

## CIWP Team & Schedules

Resources 

### Indicators of Quality CIWP: CIWP Team

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




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

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

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



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

[CIWP Team Guidance](#)

Name 	Role 	Email 
Dr. Nicole Simpson	Principal	nsimpson6@cps.edu
LaTanya Donald	AP	ldonald@cps.edu
James Kosin	Teacher Leader	jkosin@asaschool.org
Debra Lawrence	Inclusive & Supportive Learning Lead	DLawrence@yccs.org
Stephen Bora	Postsecondary Lead	sbora@asaschool.org
Vanessa Ford	Partnerships & Engagement Lead	vford@asaschool.org
Martha Franco	YCCS	mfranco@yccs.org
Otha McCoy	Board Member	Does not have an email address
Lawrence Perkins	Connectedness & Wellbeing Lead	lperkins@asaschool.org
Mattie Walker	Parent	Stacywalker1280@gmail.com
Reshaun Johnson	Student	rjohnson@asaschool.org
Jeneen Whitenhill	YCCS	jeneen@yccs.org

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	8/10/23	8/10/23
Reflection: Curriculum & Instruction (Instructional Core)	8/24/23	9/11/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/28/23	9/11/23
Reflection: Connectedness & Wellbeing	8/29/23	9/11/23
Reflection: Postsecondary Success	8/30/23	9/11/23
Reflection: Partnerships & Engagement	8/30/23	9/11/23
Priorities	8/30/23	9/11/23
Root Cause	8/30/23	9/11/23
Theory of Acton	8/30/23	9/11/23
Implementation Plans	8/30/23	9/11/23
Goals	8/30/23	9/11/23
Fund Compliance	9/1/23	9/11/23
Parent & Family Plan	9/5/23	9/11/23
Approval		

