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).

Name ✏️	Role ✏️	Email ✏️
Alicia Shines	Principal	ashines@innochi.org
Cornell Shelby	AP	cshelby@innochi.org
LaShaun Jackson	Executive Director	l.jackson@circlefound.org
Omarr Moore	Director of Operations	o.moore@innochi.org
Tiffany Payne-Griffin	Curriculum & Instruction Lead	tpaynegriffin@innochi.org
Benereta Lamaj	Teacher Leader	blamaj@innochi.org
Keith Chrisman	Teacher Leader	kchrisman@innochi.org
Sweetie Feggins	Parent	sweetierichardson10@gmail.com
Jasmine Jones	Postsecondary Lead	jjones@innochi.org
Monique Scott	Dean of Scholars	mscott@innochi.org
Keena Green	School Improvement Coach	krgreen@yccs.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	8/22/23	8/25/23
Reflection: Curriculum & Instruction (Instructional Core)	8/22/23	8/28/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/22/23	8/28/23
Reflection: Connectedness & Wellbeing	8/22/23	8/23/23
Reflection: Postsecondary Success	8/22/23	8/23/23
Reflection: Partnerships & Engagement	8/22/23	8/23/23
Priorities	8/22/23	9/5/23
Root Cause	8/22/23	9/5/23
Theory of Acton	8/22/23	9/5/23
Implementation Plans	8/22/23	9/6/23
Goals	8/22/23	/6/2
Fund Compliance	8/22/23	9/7/23
Parent & Family Plan	8/22/23	9/7/23
Approval	9/7/23	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	3/22/2024
Quarter 4	06/05/2024

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

Curriculum & Instruction

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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	Innovations High School had 89.3% of our scholars test in Reading and 89.4% of our scholars test in Math throughout the school year. 66.6% of our scholars met their Reading growth targets and 64.6% met their Math growth targets. The remaining scholars are in need of urgent interventions. These scholars will receive individualized instruction via Lexile and Math lessons in their classes.	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 practices only partially align to the interventions that we do at IHS. Due to our population and according to our data in regards to skill gaps, truancy, and credit attainment we have to implore more differentiation with instruction and urgent methods to close skill gaps.	STAR (Math) / iReady (Reading) / iReady (Math)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		Cultivate / Grades / ACCESS
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan / ES Assessment Plan Development Guide / HS Assessment Plan Development		TS Gold / Interim Assessment Data
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, 5 % reduction in suspensions, 5 % increase in graduation rate, 15% and credit attainment, and a 3 % decrease in student disengagement and barrier reduction.* *3) Yes, Innovations 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* *We are working to improve our MTSS school-wide to incorporate data from STAR, Writing across the curriculum,*	

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.

Data around assessment shows that skill gaps with our students requires more differentiation and targeted interventions using our 3+1 and CBE models.

Inclusive & Supportive Learning Environment

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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	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	IHS is in the process of solidifying our MTSS framework across our four academies in order to maintain fidelity in assigning tiers and interventions using best practices and data analysis. This data will be collected on a continuous basis and staff will be trained to assist the behavioral health teams and administration in data collection	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum / Roots Survey / ACCESS
		MTSS Integrity Memo		

					Metrics
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.				MTSS Academic Tier Movement
					Annual Evaluation of Compliance (ODLSS)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?**		Quality Indicators of Specially Designed Curriculum
			CPS practices only partially align to the interventions and MTSS framework that has been adopted by IHS. Feedback from stakeholders requires data collection that includes trauma and barriers that are factors for behavioral and academic patterns exhibited by students ✏️		EL Program Review Tool
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual			
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**		
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.		Improvements that are in progress are including professional development for all staff members to address behavioral and academic concerns. All staff will be trained on MTSS, data collection, and serving as members of a BHT within their academies. The impact will be immediate data collection and results from all staff members who have extended daily interactions with students and serve as advisors. The impact will be urgency in regards to interventions that will ultimately reduce barriers and obstacles for all students. ✏️		

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.

