CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name ✍️	Role ✍️	Email ✍️
Dr. Myra Sampson	Principal	myra@ccaacademy.org
Dr. Charnell Thomas	AP	cthomas02@ccaacademy.org
Nahed Zahedi	Curriculum & Instruction Lead	nzahedi@ccaacademy.org
Anthony Rodriguez	Curriculum & Instruction Lead	arodriguez@yccs.org
Thomas Kwiakowski	Teacher Leader	tkwiakowski@ccaacademy.org
Crystal Williams	Connectedness & Wellbeing Lead	cwilliams@ccaacademy.org
Nancy Zook	Curriculum & Instruction Lead	nzook@ccaacademy.org
Robert Calhoun	Partnerships & Engagement Lead	rcalhoun596@gmail.com
Brian Braxton	Parent	bbbraxton@gmail.com
Lemar Owen	Teacher	lowens@ccaacademy.org
Sidika Balogun	Inclusive & Supportive Learning Lead	sbalogun@ccaacdemy.org
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍️	Planned Completion Date ✍️
Team & Schedule	6/30/23	7/14/23
Reflection: Curriculum & Instruction (Instructional Core)	7/14/23	8/24/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/21/23	8/24/23
Reflection: Connectedness & Wellbeing	8/4/23	8/27/23
Reflection: Postsecondary Success	8/11/23	8/27/23
Reflection: Partnerships & Engagement	8/18/23	8/27/23
Priorities	8/25/23	8/30/23
Root Cause	8/25//23	8/30/03
Theory of Acton	8/25/23	8/30/03
Implementation Plans	8/25/23	8/30/03
Goals	9/1/23	8/30/03
Fund Compliance	9/1/23	9/1/23
Parent & Family Plan	9/1/23	9/1/23
Approval	9/11/23	9/11/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍️	
Quarter 1	10/20/2023
Quarter 2	12/21/2023
Quarter 3	03/22/2024
Quarter 4	06/06/2024

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

Return to Top

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	STAR data shows significant growth within the student population for both Math and Reading STAR results. The average growth percentile for both Reding and Math from BOY to EOY average from 30-40 percent increase. In comparison to Reading BOY and EOY there is a 38% increase. Math BOY and EOY comparison shows a 30% increase. Both math and reading growth rate incresed which students did improve over time. ✏️	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric; Teacher Team Learning Cycle Protocols; Quality Indicators Of Specially Designed Instruction		IAR (English); Rigor Walk Data (School Level Data); PSAT (EBRW); PSAT (Math); STAR (Reading)
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric; Learning Conditions	**What is the feedback from your stakeholders?** CPS best prcatices do not neccessarily align with serving CCA Academy students. Therefore many of the the practices aren't applicable to our population, according to our trend data around skills gaps, truancy and credit attainment. ✏️	STAR (Math); iReady (Reading); iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness; Distributed Leadership		Cultivate; Grades; ACCESS
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan; ES Assessment Plan Development Guide; HS Assessment Plan Development		TS Gold; Interim Assessment Data
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** 1) The related improvement efforts in progress are embedded within the components of the YCCS 3+1 model: CBE framework to graduation and personalized learning options, student pathway to success (Application of Learning), RtI Resource (Interventions for Struggling Students), and Post-secondary Readiness. ✏️ 2) The impact will result in a 3-5 % attendance growth, 3-5 % reduction in suspensions, 3-5 % increase in graduation rate and credit attainment, and a 2-4 % decrease in student disengagement and barrier reduction. 3) Yes, CCA Academy is the intervention for 100% of our students who are the furthest from opportunity, therefore we focus on the use of school-wide alternative school strategies and tiered interventions for diverse, high-risk, and at-risk learners, with an emphasis on: a) Improving literacy and numeracy b) Instructional Interventions and learning supports c) Social and emotional learning	

What student-centered problems have surfaced during this reflection?

