were able to rise to the challenge of being in a general education setting. Some student did not thrive, indicating that they need more support
 Students are improving in socio-emotional competencies
 Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?
 Yes, our efforts have addressed barriers for students, specifically those in temporary living situations and those with SEL issues, but we have not always been successful in meeting their needs because of a variety of circumstances. Targeted interventions by the social worker helped students to manage SEL issues in school.

Return to Top Determine Priorities

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

Students...
 Need supportive and structured classroom environments school-wide to build supportive and inclusive for all subgroups of students that are aligned to IEP's and academic matriculation goals.

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 have not consistently implemented multiple strategies and structures, clear expectations, and standards.

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 design, implement, and progress monitor high-quality IEPs, provide targeted interventions documented in Branching Minds, utilize the 5 Essential and Cultivate data

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

Inclusive & Supportive Learning Environment

through the implementation of structural systems.

then we see....

Then we will see students across all subgroups who are fully engaged and collaboratively completing tasks with academic confidence schoolwide.

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

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

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

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

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

which leads to...

Which leads to structured tiered levels of support for students with curriculum embedded interventions monitored by school teams and external partners which would build an inclusive and supportive learning environment for students schoolwide.

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

School teams and external partners



Dates for Progress Monitoring Check Ins

Q1 9/7/23 Q3 2/8/2024
 Q2 11/16/2023 Q4 4/25/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Grade level teams will be consistent in monitoring student on-track rates and success on benchmark assessments, will formulate and implement plans to assist students in setting goals and will contact parents and communicate with the BHT for MTSS supports. Overall, the school will see an increase in the on-track and attendance rate compared to the same time last year and behavior incidents will be addressed in a deliberate way through a pro-active BHT.	School Teams, External Partners and parents	September 25, 2023	In Progress
Action Step 1	GLT's analyze Star 360 and curricular assessment data and create groups in Branching Minds, with appropriate interventions and goals, and establish weekly grade-review practice.	School Teams, external Partners and parents	September, 25, 2023	In Progress
Action Step 2	GLTs communicate with parents through a Town Hall Parent Meeting, while Attendance Team and Knock at Midnight reach out to families of students missing school.	School Teams, external Partners and Parents	September, 25, 2023	In Progress
Action Step 3	GLT's conduct goal-setting activities with students and initiate on track recovery plans for students that are off track.	Schools Teams, external, partners	September, 25, 2023	In Progress
Action Step 4	BHT solicits input from teachers on student behavior needs and meets regularly to review actions and results.	Schools Teams, external, partners	September, 25, 2023	In Progress
Action Step 5	ILT reviews data on academic and behavioral interventions and provides usable data to GLTs, BHT and attendance team for review and PLC focus on equity in grading practices.	School Teams, external Partners and Parents		In Progress
Implementation Milestone 2	GLTs, Attendance Team, Data Team, and BHT will continue to monitor students, but will also begin implementing grade level strategies, interventions (including use of Branching Minds to design Tier 2 and 3 instruction based on Star360 and curriculum assessments), and incentives to encourage students to stay on track across all classrooms. As a result, students will finish the semester largely on track with attendance above 90%.	School Teams, External Partners and parents	October 17, 2023	Not Started
Action Step 1	Establishing an incentive program to celebrate and support students Q1 attendance and academic progress.	BHT, Culture and Culture, PLCs and external partners	October 17, 2023	Select Status
Action Step 2	ILT will provide GLT's with data from Network Rigor Walks, interim assessments, IEP report cards, and the BAG report to review MTSS progress and next steps.	ILT, N17, MTSS team	October 17, 2023	Select Status
Action Step 3	GLTs will continue to communicate with parents through a Town Hall Meeting.	GLT and external partners	October 17, 2023	Select Status
Action Step 4	Conduct and utilize ILT rigor walk data to inform next steps for the PLC, including recommendations for fidelity to IEP accommodations and modifications and other individual instruction plans.	ILT, GLT, N17, MTSS team	October 17, 2023	Select Status
Action Step 5	Lead coach and administration will conduct observations and provide	Lead Coach, MTSS Lead and	October 17, 2023	Select Status
Implementation Milestone 3	All student support teams will continue their MTSS interventions with a focus on addressing historical Q3 fatigue. Students will largely "buy-in" and show signs of confidence in teachers' instruction, which will be shown in in-house student surveys.	School Teams, External Partners and parents	March 22, 2024	Select Status