Attendance barriers that include safety and family concerns affect the outcomes of assessments with students who are below grade level in both Reading and Math. ✏️

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
			Innovations has most ouf our students receiving Tier 2 and Tier 3 interventions based on barrier surveys, attendance data, and assessment data. ✏️	% of Students receiving Tier 2/3 interventions meeting targets
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure		Reduction in OSS per 100
				Reduction in repeated disruptive behaviors (4-6 SCC)
				Access to OST
No	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Increase Average Daily Attendance
				Increased Attendance for Chronically Absent Students
				Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
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?** IHS provides a safe and nurturing environment for all stakeholders. Feedback reported that this can be improved by training all academy members on the protocols and operations of a BHT in order to have a shared mentol model and consistency across acdemies. ✏️	Cultivate (Belonging & Identity)
				Staff trained on alternatives to exclusionary discipline (School Level Data)
				Enrichment Program Participation: Enrollment & Attendance

| Partially | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. | | Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY |
|---|---|---|---|

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**
Attendance barriers such as neighborhood safety, childcare issues, family issues, etc kept students from attending classes which has a direct correlation to data received on assessments.	Our efforts to create a safe and nurtutirn environment for all students coupled with options for extended learning opportunities are our main focus to increase attendance and engagement which will increase scores in both Reading and Math.

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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**
Partially	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)	Our efforts to create a class within our Senior academy that solely focuses on post secondary preparedness and completion of post secondary graduation requirments have assisted in our data improving.	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 | | Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate |
| No | 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?** | 9th and 10th Grade On Track

Cultivate (Relevance to the Future) |
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).		Feedback from stakeholders was to begin the process of gathering post secondary plans in the earlier academies so that students and staff can focus on exposure to different careers and post seondary options instead of gathering evidence (paperwork) to complete graduation requirements.	Freshmen Connection Programs Offered (School Level Data)
N/A	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	**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?**	
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	Our team is prepared to continue the post secondary success that we have had the past years by having our WorkForce Prep class centered around individualized learning and post secondary plans. Students begin to complete requirements upon entry into IHS. All teachers and instructional leaders will be trained on the district software program in order to be able to assist all students with graduation requirements. These efforts will address barriers and obstacles for our student groups by increasing the assistance they will receive from all staff members in order to solidify their post secondary plans. Introduction to industy certifications will also provide more students with a variety of career choices in rising fields such as information technolgy and cybersecurity that does not require a traditional degree but a certificate.	

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.
Attendance barriers such as neighborhood safety, childcare issues, family issues, etc kept students from attending classes which has a direct correlation to completion of post secondary plans and data that needs to be collected.

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	The takeaways from reviewing the metrics was that the training and restructuring of the adminstrative team resulted in a well-organized rating on the 5 Essentials Survey.	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
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	**What is the feedback from your stakeholders?** Feedback from stakeholders was that communication and the sense of community amongst all stakehoders has improved over the year. The restructuting of the leadership team, professional development across academies and departments, as well as a focus on ocademic outcomes using the implementation of YCCS models should result in a well organized 5 essentials survey as well as staff retention. The intentional focus on staff capacity building will also result in improved academic and behavioral outcomes for our students.	5E: Involved Families

5E: Supportive Environment

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

Formal and informal family and community feedback received locally. (School Level Data) |

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 engagement are student centered problems. Students have to be able to participate in partnerships that are brought to the school in order to gain exposure to different career and post secondary options. Attendance and other barriers prevent some of the population from engaging in extra curricular and partnership 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?

Concentrated efforts have been made to maximize the hours within the school day to allow all students to participate in activities. Weekly communications with parents/guardians and community members about events started last school year and will continue. Student-;ed social media efforts have started.

| 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.

Partially — The ILT leads instructional improvement through distributed leadership.

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

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

What are the takeaways after the review of metrics?