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

Progress monitoring reports are not reflecting student growth. ✏️

Return to Top

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo; MTSS Continuum; Roots Survey	Utilize curriculum and instruction which is organized around YCCS' Cross Curricular Competencies in reading and math that allow for significant increases in intensity and frequency of instruction for students based on their skill gaps in literacy and math. We recognize the need to widen the use of instruction to help students apply reading comprehension strategies to develop content literacy skills and to increase the breadth and depth of vocabulary knowledge. We will also: • Utilize STAR assessment scaled score for learning progression. • Provide intervention based on skills students have not ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data); MTSS Continuum; Roots Survey; ACCESS
		MTSS Integrity Memo		

| Yes | School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. | | • Access Data and Plan Instruction Using the STAR Record Book.
• Set-up students individualized lessons plans according to skills and schedules.
• Progress monitor and record mastery of student progress.
• Progress monitor with an intense focus on instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the middle and early high school levels.
• Provide instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the late-elementary level (Tier 3 Reading Strategy) | MTSS Academic Tier Movement |

| Yes | Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP. | LRE Dashboard Page | **What is the feedback from your stakeholders?** | Quality Indicators of Specially Designed Curriculum |

CPS best prcatices do not neccessarily align with serving CCA Acadedmey students. Therefore many of the the practices aren't applicable to our population, according to our trend data around skills gaps, truancy and credit attainment.oss stakeholders; feedback trends across specific stakeholder groups) ✏️

EL Program Review Tool

Annual Evaluation of Compliance (ODLSS)

| Yes | Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. | IDEA Procedural Manual | | |

| Partially | English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services. | EL Placement Recommendation Tool ES / EL Placement Recommendation Tool HS | **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?** | |

1) The related improvement efforts in progress are embedded within the components of the YCCS 3+1 model: CBE framework to graduation and personalized learning options, student pathway to success (Application of Learning), RtI Resource (Interventions for Struggling Students), and Post-secondary Readiness. ✏️

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

2) The impact will result in a 3-5 % attendance growth, 3-5 % reduction in suspensions, 3-5 % increase in graduation rate and credit attainment, and a 2-4 % decrease in student disengagement and barrier reduction.

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

Students enter the school with reading and math levels sometimes below their grade level; thus, implementing various stratgies and using the MTSS framework allows us to incorporate interventions. ✏️

3) Yes, CCA Academy is the intervention for 100% of our students who are the furthest from opportunity, therefore we focus on the use of school-wide alternative school strategies and tiered interventions for diverse, high-risk, and at-risk learners, with an emphasis on:
a) Improving literacy and numeracy
b) Instructional Interventions and learning supports
c) Social and emotional learning

Return to Top

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure	Administrative, teaching, and counseling staff participate in circles monthly for relationship building, trust and shared experiences. These practices deepen the bond amongst teachers, teachers and administration and all staff. The circle practices are used weekly in student advisories. These experiences teach and build trust, respect and communication between students and between staff and students. Students often use the skills gained with family and social relationships outside of school. CCA staff works to build individual relationships and trust with students. These relationships help to maintain calm throughout the school and to intervene in conflict when it does arise. In classrooms and across the school there is a developing culture to approach intercommunication through the lens of being trauma informed. Staff has completed trauma informed, restorative justice, and crisis intervention trainings. These training aid staff in approach the task, problem or conflict with minimum judgment or blame and are more open to listen, hear, respect, and value all students. ✏️	% of Students receiving Tier 2/3 interventions meeting targets
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Reduction in OSS per 100
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** CPS best prcatices do not neccessarily align with serving CCA Academy students. Therefore many of the the practices aren't applicable to our population, according to our trend data around skills gaps, truancy and credit attainment.oss stakeholders; feedback trends across specific stakeholder ✏️	Reduction in repeated disruptive behaviors (4-6 SCC)

Access to OST

Increase Average Daily Attendance

Increased Attendance for Chronically Absent Students

Reconnected by 20th Day, Reconnected after 8 out of 10 days absent

Cultivate (Belonging & Identity)

other student interests and needs.

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

[groups]

Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY

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

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?