## 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	3/22/24
Quarter 4	June 6, 2024

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






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

**Resources** 

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p><a href="#">CPS High Quality Curriculum Rubrics</a></p> <p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p><b>Qualitative Observations</b> </p> <p>Our students receive a competency-based instructional model that focuses on mastery of specific competencies, skills, and dispositions for student learning incorporated in course content. Instructional strategies supporting competency-based learning focus on active learning, i.e., collaborative learning, inquiry-based instruction, experiential/explorative learning, problem/project-based learning, differentiated instruction, and integrating students' experiential knowledge within the curriculum and through instruction.</p> <p><b>Quantitative Observations</b></p> <p>According to our STAR Data, our 2022 - 2023 overall average percentile growth EOY in reading 50% and math 46.8%</p> <p><b>Takeaways</b></p> <p>We must revise our Competency-based curriculum maps to ensure student engagement and commitment to the productive struggle to cultivate independence and inquisitiveness amongst our students. This should improve academic attainment, overall STAR reading and math performance, and graduation rate</p> <p><b>PSAE reflective takeaway</b></p> <p>ASA has no cohorts; PSAE data reflect students' performance before arriving at our school. Some factors are outside the school's locus of control and chronic absenteeism.</p>	<p><a href="#">iAR (Math)</a></p> <p><a href="#">iAR (English)</a></p> <p>Rigor Walk Data (School Level Data)</p> <p><a href="#">PSAT (EBRW)</a></p> <p><a href="#">PSAT (Math)</a></p> <p><a href="#">STAR (Reading)</a></p>
Partially	<p><a href="#">Rigor Walk Rubric</a></p> <p><a href="#">Teacher Team Learning Cycle Protocols</a></p> <p><a href="#">Quality Indicators Of Specially Designed Instruction</a></p> <p>Students experience grade-level, standards-aligned instruction.</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p><b>Feedback</b> </p> <p>CPS best practices do not necessarily align with serving ASA students. Therefore, according to our trend data around skills gaps, truancy, and credit attainment, many procedures only apply to some of our population.</p> <p><b>Student Feedbacks</b></p> <p>Student focus groups, informal discussions, and a 5-Essentials survey indicated that they want:</p> <ul style="list-style-type: none"> <li>-Passionate and dedicated teachers who can connect their lessons to the real world and their lives</li> <li>-Accountability (from themselves and others) and routine check-ins to improve their performance</li> <li>-Teachers who want to help them learn.</li> <li>-Teachers who can admit their mistakes.</li> <li>-Voice and choose what they are learning</li> <li>-They want a teachers who doesn't just lecture.</li> </ul> <p><b>Teacher Feedback</b></p> <p>Teachers shared in the PLC meetings and data from the 5-Essentials survey:</p> <ul style="list-style-type: none"> <li>-Students need explicit instruction/ Gradual Release of Responsibility to meet various skill gaps. This includes executive functioning skills.</li> <li>-Faculty and staff need to cultivate relationships with students intentionally.</li> <li>-Measurable learning objectives ( learning standards) by which a student demonstrates competency in the 'Do'(Content Skills and the "Know" (CCC/CCR).</li> <li>-Students are at the heart of the learning process.</li> <li>-The school should emphasize the YCCS Curricular Dispositions "Habit of Minds" to prepare students for productive struggle.</li> </ul> <p>Parent and Community Feedback</p> <p>Based on our 5-Essentials Survey data, our data wasn't sufficient. We must find creative ways to increase parent and community involvement in the learning process at ASA. feedback trends across stakeholders; feedback trends across specific stakeholder groups]</p>	<p><a href="#">STAR (Math)</a></p> <p><a href="#">iReady (Reading)</a></p> <p><a href="#">iReady (Math)</a></p> <p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">TS Gold</a></p> <p><a href="#">Interim Assessment Data</a></p>
Partially	<p><a href="#">Powerful Practices Rubric</a></p> <p><a href="#">Learning Conditions</a></p> <p><a href="#">Continuum of ILT Effectiveness</a></p> <p><a href="#">Distributed Leadership Foundational Pillars</a></p> <p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p>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. </p> <p>2) The impact will result in a 3-5 % attendance growth, a 3-5 %reduction in suspensions, a 3-5 % increase in graduation rate and credit attainment, and a 2-4 % decrease in student disengagement and barrier reduction.</p> <p>3) Yes, ASA is the intervention for 100% of our students who are the furthest from opportunity; therefore, we focus on the</p>	<p><a href="#">STAR (Math)</a></p> <p><a href="#">iReady (Reading)</a></p> <p><a href="#">iReady (Math)</a></p> <p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">TS Gold</a></p> <p><a href="#">Interim Assessment Data</a></p>
Partially	<p><a href="#">Customized Balanced Assessment Plan</a></p> <p><a href="#">ES Assessment Plan Development Guide</a></p> <p><a href="#">HS Assessment Plan Development Guide</a></p> <p>The ILT leads instructional improvement through distributed leadership.</p>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p>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. </p> <p>2) The impact will result in a 3-5 % attendance growth, a 3-5 %reduction in suspensions, a 3-5 % increase in graduation rate and credit attainment, and a 2-4 % decrease in student disengagement and barrier reduction.</p> <p>3) Yes, ASA is the intervention for 100% of our students who are the furthest from opportunity; therefore, we focus on the</p>	<p><a href="#">STAR (Math)</a></p> <p><a href="#">iReady (Reading)</a></p> <p><a href="#">iReady (Math)</a></p> <p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">TS Gold</a></p> <p><a href="#">Interim Assessment Data</a></p>
Partially	<p><a href="#">Assessment for Learning Reference Document</a></p> <p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p>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. </p> <p>2) The impact will result in a 3-5 % attendance growth, a 3-5 %reduction in suspensions, a 3-5 % increase in graduation rate and credit attainment, and a 2-4 % decrease in student disengagement and barrier reduction.</p> <p>3) Yes, ASA is the intervention for 100% of our students who are the furthest from opportunity; therefore, we focus on the</p>	<p><a href="#">STAR (Math)</a></p> <p><a href="#">iReady (Reading)</a></p> <p><a href="#">iReady (Math)</a></p> <p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">TS Gold</a></p> <p><a href="#">Interim Assessment Data</a></p>

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

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

According to our data, SY22 EOY instructional strategies in our invention classes our EOY 50% average growth percentile in reading and EOY46.8% average growth percentile in math. Therefore, we need access to the data from the Cultivate Survey to do a deeper dive. We need to ensure Progress Monitoring is an ongoing practice to reflect skills gaps in reading and math to improve academic attainment and ensure that students are on track to graduate. Lastly, SEL support is heavily needed in all our students' lives to address the various barriers.