Innovations High School had 89.3% of our scholars test in Reading and 89.4% of our scholars test in Math throughout the school year. 66.6% of our scholars met their Reading growth targets and 64.6% met their Math growth targets. The remaining scholars are in need of urgent interventions. These scholars will receive individualized instruction via Lexile and Math lessons in their classes.

What is the feedback from your stakeholders?

CPS best practices only partially align to the interventions that we do at IHS. Due to our population and according to our data in regards to skill gaps, truancy, and credit attainment we have to implore more differentiation with instruction and urgent methods to close skill gaps.

What student-centered problems have surfaced during this reflection?

Data around assessment shows that skill gaps with our students requires more differentiation and targeted interventions using our 3+1 and CBE models.

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, 5 % reduction in suspensions, 5 % increase in graduation rate, 15% and credit attainment, and a 3 % decrease in student disengagement and barrier reduction.

3) Yes, Innovations 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...

come to campus with varied deficits in their skills. This requires differentiated learning for not only their preferred modalities of learning, but also to address multiple academic levels in the same classroom.

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...

Will provide differentiated 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 curriculum to ensure relevancy and benefit to the student. We will use the STAR assessment data to identify skill gaps and develop interventions.

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.

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

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

Curriculum & Instruction

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

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

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

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

then we see....

a decrease in the number of skill gaps. We will see real-world learning and a decrease in barriers that affect academic success

which leads to...

an increase in skills acquisition, attendance rates, 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 Leadershio Team (ILT)

Dates for Progress Monitoring Check Ins

| Q1 | 10/20/2023 | Q3 | 3/22/2024 |
| Q2 | 12/21/2023 | Q4 | 06/05/2024 |

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Professional Development	ILT, Teachers	09/11/2023	In Progress
Action Step 1	Cognia PD for ILT on data analysis and implementation for school wide academic iniatives	ILT	10/20/2023	Not Started
Action Step 2	Professional Development Reboot-STAR Interventions and Data Progress Monitoring	Teachers	10/4/2023	Not Started
Action Step 3	Professional Development Reboot-Mastery Connect	Teachers	9/13/2023	In Progress
Action Step 4	Reading and Math Interventions Professional Development	Teachers	Monthly	In Progress
Action Step 5	Writing Across the Curriculum Professional Development	Teachers	Monthly	In Progress
Implementation Milestone 2	Teacher Collaboration Planning	ILT, Teachers	Ongoing	In Progress
Action Step 1	Writing Across the Curriculum	Teachers	Monthly	In Progress
Action Step 2	Data Analysis and STAR strategies	Teachers	Monthly	In Progress
Action Step 3	Interdisciplinary Project Planning	Teachers	Quarterly	In Progress
Action Step 4	Content Meetings-Strategies to increase Reading and Math scores	Teachers	Bi-weekly	In Progress
Action Step 5	Supporting content teachers with Reading and Math strategies	ILT	Bi-weekly	Not Started
Implementation Milestone 3	Progress Monitoring/Data Analysis	ILT, Teachers	Onging	In Progress
Action Step 1	Mastery Connect	Teachers	Quarterly	In Progress
Action Step 2	Instructional Leadership Meetings	ILT	Bi-weekly	In Progress
Action Step 3	Teacher Coaching Meetings	Teachers, AP, TL	Bi-weekly	In Progress
Action Step 4	Academy Meetings	Staff	Weekly	In Progress
Action Step 5				Select Status
Implementation Milestone 4	Data Analysis and Planning	ILT	Ongoing	Not Started
Action Step 1	STAR Data Analysis and Intervention Planning	Teachers	Ongoing	Not Started
Action Step 2	Mastery Connect and CBE	Teachers	Ongong	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Using STAR grouping data for returning students to inform instruction decision making. Comparing STAR data in new and returning students to identify common academic areas that need concentrated instructional support.	✍️
SY26 Anticipated Milestones	Creating teacher and student cohorts for targeted interventions in reading and math for student reading below the 6th grade level upon entry. Creating increased opportunities for dual enrollment for high-achieving students	✍️