Action Step 1	PLC will be focused on revitalizing student engagement and motivation during Q3.	School teams, parents, and external partners	March 22, 2024	Select Status
Action Step 2	African-American heritage month will be an opportunity for demonstration of culturally-responsive pedagogy.	Teachers and ILT	March 22, 2024	Select Status
Action Step 3	GLT's will continue to communicate with parents through Parent Town Hall Meeting and outreach around Report Card Pickup.	ILT, GLT, MTSS Lead, parents and external partners	March 22, 2024	Select Status
Action Step 4	GLT's will conduct surveys to gather student voice and agency.	ILT, GLT, MTSS Lead, parents and external partners	March 22, 2024	Select Status
Action Step 5	School teams will review quarterly data and make revisions for future implementation.	ILT, GLT, MTSS Lead, parents and external partners	March 22, 2024	Select Status
Implementation Milestone 4	All student support teams will continue MTSS interventions to ensure students finish strong, with the highest on-track rate of the year. Students will take the Star 360 EOY assessment. All grades will score an average of 50 or more SGP higher than the BOY Star 360 Assessment.	School Teams, External Partners and parents	June 6, 2024	Select Status
Action Step 1	After three rigor walks and two internal ILT walks we will identify teachers to lead PLCs and Lunch and Learns on specific research-based strategies and practices.	Entire school community, students, teachers, external partners, and community members.	June 6, 2024	Select Status
Action Step 2	Review academic and behavioral data for students in vulnerable sub-groups (including students with IEP and 504) and make recommendations for adjustments to individual plans and school policies and practices	Entire school community, students, teachers, external partners, and community members.	June 6, 2024	Select Status
Action Step 3	GLT's will continue to communicate with parents through Parent Town Hall Meeting focused on preparing for the next school year.	Entire school community, students, teachers, external partners, and community members.	June 6, 2024	Select Status
Action Step 4	School and campus-wide celebrations of student success.	Entire school community, students, teachers, external partners, and community members.	June 6, 2024	Select Status
Action Step 5	Review partner collaborations (including student self reported data) and conduct a needs assessment to aid in future planning.	Entire school community, students, teachers, external partners, and community members.	June 6, 2024	Select Status

SY25-SY26 Implementation Milestones




SY25 Anticipated Milestones	By the end of SY25, staff members will assign specific Tier 1 MTSS interventions for 80% students not meeting BAG report standards through the implementation of MTSS structures	
SY26 Anticipated Milestones	By the end of SY25, staff members will assign specific Tier 1 MTSS interventions for 90% students not meeting BAG report standards through the implementation of MTSS structures	

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

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

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

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
By the end of the CIWP cycle, apply the MTSS framework with fidelity to improve the disparity of supportive and inclusive teaching low and high mindsets and strategies.	Yes	Cultivate	Overall	avg high-low disparity in Cultivate over 7 data points: 60:36			
			Other (Students who fail to meet BAG report data expectations)				
			Select Group or Overall				
	Select Answer	Select Metric	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
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.	By the end of SY24, teachers will implement culturally responsive practices to ensure student perspectives and lived experiences are used to shape content and relationships as evidenced by Cultivate data.	By the end of SY25, Cultivate data will show that teachers have developed relationships that honor and respect the diversity of identity and deeper learning when it is enriched by collaboration with community stakeholders and partnerships.	By the end of SY26, teachers will establish and sustain, shape, affirm, and build students' relationships to community and communicate values of the teacher-student, system, and society as seen in Cultivate and 5Essentials data.
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
By the end of the CIWP cycle, apply the MTSS framework with fidelity to improve the disparity of supportive and inclusive teaching low and high mindsets and strategies.	Cultivate	Overall	avg high-low disparity in Cultivate over 7 data points: 60:36		Limited Progress	Select Status	Select Status	Select Status
		Other (Students who fail to meet BAG report data expectations)			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
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.	By the end of SY24, teachers will implement culturally responsive practices to ensure student perspectives and lived experiences are used to shape content and relationships as evidenced by Cultivate data.	Limited Progress	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

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
No	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

Our BHT has established supports in plans, but has an irregular meeting cadence. The team has established the linked components.
 Utilize resources from the ISL academic discourse PD. (Student Engagement)
 Address situations when students disrespect each other immediately.
 Incorporate student etiquette into everyday practice.
 Overall, we need to be consistent in implementing new strategies. Everyone must be on the same page and adhere to school decisions with fidelity. We need to hold each other accountable.
 We need to collect phones and keep them in the locker for the duration of the school day. We will purchase phone lockers.
 We need to continue the organization of the security team.
 We need to create school wide rules and a digital student handbook for students.
 We need to build out an SEL curriculum.
 SEL practices are not consistent.
 We do not use Skyline SEL.
 Establish rapport with students.
 Students regularly receive restorative conversations as needed.
 Through surveys and student interviews, we have programs based on student interest through OST and Center for New Horizons. Athletes should be placed on a contract and maintain 95% attendance.
 Continue and improve incentives offered to students. There needs to be consistency.
 Include other school stakeholders and parents to help with incentives.
 We need to have CICO with students who receive bus passes and have low attendance.
 Celebrate small improvements.
 We have discussions and a verbal plan for chronic absent/absentee students. A written plan needs to be formalized.