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](#) **Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.</p>	<p><b>Observations</b> All diverse learners utilize curriculum and instruction organized around YCCS's 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. Students with IEPs are graduating at lower rates than students with IEPs in the district and general education students.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p>
Partially	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p>	<p><b>Takeaways</b> Students with IEPs need to widen the use of instruction to help students apply reading comprehension strategies to develop content literacy skills and increase vocabulary knowledge's breadth and depth. In addition, we will</p> <ul style="list-style-type: none"> <li>-Utilize STAR assessment scaled score for learning progression.</li> <li>-Provide intervention based on skills students have not yet mastered</li> <li>-Access Data and Plan Instruction Using the STAR Record Book.</li> <li>-Set up students' individualized lesson plans according to skills and schedules.</li> <li>-Progress monitor and record mastery of student progress.</li> <li>-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.</li> <li>-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)</li> <li>-Utilize the MTSS in Power School to track students' infractions and interventions.</li> </ul>	<p><a href="#">ACCESS</a></p> <p><a href="#">MTSS Academic Tier Movement</a></p> <p><a href="#">Annual Evaluation of Compliance (ODLSS)</a></p>
Partially	<p>Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p><b>Feedback</b> CPS best practices do not necessarily align with serving ASA students. Therefore, according to our trend data around skills gaps, truancy, and credit attainment, many practices only apply to some of our population.</p> <p><b>Student Feedback</b> Students want more support in the inclusion classrooms to assist their needs.</p> <p><b>Teachers Feedback</b> Teachers want more professional development on Reading Horizons and Freckle to support all struggling readers with math deficits. There's an ongoing challenge for teachers to create engaging learning experiences that are rigorous enough to meet the needs of their diverse learners.</p>	<p><a href="#">Quality Indicators of Specially Designed Curriculum</a></p> <p><a href="#">EL Program Review Tool</a></p>
Partially	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p>		
Partially	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p>		
Partially	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>		
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			
<p>Students reading and math STAR Scores are below 4th-grade proficiency levels. Our students with disabilities have many challenges, such as high absenteeism rates, deficits in their social and emotional skills, and reliable transportation.</p>			

[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
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Jump to...	<a href="#">Curriculum &amp; Instruction</a>	<a href="#">Inclusive &amp; Supportive Learning</a>	<a href="#">Connectedness &amp; Wellbeing</a>	<a href="#">Postsecondary</a>	<a href="#">Partnerships &amp; Engagement</a>
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	<a href="#">BHT Key Component Assessment</a>  <a href="#">SEL Teaming Structure</a>	Observations Students want to attend school and perform, but the multitude of barriers faced prevents them from maintaining an attendance rate conducive for learning. Takeaways Utilize the Attendance Intervention Team; Climate & Culture Team to: 1.) Increase attendance of chronically truant students by addressing their barriers as stated on the barrier survey. 2) Provide incentives for improvement in attendance. 3) Utilize Targeted interventions for struggling students. 4) Increase average daily attendance by 3-5%. Utilize the Social Emotional Team to create a compelling re-entry plan for chronically truant students. All students will receive a re-engagement period focusing on an SEL curriculum and instruction. The SEL Team will support restorative practices in an effort to address the social-emotional needs of students.		<a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a>  <a href="#">Reduction in OSS per 100</a>  <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a>  <a href="#">Access to OST</a>  <a href="#">Increase Average Daily Attendance</a>  <a href="#">Increased Attendance for Chronically Absent Students</a>
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.				<a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		<b>What is the feedback from your stakeholders?</b> CPS best practices do not necessarily align with serving ASA students. Therefore, according to our trend data around skills gaps, truancy, and credit attainment, only some of the practices apply to our population.		<a href="#">Cultivate (Belonging &amp; Identity)</a>  Staff trained on alternatives to exclusionary discipline (School Level Data)
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.				<a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a>  <a href="#">Student Voice Infrastructure</a>  <a href="#">Reduction in number of students with dropout codes at EOY</a>