Curriculum & Instruction

Goal Setting

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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 Reading scores	Yes	STAR (Reading)	Overall	10			
			Students with an IEP	5			
Increase Math scores	Yes	STAR (Math)	Overall	10			
			Students with an IEP	5			

Numerical Targets [Optional] ✍

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: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.	Training of school teams to understand YCCS framework and best practices to inform progress monitoring toward school wide goals Survey data on effectiveness of school teams in relation to the outcome of school goals	Utilization of CBE framework with fideltity based upon data analysis to inform instruction and intervations using grade level standards Use of STAR and writing across the curriculum data	Utilization of CBE framework with fideltity based upon data analysis to inform instruction and intervations using grade level standards Use of STAR and writing across the curriculum data
C&I:4 The ILT leads instructional improvement through distributed leadership.	Senior members of the ILT obtain Danielson certification in order to coach teachers and assist in the evaluation process Increase in teacher ratings and bi-weekly meetings	Facilitation of inhouse professional developments and teams based upon data analysis of teacher effectiveness and areas of strength and growth	Development of teacher leaders to facilitate inhouse professional developments and serve as mentor teachers to newer teachers
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Use of STAR data to inform instructional practices and small group interventions	Use of previous year STAR data to inform instructional practices and small group interventions from the start of the school year to increase academic success	Use of previous year STAR data to inform instructional practices and small group interventions from the start of the school year to increase academic success

SY24 Progress Monitoring

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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 Reading scores	STAR (Reading)	Overall	10		*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Students with an IEP	5		*Select Status*	*Select Status*	*Select Status*	*Select Status*
Increase Math scores	STAR (Math)	Overall	10		*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Students with an IEP	5		*Select Status*	*Select Status*	*Select Status*	*Select Status*

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4

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

Curriculum & Instruction

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.	Training of school teams to understand YCCS framework and best practices to inform progress monitoring toward school wide goals Survey data on effectiveness of school teams in relation to the outcome of school goals	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Senior members of the ILT obtain Danielson certification in order to coach teachers and assist in the evaluation process Increase in teacher ratings and bi-weekly meetings	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Use of STAR data to inform instructional practices and small group interventions	Select Status	Select Status	Select Status	Select Status

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?

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.
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.
Yes	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?

IHS is in the process of solidifying our MTSS framework across our four academies in order to maintain fidelity in assigning tiers and interventions using best practices and data analysis. This data will be collected on a continuous basis and staff will be trained to assist the behavioral health teams and administration in data collection

What is the feedback from your stakeholders?

CPS practices only partially align to the interventions and MTSS framework that has been adopted by IHS. Feedback from stakeholders requires data collection that includes trauma and barriers that are factors for behavioral and academic patterns exhibited by students

What student-centered problems have surfaced during this reflection?

Attendance barriers that include safety and family concerns affect the outcomes of assessments with students who are below grade level in both Reading and Math.

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?

Improvements that are in progress are including professional development for all staff members to address behavioral and academic concerns. All staff will be trained on MTSS, data collection, and serving as members of a BHT within their academies. The impact will be immediate data collection and results from all staff members who have extended daily interactions with students and serve as advisors. The impact will be urgency in regards to interventions that will ultimately reduce barriers and obstacles for all students.

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Determine Priorities

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

Students...

come into our building having received escalated interventions without proper documentation which requires data collection from academy members which can result in delayed execution of interventions for the students

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

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

As adults in the building, we...

request behavioral logs for all students if records in SIS are inaccurate and/or not reflective of the students MTSS needs. We will also make sure to request and receive IEPs to ensure the LRE for all students.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

have accurate data collection and implement interventions based on MTSS and LRE data

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Inclusive & Supportive Learning Environment

then we see....