Students do not have reliable transportation to attend school on a regular basis. Student

1) The related improvement efforts in progress are embedded within the components of the YCCS 3+1 model: CBE framework to graduation and personalized learning options, student pathway to success (Application of Learning), RtI Resource (Interventions for Struggling Students), and Post-secondary Readiness.

2) The impact will result in a 3-5 % attendance growth, 3-5 % reduction in suspensions, 3-5 % increase in graduation rate and credit attainment, and a 2-4 % decrease in student disengagement and barrier reduction.

3) Yes, CCA Academy is the intervention for 100% of our students who are the furthest from opportunity, therefore we focus on the use of school-wide alternative school strategies and tiered interventions for diverse, high-risk, and at-risk learners, with an emphasis on:
a) Improving literacy and numeracy
b) Instructional Interventions and learning supports
c) Social and emotional learning

Related improvement efforts could also be to :
•	Establish a campus average daily attendance rate goal for each student
•	Verify that all teachers input attendance every period every day
•	Provide additional scheduled instruction time beyond 300 minutes for every student
•	Identify the attendance data that will be used to monitor individual student attendance rates weekly
•	Create a continuum of attendance interventions for students not meeting the attendance rate goal
•	Establish procedures for contacting absent students each day to encourage attendance the next day
•	Create an opportunity for collaborative teams to discuss individual student attendance rates weekly
•	Assign students to interventions based on their weekly attendance rates
•	Monitor the progress of individual students and the effectiveness of interventions
•	Establish a campus average daily attendance rate goal for each student •
Attedance Team Meeting (Tiered Attendance Reports) AKAM Outreach (Home visit and Barrier Reduction)

Return to Top

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	CCA follows the 3+1 Model under the post secondary success pillar. All seniors attended a college tour. 70% of seniors spoke to representatives at career fairs that provided them with additional opportunities for post-secondary and the opportunity to meet with college representatives. Two college/vocational education acceptance letters required for senior portfolio. (Contents of portfolio: Resume, cover letter, personal statement, college/job applications, references, 5-year plan, progress tracker, etc.) All seniors were accepted into a post-secondary option-job, college, training; 100% of students completed FAFSA Seniors who took SAT were admitted to city and state colleges. Students can become certified in the following areas: Food Handler's Roots of Success (Green Industry Jobs).	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans	CCA Academy host advisory classes to ensure students develop the skills through college and career readiness. Lesson plans and weekly assignments are implemented to provide students the opportunity to assess their strenghts, learn their options, and practice decision making skills through small group work which focuses on the areas of college and career exploration.	Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
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	**What is the feedback from your stakeholders?** CCA Academy met 100% metics, feedback from stakeholders have been notified.	9th and 10th Grade On Track Cultivate (Relevance to the Future)

	(6th-12th).		Freshmen Connection Programs Offered (School Level Data)
Yes	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
Partially	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	[ECCE Certification List](#)	
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	[PLT Assessment Rubric](#)	
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	[Alumni Support Initiative One Pager](#)	

What, 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?

Long-term goal: Career and College Readiness course; ✏️

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.

Career and College readiness, options, support and cost factors. ✏️

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

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	[Spectrum of Inclusive Partnerships](#)	5 Essential Survey is one of the core methods of obtaining the students' input on the metrics. Student voices at CCA is represented through restorative justice practices and the open door policy held by our administration. There are opportunities for parents/guardians and families to obtain information at student/parent orientations and parent conferences (i.e. report card pick-up). In addition, each year CCA Academy solicits feedback from parents in an effort to design more effective forms of school-to-home and home-to-school communications concerning school programs and their child's progress. Community and educational resources are introduced every 5 weeks at PTA meetings. CCA welcomes parents before school, during teacher planning time (when possible) and after school. CCA offers parent trainings in PowerSchool allowing for any time access to their child's academic and behavioral progress. Information provided during parent teacher conferences includes: Title 1 Programs, Staying in school, School-Parent Compacts (Tools for better Learning), Bullying, College and Career Readiness, Tutoring Programs, Substance Abuse, Attendance/Truancy, and Child Care Referrals. Parents may also schedule appointments to receive additional information and guidance. The school also has established a schedule for workshops/classes including but not limited to: "Computer Literacy," "Family Literacy," and "Financial Aid." ✏️	[Cultivate](#)
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	[Reimagining With Community Toolkit](#)		[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)
Yes	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	[Student Voice Infrastructure Rubric](#)		Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