**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.

**Student-centered problems:**

Students do not have reliable transportation to attend school on a regular basis. Students cannot afford daily transportation to attend school on a regular basis. Students are in temporary living situations and do not attend school on a regular basis. Students are afraid to attend school because of the gun violence and other safety issues in Chicago. SEL supports are required for students to be successful in school

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

- The 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.
- 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.
- Yes, ASA 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:
  - Improving literacy and numeracy
  - Instructional Interventions and learning supports
  - Social and emotional learning

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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).	<a href="#">College and Career Competency Curriculum (C4)</a>	Observations We must have a structure in place to ensure that students are successful in making postsecondary transitions. Takeaways Utilize Senior Seminar to expose students to postsecondary options in the areas of: college, certificated programs, employment, internships etc. In addition, prepare students for post secondary transitions via the completion of a senior portfolio and School Links tasks. Provide on-going interventions and support to ensure all 12th graders graduate in the target year.. Thereby, increasing the graduation rate to 100%. Ensure that 100% of all graduates have a postsecondary pathway via Learn Plan Succeed. Utilize the Academic Advisor to support and improve student	<a href="#">Graduation Rate</a>  <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a>  <a href="#">3 - 8 On Track</a>  <a href="#">Learn, Plan, Succeed</a>
		<a href="#">Individualized Learning Plans</a>		

Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	<a href="#">Work Based Learning Toolkit</a>
Partially	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
Partially	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	<a href="#">ECCE Certification List</a>
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).	<a href="#">PLT Assessment Rubric</a>
N/A	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).	<a href="#">Alumni Support Initiative One Pager</a>

performance in the areas of: graduation requirements, Senior Seminar, School Links, and Learn Plan Succeed.

**What is the feedback from your stakeholders?**  
CPS best practices do not necessarily align with serving ASA students. Therefore, many practices don't apply to our population, according to our trend data around skills gaps, truancy, credit attainment, postsecondary pathways, college enrollment rate, and persistence.

**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?**

Establish a Career Exploration course that would prepare students to set short and Long-term goals & career readiness course in development. The impact of the course would be career readiness training and increased exposure to postsecondary options. These efforts will address the barriers/obstacles for the student groups furthest from opportunity.

- [% of KPIs Completed \(12th Grade\)](#)
- [College Enrollment and Persistence Rate](#)
- [9th and 10th Grade On Track](#)
- [Cultivate \(Relevance to the Future\)](#)
- Freshmen Connection Programs Offered (School Level Data)

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

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

Students test scores in reading and math are below proficiency level. Students cumulative grade point average is below the desired level for transition to a 4 year college/university. Students are not accustomed to establishing short or long-term goals around postsecondary transitions or career readiness.

[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	<a href="#">Spectrum of Inclusive Partnerships</a>	<p><b>Observations</b> The school actively seeks creative ways to connect with parents &amp; families, but this effort does not influence the level of participation from either group. There continues to be minimal parent and family involvement as evidenced on the 5-Essential Survey.</p> <p><b>Takeaways</b> Utilize a Parent Involvement Coordinator to continue connecting with parents in creative ways. Also, build a connection with parents and families to obtain the goal of increasing the parent participation rate by 3-5%. 5 Essentials survey and partnerships with a variety of organizations, including BUILD, AKAM, Prevention Partnerships, and Manufacturing Connect have helped students improve attendance, classwork performance and discipline, all important areas to help students achieve the ultimate goal of graduation and post-secondary plans.</p>	<ul style="list-style-type: none"> <li><a href="#">Cultivate</a></li> <li><a href="#">5 Essentials Parent Participation Rate</a></li> <li><a href="#">5E: Involved Families</a></li> <li><a href="#">5E: Supportive Environment</a></li> <li>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</li> <li>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</li> </ul>
Yes	<a href="#">Reimagining With Community Toolkit</a>		<ul style="list-style-type: none"> <li>Formal and informal family and community feedback received locally. (School Level Data)</li> </ul>
Select Rating	<a href="#">Student Voice Infrastructure Rubric</a>	<p><b>What is the feedback from your stakeholders?</b> Students, partnerships, staff and the small number of parents that are involved in the academic lives of their student(s) state that ASA is a supportive, nurturing environment. Also, that ASA has a climate &amp; culture that is conducive for learning. Students state that they have a voice in many of the decisions that affect their academic lives. Students state that they feel cared for and that their needs are continually addressed. Students, staff and partnerships also shared that many of the</p>	