The effectiveness of MTSS teams to utilize data and provide timely interventions ✍️

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...

an increase in academic outcomes and a decrease in behavioral infractions ✍️

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 ✍️

Leadership Team/Principal

Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	3/22/2024
Q2	12/21/2023	Q4	06/05/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Creation of BHT through academy structures	Principal		In Progress
Action Step 1	Intro to MTSS professional development	Staff	End of Semester 1	In Progress
Action Step 2	Academic Interventions professional development	Staff	End of Semester 1	Not Started
Action Step 3	SEL and Trauma Informed Instruction professional development	Staff	End of Semester 1	Not Started
Action Step 4	MTSS Data Collection	Staff	End of Semester 1	In Progress
Action Step 5	MTSS Data Analysis	Staff	End of Semester 1	In Progress
Implementation Milestone 2	Interventions Based on MTSS Data	Staff	End of Year	Not Started
Action Step 1	School wide systems and supports professional development	Staff	End of year	Not Started
Action Step 2	Tiers and interventions professional development	Staff	End of year	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	MTSS Progress Monitoring	BHT	End of the year	Not Started
Action Step 1	Data analysis of STAR and academic data	BHT	Yearly	Not Started
Action Step 2	Data analysis of behavioral data	BHT	Yearly	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Budget modifications to hire a MTSS coordinator to oversee implementation of Inclusive and Support Goals	✍️
SY26 Anticipated Milestones	Increase in STAR Reading and Math data and decrease in behavioral infractions	✍️

Inclusive & Supportive Learning Environment

Goal Setting

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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 Math Scores	Yes	STAR (Math)	Overall	10			
			Students with an IEP	5			
Decrease behavioral infractions	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	10			
			African American Male	15			

Numerical Targets [Optional] ✍️

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.	Solidify teams and structures for MTSS. This will be monitored by the timeliness of data collection and analysis that will lead to interventions	Increase in budget to hire a MTSS coordinator	Imbedded MTSS structures into all academies and departments Effectivness of MTSS implementation will be monitored by the increase of STAR scores and decrease of behavioral infractions
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Hiring and maintaining quality LBS1 teachers and case managers to cover the load of Diverse Learners	Accurate and efficient record keeping of IEPs and other documents by a fully staffed team	Training of all staff on IEP accommodations and modifications to ensure LRE and MTSS interventions are implemented with fidelity
I&S:3 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.	Hiring and maintaining quality LBS1 and case managers to cover the load of diverse learners. Progress monitoring the timeliness of documents being completed.	Accurate and efficient record keeping of IEPs and other documents by a fuly staffed team	Training of all staff on IEP accommodations and modifications to ensure LRE and MTSS interventions are implemented with fidelity

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase Math Scores	STAR (Math)	Overall	10		Select Status	Select Status	Select Status	Select Status
		Students with an IEP	5		Select Status	Select Status	Select Status	Select Status
Decrease behavioral infractions	% of Students receiving Tier 2/3 interventions meeting targets	Overall	10		Select Status	Select Status	Select Status	Select Status
		African American Male	15		Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

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

Inclusive & Supportive Learning Environment

		Select Status	Select Status	Select Status	Select Status
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Solidify teams and structures for MTSS. This will be monitored by the timeliness of data collection and analysis that will lead to interventions	Select Status	Select Status	Select Status	Select Status
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Hiring and maintaining quality LBS1 teachers and case managers to cover the load of Diverse Learners	Select Status	Select Status	Select Status	Select Status
I&S:3 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.	Hiring and maintaining quality LBS1 and case managers to cover the load of diverse learners. Progress monitoring the timeliness of documents being completed.	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)

Select a Goal

Select a Goal

Select a Goal

<div style="background-color:#2a9fb0; color:white; text-align:center; font-weight:bold;">Parent and Family Plan</div>

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Engagement, 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.

> The funds will be used to educate and inform parents on barriers that could affect the academic progress of their students using SEL+ programs and access to counseling and academic support programs. ✍️

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