Stakeholders find that CCA staff put forth effort to build individual relationships and trust with students. Administrative, teaching, and counseling staff participate in circles monthly for relationship building, trust and shared experiences. These practices deepen the bond amongst teachers, teachers and administration and all staff. The circle practices are used weekly in student advisories. These experiences teach and build trust, respect and communication between students and between staff and students. What has been expressed is that CCA students often use the skills gained with family and social relationships outside of school. ✏️

What student-centered problems have surfaced during this reflection?

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

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

CCA administer student-centered approaches to address any concerns that need to be resolved. A restorative apporaches is implemented to maintain a positive and safe culture.

In development-Regional Care Teams

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

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes — All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.

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

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

Yes — The ILT leads instructional improvement through distributed leadership.

Yes — School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.

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

What are the takeaways after the review of metrics?

STAR data shows significant growth within the student population for both Math and Reading STAR results. The average growth percentile for both Reding and Math from BOY to EOY average from 30-40 percent increase. In comparison to Reading BOY and EOY there is a 38% increase. Math BOY and EOY comparison shows a 30% increase. Both math and reading growth rate increesd which students did improve over time.

What is the feedback from your stakeholders?

CPS best prcatices do not neccessarily align with serving CCA Academy students. Therefore many of the the practices aren't applicable to our population, according to our trend data around skills gaps, truancy and credit attainment.

What student-centered problems have surfaced during this reflection?

Progress monitoring reports are not reflecting student growth.

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?

1) The related improvement efforts in progress are embedded within the components of the YCCS 3+1 model: CBE framework to graduation and personalized learning options, student pathway to success (Application of Learning), RtI Resource (Interventions for Struggling Students), and Post-secondary Readiness.

2) The impact will result in a 3-5 % attendance growth, 3-5 % reduction in suspensions, 3-5 % increase in graduation rate and credit attainment, and a 2-4 % decrease in student disengagement and barrier reduction.

3) Yes, CCA Academy is the intervention for 100% of our students who are the furthest from opportunity, therefore we focus on the use of school-wide alternative school strategies and tiered interventions for diverse, high-risk, and at-risk learners, with an emphasis on:
a) Improving literacy and numeracy
b) Instructional Interventions and learning supports
c) Social and emotional learning

Determine Priorities

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

Students...

struggle with learning skills that require teachers to support individulized student mastery in developing new skills over time. Part of this entails working with students to identify the gaps in their skills and determine what best methods to bridge this gaps. Furthermore, students struggle with identify key life-long skills and transferring them outside of the classroom, relying often on direct instruction rather than self-direction.

Resources: 🚀

[Determine Priorities Protocol]

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

we will provide differientiated instruction that provides academic interventions to all students at various levels using a competency based framework as well as create opprtunties to generalize the skill across the curriculm to ensure relevancy and benefit to the student. Classroom instruction focuses on developing skills across all levels with a mindset for growth beyond the classroom, encouraging students to engage their own interests and voice their thoughts and opinions. Using problem and project based learning, instruction is guided to release responsiblity and control of learning to students' needs and interests.