Students, staff and partnerships also shared that many of the issues students grapple with in school have nothing to do with school. These issues are brought into school because of the lack of support received outside of school. Many of the students at ASA struggle with anxiety, distrust, and other mental health issues. Our students come to us with a plethora of barriers inclusive of: STLS, teen parent, juvenile offender, dysfunctional households, ward of the state, caretaker of their younger siblings, and many other poverty-related challenges.

**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.

The greatest challenge for students has been instability in family and community that often arises. This makes it difficult for them to attend and participate on a consistent basis. For that reason, ASA maintains contact & partnerships with community resources to provide support for students and their families in a range of areas, including: job training, housing, mental health, and family counseling.



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

In development - Regional Care Teams



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
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.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

**Qualitative Observations**  
 Our students receive a competency-based instructional model that focuses on mastery of specific competencies, skills, and dispositions for student learning incorporated in course content. Instructional strategies supporting competency-based learning focus on active learning, i.e., collaborative learning, inquiry-based instruction, experiential/explorative learning, problem/project-based learning, differentiated instruction, and integrating students' experiential knowledge within the curriculum and through instruction.

**Quantitative Observations**  
 According to our STAR Data, our 2022 - 2023 overall average percentile growth EOY in reading 50% and math 46.8%

**Takeaways**  
 We must revise our Competency-based curriculum maps to ensure student engagement and commitment to the productive struggle to cultivate independence and inquisitiveness amongst our students. This should improve academic attainment, overall STAR reading and math performance, and graduation rate

**PSAE reflective takeaway**  
 ASA has no cohorts; PSAE data reflect students' performance before arriving at our school. Some factors are outside the school's locus of control and chronic absenteeism.

What is the feedback from your stakeholders?

**Feedback**  
 CPS best practices do not necessarily align with serving ASA students. Therefore, according to our trend data around skills gaps, truancy, and credit attainment, many procedures only apply to some of our population.

**Student Feedbacks**  
 Student focus groups, informal discussions, and a 5-Essentials survey indicated that they want:  
 -Passionate and dedicated teachers who can connect their lessons to the real world and their lives  
 -Accountability (from themselves and others) and routine check-ins to improve their performance  
 -Teachers who want to help them learn.  
 -Teachers who can admit their mistakes.  
 -Voice and choose what they are learning  
 -They want a teachers who doesn't just lecture.

What student-centered problems have surfaced during this reflection?

According to our data, SY22 EOY instructional strategies in our invention classes our EOY 50% average growth percentile in reading and EOY46.8% average growth percentile in math. Therefore, we need access to the data from the Cultivate Survey to do a deeper dive. We need to ensure Progress Monitoring is an ongoing practice to reflect skills gaps in reading and math to improve academic attainment and ensure that students are on track to graduate. Lastly, SEL support is heavily needed in all our students' lives to address the various barriers.

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), Rtl Resource (Interventions for Struggling Students), and Post-secondary Readiness.
- 2) The impact will result in a 3-5 % attendance growth, a 3-5 %reduction in suspensions, a 3-5 % increase in graduation rate and credit attainment, and a 2-4 % decrease in student disengagement and barrier reduction.
- 3) Yes, ASA 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 Determine Priorities

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

**Students...**  
 will provide differentiated instruction that provides academic interventions to all students at various levels using a competency based framework as well as create opportunities to generalize the skill across the curriculum to ensure relevancy and benefit to the student.