What is the feedback from your stakeholders?

Increase in misconducts after winter break.
 Attendance improved from last year.
 There has been an increase in boys fighting this year.
 Students with IEPs has mostly group 2 misconducts.
 There are a cluster of repeat offenders.
 More issues with girls than boys in misconducts
 Girls are frequently tardy to school.
 More infractions are happening in the classroom for all genders.
 Mob action fights have increased.
 Increase of failure to abide by school rules this year. (phones, eating...)
 Most misconducts are handled restoratively.
 Students with IEPs have more out of school suspensions than STLS.
 STLS attendance did not go back to pre-covid levels.
 Male attendance is up 3%.
 Only four students improved in attendance from semester 1 to semester 2.
 Not consistent in some of our attendance incentives.

What student-centered problems have surfaced during this reflection?

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?

LGBTQ+ need an opportunity to identify their needs so that they can be better supported.
 Students who identify as male need specialized services to ignite motivation.
 Students need help balancing homelife and school.
 Students need support from parents to improve their grades and attendance.
 Students need strategies to deal with their emotions.
 Students need all staff to be trained on de-escalation and modeling appropriate behavior.

What, if any, related improvement efforts are in progress?
 The security team has been reorganized to maximize individual strengths and to be proactive in addressing student issues through de-escalation strategies.
 A behavioral health team has been established.
 Student voice has been incorporated in selection of campus OST programs.
 Restorative interventions have been implemented.
 Teachers have received training on academic engagement.
 Use of the social worker to address student socio-emotional needs.
 What is the impact?
 Decrease in fights from BOY to EOY.
 Student use of calming techniques.
 1 year improvement in attendance
 Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?
 Improvement in AA male attendance.
 Bus cards and necessities provided for STLS students.

Return to Top Determine Priorities

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

Resources:

Students...

The cultivate data indicates that students and parents are not invested in the school community, culture, and classes, and that students struggle to trust adults. Students and families need enhanced SEL support that integrates behavioral health, restorative justice, and all-staff training and implementation with fidelity.

[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?

Resources:

As adults in the building, we...

Adults have neither consistently built relationships of trust and belonging nor consistently involved families in the school.

[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 build a trusted school community that provides supportive and intentional engagement.



then we see....
Then we will see consistent and positive interactions between students, families, and school community members who are informed and active.



which leads to...
Which leads to a healthy and active school community as measured by the 5Essentials and Cultivate surveys.



Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

[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

School Teams and External Partners

Dates for Progress Monitoring Check Ins

Q1 9/7/23 Q3 2/8/2024
Q2 11/16/2023 Q4 4/25/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	The Behavioral Health and Climate and Culture Teams will work to extend a sense of ownership and belonging of school culture to students and families so that we see an increase in students assuming leadership roles.	BHT Teams, Culture & Climate, students, and families	September 25, 2023	In Progress
Action Step 1	The Behavioral Health and Climate and Culture Teams will work to extend a sense of ownership and belonging of school culture to students and families so that we see an increase in student voice and family involvement, as measured by the 5Essentials, Cultivate survey data, and school team created surveys.	BHT, C & C, students and families	September 25, 2023	In Progress
Action Step 2	Based on the analysis of the needs assessment, external partners will be invited to offer support to families appropriately.	BHT, C & C, students and families	September 25, 2023	In Progress
Action Step 3	The Climate and Culture Team will establish a Student Council and identify students and parents to serve on school teams to establish an LSC and PAC.	BHT, C & C, students, families, LSC, and PAC	September 25, 2023	In Progress
Action Step 4	BHT and C&C will conduct a data-based evaluation of our communication methods for families-i.e., newsletters, Blackboard, Remind, email, phone calls, etc.	BHT, C&C, students, families, LSC, PAC and external partners	September 25, 2023	In Progress
Action Step 5	BHT, C&C, and GLT mentors will conduct check-ins, identify trusted individuals, academic and SEL progress, and prioritize our high-risk students.	BHT, C&C, students, families, LSC, PAC and external partners	September 25, 2023	In Progress
Implementation Milestone 2	CIWP Milestone Implementation and Action Steps: Implement and monitor efforts to include student voice and to build connectedness with families and wellbeing of the school community.	BHT, C&C, students, families, LSC, PAC, and external partners.	October 17, 2023	Select Status
Action Step 1	The Climate and Culture Team will support the Student Council in implementing a biweekly cadence.	Climate and Culture	October 17, 2023	Select Status
Action Step 2	Student council members will collaborate with school teams in planning and staffing the Q2 Family and Student Town Halls.	Students and School Teams, and External Partners	October 17, 2023	Select Status
Action Step 3	The LSC Chair and the administration will host an informational event for the LSC during Town Halls and Report Card Pickup.	LSC, Admin, C&C	October 17, 2023	Select Status
Action Step 4	BHT and C&C will continue to monitor and improve communication methods for families-i.e., newsletters, Blackboard, Remind, email, phone calls, etc.	BHT, C&C, and Admin	October 17, 2023	Select Status
Action Step 5	BHT, C&C, and GLT mentors will continue to conduct check-ins, identify trusted individuals, academic and SEL progress, and prioritize our high-risk students.	BHT, C&C, school teams and Admin	October 17, 2023	Select Status
Implementation Milestone 3	School Teams will involve active students and parents in creating culturally responsive events and practices to combat Q3 fatigue, leading to increased attendance.	School teams, students and families	March 22, 2024	Select Status