Resources: 🚀

[5 Why's Root Cause Protocol]

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

utilize the 3+1 strategies, including our CBE framework (Personalized Learning, Applications of Learning, Interventions for Struggling Students, and Post-secondary Readiness) for academic interventions while progress monitoring

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Curriculum & Instruction

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

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

then we see....

a decrease in the number of skill gaps, we see real-world learning, and a decrease in barrier reduction ✍️

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...

an increase in skills acqusiton, attendance rate, credit attainment, STAR reading and math growth, and graduation rates ✍️

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 ✍️

Principal & Instructional Lead

Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	03/22/2024
Q2	12/21/2023	Q4	06/06/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Professional Development	Instructional Team	12/21/2023	In Progress
Action Step 1	Professional Development - CBE Next Level, YCCS Curriculum Rubric	Instructional Team	10/20/2023	In Progress
Action Step 2	Professional Development Reboot - STAR Intervention/Progress	instructional Team	10/20/2023	In Progress
Action Step 3	Professional Development Reboot - Masteryconnect Progress	Instructional Team	10/20/2023	Select Status
Action Step 4	Culturally Responsive Best Practices	Instructional Team	12/21/2023	Select Status
Action Step 5	How to Analyze the Data	Instructional Team	12/21/2023	Select Status
Implementation Milestone 2	Teacher Collaboration Planning	Instructional Team	12/21/2023	Select Status
Action Step 1	Understand Achievement Levels - Intervention Plans	Instructional Team	12/21/2023	Select Status
Action Step 2	Identify Skill Gaps - Develop Goals	Instructional Team	12/21/2023	Select Status
Action Step 3	Align Individualized Student Plans to CBE	Instructional Team w/ Support Staff	12/21/2023	Select Status
Action Step 4	Align School Programs and Resources	Instructional Team w/ Support Staff	10/20/20.23	Select Status
Action Step 5	Analyze Progress - Revise Instruction	Instructional Team	12/21/2023	Select Status
Implementation Milestone 3	Progress Monitoring/Data Analysis	Instructional Team	06/06/2024	Select Status
Action Step 1	Understand the Evidence/Data Collected	Instructional Team	06/06/2024	Select Status
Action Step 2	Analyze Data to inform Decisions (i.e. interventions, groupls, PLOs)	Instructional Team w/ Support Staff	12/21/2023	Select Status
Action Step 3	Utilize/Evaluate Data to drive instruction best practices	Instructional Team	12/21/2023	Select Status
Action Step 4	Compare Data - Pre & Mid-year (i.e. data tracking point)	Instructional Team	12/21/2023	Select Status
Action Step 5	Communicate Progress (unpack standards and relevant skills)	Instructional Team	12/21/2023	Select Status
Implementation Milestone 4	Progress Monitoring/Data Analysis	Instructional Team	06/06/2024	Select Status
Action Step 1	Analyze data to inform decisions(i.e. resources, programming)	Instructional Team w/ Support Staff	12/21/2023	Select Status
Action Step 2	Communicate progress (timely and systematic feedback)	Instructional Team w/ Support Staff	06/06/2024	Select Status
Action Step 3	MasteryConnect Tracking	Instructional Team	06/06/2024	Select Status
Action Step 4	STAR Pre- & Post Test analysis	Instructional Team	06/06/2024	Select Status
Action Step 5	Plan and/or pre for next years goal based on data analysis	Instructional Team w/ Support Staff	06/06/2024	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Continual Profressional Develpoment, constant monitoring of student progress & acquisition of data with teachers collaboring throughout the process.	✍️

| SY26 Anticipated Milestones | Continual Profressional Develpoment, constant monitoring of student progress & acquisition of data with teachers collaboring throughout the process. | ✍️ |

Goal Setting

Return to Top

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
Increase student grade equivlent by 3% between pre and post star window	Yes	STAR (Reading)	Overall				
			Students with an IEP				
Increase student grade equivlent by 3% between pre and post star window	Yes	STAR (Math)	Overall				
			Students with an IEP				

(Numerical Targets [Optional] ✍️ spans SY24, SY25, SY26 columns)

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.	The development and implementation of curriculum maps that are skills-based. All maps to include exhibitions of learning (EOLs), the four cross-cutting and/or cross-curricular competencies (CCC/CCRs)	The development and implementation of curriculum maps that are skills-based. All maps to include exhibitions of learning (EOLs), the four cross-cutting and/or cross-curricular competencies (CCC/CCRs)	The development and implementation of curriculum maps that are skills-based. All maps to include exhibitions of learning (EOLs), the four cross-cutting and/or cross-curricular competencies (CCC/CCRs)
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Multiple assessments and multiple measures of what students know and do at the course and exit level, using CBE Cross Cutting Competencies and Cross Curricular Competencies, and performance indicators, demonstrated through exhibitions of learning assessments	Multiple assessments and multiple measures of what students know and do at the course and exit level, using CBE Cross Cutting Competencies and Cross Curricular Competencies, and performance indicators, demonstrated through exhibitions of learning	Multiple assessments and multiple measures of what students know and do at the course and exit level, using CBE Cross Cutting Competencies and Cross Curricular Competencies, and performance indicators, demonstrated through exhibitions of learning
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	The Integration of student information and learning management systems designed around competency-based approaches, providing data to support students, teachers, and schools for improving student performance captured in 5-week progress reports	The Integration of student information and learning management systems designed around competency-based approaches, providing data to support students, teachers, and schools for improving student performance captured in 5-week progress reports	The Integration of student information and learning management systems designed around competency-based approaches, providing data to support students, teachers, and schools for improving student performance captured in 5-week progress reports

---

SY24 Progress Monitoring

Return to Top

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase student grade equivlent by 3% between pre and post star window	STAR (Reading)	Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Students with an IEP			*Select Status*	*Select Status*	*Select Status*	*Select Status*
Increase student grade equivlent by	STAR (Math)	Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

Curriculum & Instruction

3% between pre and post star window	STAR (Math)	Students with an IEP			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.	The development and implementation of curriculum maps that are skills-based. All maps to include exhibitions of learning (EOLs), the four cross-cutting and/or cross-curricular competencies (CCC/CCRs)	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Multiple assessments and multiple measures of what students know and do at the course and exit level, using CBE Cross Cutting Competencies and Cross Curricular Competencies, and performance indicators, demonstrated through exhibitions of learning assessments	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	The Integration of student information and learning management systems designed around competency-based approaches, providing data to support students, teachers, and schools for improving student performance captured in 5-week progress reports	Select Status	Select Status	Select Status	Select Status

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

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Utilize curriculum and instruction which is organized around YCCS' Cross Curricular Competencies in reading and math that allow for significant increases in intensity and frequency of instruction for students based on their skill gaps in literacy and math. We recognize the need to widen the use of instruction to help students apply reading comprehension strategies to develop content literacy skills and to increase the breadth and depth of vocabulary knowledge.
We will also:
• Utilize STAR assessment scaled score for learning progression.
• Provide intervention based on skills students have not yet mastered.
• Access Data and Plan Instruction Using the STAR Record Book.
• Set-up students individualized lessons plans according to skills and schedules.
• Progress monitor and record mastery of student progress.
• Progress monitor with an intense focus on instruction in both word-level and comprehension skills to meet the   diverse needs of students who continue to struggle with reading at the middle and early high school levels.
• Provide instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the late-elementary level (Tier 3 Reading Strategy)

What is the feedback from your stakeholders?

CPS best prcatices do not neccessarily align with serving CCA Acadedmey students. Therefore many of the the practices aren't applicable to our population, according to our trend data around skills gaps, truancy and credit attainment.oss stakeholders; feedback trends across specific stakeholder groups)

What student-centered problems have surfaced during this reflection?

Students enter the school with reading and math levels sometimes below their grade level; thus, implementing various stratgies and using the MTSS framework allows us to incorporate interventions.

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?

1) The related improvement efforts in progress are embedded within the components of the YCCS 3+1 model: CBE framework to graduation and personalized learning options, student pathway to success (Application of Learning), RtI Resource (Interventions for Struggling Students), and Post-secondary Readiness.

2) The impact will result in a 3-5 % attendance growth, 3-5 % reduction in suspensions, 3-5 % increase in graduation rate and credit attainment, and a 2-4 % decrease in student disengagement and barrier reduction.