Action Step 1	Review S1 data (including Cultivate MOY) relevant to building student voice, connectedness with families and wellbeing of the school community to inform S2 practices.	School Teams and external partners	March 22, 2024	Select Status
Action Step 2	All school teams, collaborating with student council and community partners will engage in culturally responsive activities connected to Black History month.	School Teams and external partners	March 22, 2024	Select Status
Action Step 3	LSC election	Admin, LSC	March 22, 2024	Select Status
Action Step 4	School teams will help prepare and support students applying for community, post-secondary, summer, afterschool and other programs.	School Teams and external partners	March 22, 2024	Select Status
Action Step 5	Student council members will collaborate with school teams in planning and staffing the Q3 Family and Student Town Halls.	C&C, School teams, student council	March 24, 2024	Select Status
Implementation Milestone 4	Assess efforts to build trust, celebrate students and families, and conduct set expectations for summer and next year	C&C, school Teams, families, and students	June 6, 2024	Select Status
Action Step 1	Readminister the survey to compare results.	School Teams and External partners	June 6, 2024	Select Status
Action Step 2	Analyze data	School Teams and external partners	June 6, 2024	Select Status
Action Step 3	Summarize, review adjust	School Teams and external partners	June 6, 2024	Select Status
Action Step 4	Build in steps for SY25	School Teams and external partners	June 6, 2024	Select Status
Action Step 5	CELEBRATE	School Teams and external partners	June 6, 2024	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	By the end of SY25, we will see 80% of our students to be able to identify our staffs efforts in building connectedness and well being based on in-house student surveys. 🍌
SY26 Anticipated Milestones	By the end of SY26, we will see 90% of our students to be able to identify our staffs efforts in building connectedness and well being based on in-house student surveys. 🍌

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

Indicators of a Quality CIWP: Goal Setting

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal 🍌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🍌	Numerical Targets [Optional] 🍌		
					SY24	SY25	SY26
By the end of the CIWP cycle, the surveys will show that students have been positively impacted by intentional staff engagement and support.	Yes	Other (5Essentials, internal assessments, Cultivate data, etc.)	Overall	5E Student-tea cher trust 61			
			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
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Growing existing teams to include students and families and build our sense of connectedness and well-being, as measured by surveys that show awareness of school community opportunities.	Establishing routines and procedures that reinforce connectedness and well-being, as measured by surveys that show familiarity with school culture.	Establishing routines and procedures that reinforce connectedness and well-being, as measured by surveys that show familiarity with school culture.

<input type="text" value="Select a Practice"/>			
<input type="text" value="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
By the end of the CIWP cycle, the surveys will show that students have been positively impacted by intentional staff engagement and support.	Other (5Essentials, internal assessments, Cultivate data, etc.)	Overall	5E Student-teacher trust 61		Limited Progress	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
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Growing existing teams to include students and families and build our sense of connectedness and well-being, as measured by surveys that show awareness of school community opportunities.	Limited Progress	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:
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.

Assessment Data (Star360/P/SAT data) - Funds will be used for afterschool Test Prep Boot Camp (teacher stipends) \$400; Parent meetings focused on the importance of 5Essentials, and Post-Secondary (refreshments) \$217



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