3) Yes, CCA Academy is the intervention for 100% of our students who are the furthest from opportunity, therefore we focus on the use of school-wide alternative school strategies and tiered interventions for diverse, high-risk, and at-risk learners, with an emphasis on:
a) Improving literacy and numeracy
b) Instructional Interventions and learning supports
c) Social and emotional learning

Determine Priorities

Return to Top

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

Students...

entering the school with skills below grade level as indicated on STAR assessment, including the diverse learnerss, General Education learners, and ELL.

Resources:

[Determine Priorities Protocol]

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Return to Top

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

As adults in the building, we...

will utilize YCCS best practices that address skill gaps targeting students that are reading below grade level as indicated on that STAR asssessment including diverse learners, General Education learners, and ELL.

Resources:

[5 Why's Root Cause Protocol]

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

Return to Top

What is your Theory of Action?

If we....

use STAR academic intervention strategies including MyOn and FRECKLE (ELA) for struggling readers, programs such as Reading Horizons and targeted vocabulary practices, and

Resources:

Indicators of a Quality CIWP: Theory of Action

Inclusive & Supportive Learning Environment

progress reports from MasteryConnect to identify student progress on skill gaps.

then we see....

an increase on the students STAR grade equivelant and SGP scores in Math and Reading ✍️

which leads to...

an increase in academic achievement (credit attainment) in core curriculum courses and a reduction in the number of students not meeting proficiency as measured by progress reports and report cards. ✍️

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 ✍️

Principal & Instructional Lead

Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	03/22/2024
Q2	12/21/2023	Q4	06/06/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Connecting & utilizing STAR Data to inform instruction	Instructional Team	12/21/2023	Select Status
Action Step 1	Professional Development - CBE Next Level, YCCS Curriculum Rubric	Instructional Team	10/20/2023	Select Status
Action Step 2	Professional Development Reboot - STAR Intervention/Progress	instructional Team	10/20/2023	Select Status
Action Step 3	Professional Development Reboot - Masteryconnect Progress	Instructional Team	10/20/2023	Select Status
Action Step 4	Culturally Responsive Best Practices	Instructional Team	12/21/2023	Select Status
Action Step 5	How to Analyze the Data	Instructional Team	12/21/2023	Select Status
Implementation Milestone 2	Teacher Collaborative Planning	Instructional Team	12/21/2023	Select Status
Action Step 1	Understand Achievement Levels - Intervention Plans	Instructional Team	12/21/2023	Select Status
Action Step 2	Identify Skill Gaps - Develop Goals	Instructional Team	12/21/2023	Select Status
Action Step 3	Align Individualized Student Plans to CBE	Instructional Team w/ Support Staff	12/21/2023	Select Status
Action Step 4	Align School Programs and Resources	Instructional Team w/ Support Staff	10/20/20.23	Select Status
Action Step 5	Analyze Progress - Revise Instruction	Instructional Team	12/21/2023	Select Status
Implementation Milestone 3	Progress Monitoring/Data Analysis	Instructional Team	06/06/2024	Select Status
Action Step 1	Understand the Evidence/Data Collected	Instructional Team	06/06/2024	Select Status
Action Step 2	Analyze Data to inform Decisions (i.e. interventions, groupls, PLOs)	Instructional Team w/ Support Staff	12/21/2023	Select Status
Action Step 3	Utilize/Evaluate Data to drive instruction best practices	Instructional Team	12/21/2023	Select Status
Action Step 4	Compare Data - Pre & Mid-year (i.e. data tracking point)	Instructional Team	12/21/2023	Select Status
Action Step 5	Communicate Progress (unpack standards and relevant skills)	Instructional Team	12/21/2023	Select Status
Implementation Milestone 4	Progress Monitoring/Data Analysis	Instructional Team	06/06/2024	Select Status
Action Step 1	Analyze data to inform decisions(i.e. resources, programming)	Instructional Team w/ Support Staff	12/21/2023	Select Status
Action Step 2	Communicate progress (timely and systematic feedback)	Instructional Team w/ Support Staff	06/06/2024	Select Status
Action Step 3	MasteryConnect Tracking	Instructional Team	06/06/2024	Select Status
Action Step 4	STAR Pre- & Post Test analysis	Instructional Team	06/06/2024	Select Status
Action Step 5	Plan and/or pre for next years goal based on data analysis	Instructional Team w/ Support Staff	06/06/2024	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Continual Profressional Develpoment, constant monitoring of student progress & acquisition of data with teachers collaboring throughout the process.	✍️

Inclusive & Supportive Learning Environment

SY26 Anticipated Milestones	Continual Profressional Develpoment, constant monitoring of student progress & acquisition of data with teachers collaboring throughout the process.

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

Numerical Targets [Optional] ✍

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
Increase student grade equivlent by 3% between pre and post star window "	Yes	STAR (Reading)	Overall				
			Students with an IEP				
Increase student grade equivlent by 3% between pre and post star window	Yes	STAR (Math)	Overall				
			Students with an IEP				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	**SY25**	**SY26**
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Reading (targeted Group) Instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the late-elementary level using Reading Horizons (Tier 3 Reading Strategy), Includes Gen Ed, Diverse learners, and ELL students	Reading (targeted Group) Instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the late-elementary level using Reading Horizons (Tier 3 Reading Strategy), Includes Gen Ed, Diverse learners, and ELL students	Reading (targeted Group) Instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the late-elementary level using Reading Horizons (Tier 3 Reading Strategy), Includes Gen Ed, Diverse learners, and ELL students
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Reading (targeted Group) Progress monitoring and intensive, focused instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the middle and early high school levels using myOn Reading (or other)	Reading (targeted Group) Progress monitoring and intensive, focused instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the middle and early high school levels using myOn Reading (or other)	Reading (targeted Group) Progress monitoring and intensive, focused instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the middle and early high school levels using myOn Reading (or other)
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	"Math (targeted Group) Progress monitoring and intensive, focused instruction in math to meet the diverse needs of students who continue to struggle with math outside of their grade level using Freckle Math (or other)	"Math (targeted Group) Progress monitoring and intensive, focused instruction in math to meet the diverse needs of students who continue to struggle with math outside of their grade level using Freckle Math (or other)	"""Math (targeted Group) Progress monitoring and intensive, focused instruction in math to meet the diverse needs of students who continue to struggle with math outside of their grade level using Freckle Math (or other)

Return to Top

SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase student grade equivlent by 3% between pre and post star window "	STAR (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

| Increase student grade equivlent by 3% between pre and post star window | STAR (Math) | Overall | | | Select Status | Select Status | Select Status | Select Status |
| | | Students with an IEP | | | Select Status | Select Status | Select Status | Select Status |

Practice Goals　　　　　　　　　　　**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Reading (targeted Group) Instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the late-elementary level using Reading Horizons (Tier 3 Reading Strategy), Includes Gen Ed, Diverse learners, and ELL students	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Reading (targeted Group) Progress monitoring and intensive, focused instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the middle and early high school levels using myOn Reading (or other)	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	"Math (targeted Group) Progress monitoring and intensive, focused instruction in math to meet the diverse needs of students who continue to struggle with math outside of their grade level using Freckle Math (or other)	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)**

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.

☑ The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).

☑ The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.

☑ Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

☑ Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

☑ Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.

☑ School Improvement Reports (SIR) are due on a triannual basis.

☑ Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.

☑ As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

☑ As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	STAR (Reading): Increase student grade equivlent by 3% between pre and...	**Overall**				
		Students with an IEP				
Required Reading Goal	STAR (Math): Increase student grade equivlent by 3% between pre and po...	**Overall**				
		Students with an IEP				
Optional Goal	Select a Goal					

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

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

☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Develop a 5 member student and parent leadership council to create strategies to increase attendance by 3% in each school year. ✍️

Host quarterly parent trainings and family events to increase family engagement.

Increase communication by 60% between the parents and school by developing a CCA App and Powerschool add-ons for Email Blasts, Robo Call and text messaging.

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