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

**As adults in the building, we...**  
 will provide differentiated instruction that provides academic interventions to all students at various levels using a competency based framework as well as create opportunities to generalize the skill across the curriculum to ensure relevancy and benefit to the student.

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

**If we....**  
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 during progress monitoring.

**then we see....**  
A decrease in the number of skill gaps, we see real-world learning and a decrease in barrier reduction.

**which leads to...**  
an increase in skills acquisition, attendance rate, credit attainment, STAR reading and math growth and graduation rates.

Resources:

**Indicators of a Quality CIWP: Theory of Action**

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

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

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

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

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

[Return to Top](#) **Implementation Plan**

Resources:

**Indicators of a Quality CIWP: Implementation Planning**

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

**Team/Individual Responsible for Implementation Plan**

PLC Team, Principal and Assistant Principal

**Dates for Progress Monitoring Check Ins**

Q1 10/20/2023      Q3 3/22/24  
Q2 12/21/2023      Q4 June 6, 2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	By the end of the first quarter, we will participate in various professional development to ensure all CBE curriculum maps are skill-based, including exhibitions of learning (EOL), the four cross-cutting and/or cross-curricular competencies. On-going PD on Creating 6-week Instructional Plans based on the STAR data, tracking skills using Mastery Connect and Culturally Responsive Best Practices.	PLC Team, Principal and Assistant Principal	10/20/23	Completed
<b>Action Step 1</b>	Schedule Professional Development-CBE Next Level	YCCS	October 7,2023	Completed
<b>Action Step 2</b>	Attend Professional Development Reboot- STAR Interventions/Progress Monitoring	PLC Team, Principal and Assistant Principal	9/13/2023	Completed
<b>Action Step 3</b>	Attend Professional Development Reboot- Mastery Connect/Progress Monitoring	PLC Team, Principal and Assistant Principal	9/22/23	Completed
<b>Action Step 4</b>	School-wide training on how to analyze STAR reading and math data	YCCS	9/22/23	Completed
<b>Action Step 5</b>	Schedule Professional Development training on culturally responsive best practices with Newsela and YCCS	YCCS, PLC Team, Principal and Assistant Principal	10/19/23	Completed
<b>Implementation Milestone 2</b>	The staff will participate in professional development by the end of the second quarter to address students off track in earning credits and intervention plans based on the STAR data.	PLC Team, Principal and Assistant Principal	12/22/23	In Progress
<b>Action Step 1</b>	School-wide professional development on students' performance to create intervention plans to ensure students are on track with earning credits.	Principal, Assistant Principal, PLC Team, and SEL Team	10/27/23	In Progress
<b>Action Step 2</b>	Identify Skills Gaps -Develop Goals Based on the BOY Data in Reading and Math	PLC Team	10/12/23	Completed
<b>Action Step 3</b>	Engage in Performance Management around subgroup growth based on STAR Reading and Math.	Principal and Assistant Principal	10/12/23	Completed
<b>Action Step 4</b>	Align school programs and resources for students off-track with credits	Principal, Assistant Principal, PLC Team, and SEL Team	10/27/23	In Progress
<b>Action Step 5</b>	Collectively reflect on progress and identify areas of need	PLC Team, Principal and Assistant Principal	11/22/23	Not Started
<b>Implementation Milestone 3</b>	By the end of 3rd quarter, we will implement targeted strategies and interventions to support our students' MOY STAR performance	PLC Team, Principal and Assistant Principal	3/22/24	Not Started
<b>Action Step 1</b>	Understand and navigate Renaissance, selecting the best tasks/instructional strategies	PLC Teams	2/9/24	Not Started
<b>Action Step 2</b>	Analyze data to inform decisions (i.e. Interventions, Groupings, PLO'S)	PLC Team, Principal and Assistant Principal	2/16/24	Not Started
<b>Action Step 3</b>	Utilize/Evaluate data to drive instructional best practices ( address individual learning needs)	PLC Team, Principal and Assistant Principal	2/16/24	Not Started
<b>Action Step 4</b>	Compare STAR Data - BOY and MOY	PLC Team, Principal and Assistant Principal	2/16/24	Not Started
<b>Action Step 5</b>	Communicate progress (unpack standards and relevant skills)	PLC Team, Principal and Assistant Principal	3/1/24	Not Started
<b>Implementation Milestone 4</b>	By the end of the school year, we will analyze STAR MOY data in reading and math, monitor progress via Mastery Connect, and prepare for the next academic school year.	PLC Team, Principal and Assistant Principal	6/7/24	Not Started



Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting Implementation Plan	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction	
Action Step 1	Analyze data to inform decisions (i.e. resources, programming)				PLC Team, Principal and Assist	4/1/24	Not Started
Action Step 2	Communicate progress (timely and systematic feedback )				PLC Team, Principal and Assistant Principal	4/16/24	Not Started
Action Step 3	Mastery Connect - 5 Week Progress Report				PLC Team, Principal and Assistant Principal	5/3/23	Not Started
Action Step 4	Compare STAR Data - BOY to EOY ( i.e., data tracking point)				PLC Team, Principal and Assistant Principal	6/7/24	Not Started
Action Step 5	Plan and/or prepare for next year goals based on data analysis				PLC Team/ Principal and As	6/7/24	Not Started

### SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	
SY26 Anticipated Milestones	

## Return to Top Goal Setting

### Indicators of a Quality CIWP: Goal Setting




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

### Resources:

#### IL-EMPOWER Goal Requirements

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


### Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
"STAR Reading Goal: Increase by 3-5%, making average growth percentile in reading"	Yes <input type="checkbox"/>	STAR (Reading)	Overall	71	74	77	80
			Students with an IEP	63	66	69	72
"STAR Math Goal: Increase by 3-5%, making average growth percentile in math"	Yes <input type="checkbox"/>	STAR (Math)	Overall	62.6	65	68	71
			Students with an IEP	57.1	60	63	66

### 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)	Revise CBE curriculum maps that are skills-based. All maps include exhibitions of learning (EOLs), and the four cross-cutting and/or cross-curricular competencies (CCC/CCRs). Continue to include more culturally responsive opportunities.	Finalize CBE curriculum maps that are skills-based. All maps include exhibitions of learning (EOLs) and the four cross-cutting and/or cross-curricular competencies (CCC/CCRs). Continue to have more culturally responsive opportunities.
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, Cross-Curricular Competencies, and performance indicators, demonstrated through exhibitions of learning assessments.	Create three levels of multiple assessments and measures of what students know and do at the course and exit level, using CBE Cross-Cutting Competencies, Cross-Curricular Competencies, and performance indicators demonstrated through exhibitions of learning assessments.	Revise three levels of multiple assessments and measures of what students know and do at the course and exit level, using CBE Cross-Cutting Competencies, Cross-Curricular Competencies, and performance indicators demonstrated through exhibitions of learning assessments.
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 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	Create data chat protocols for integrating 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.	Revise data chat protocols of integrating 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.

[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
"STAR Reading Goal: Increase by 3-5%, making average growth percentile in reading"	STAR (Reading)	Overall	71	74	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	63	66	Select Status	Select Status	Select Status	Select Status
"STAR Math Goal: Increase by 3-5%, making average growth percentile in math"	STAR (Math)	Overall	62.6	65	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	57.1	60	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, Cross-Curricular Competencies, and performance indicators, demonstrated through exhibitions of learning assessments.	Select Status	Select Status	Select Status	Select Status
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 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

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
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?

**Observations**  
 All diverse learners utilize curriculum and instruction organized around YCCS's 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.  
 Students with IEPs are graduating at lower rates than students with IEPs in the district and general education students.

**Takeaways**  
 Students with IEPs need to widen the use of instruction to help students apply reading comprehension strategies to develop content literacy skills and increase vocabulary knowledge's breadth and depth. In addition, we will  
 -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 lesson 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)  
 -Utilize the MTSS in Power School to track students' infractions and interventions.

What is the feedback from your stakeholders?

**Feedback**  
 CPS best practices do not necessarily align with serving ASA students. Therefore, according to our trend data around skills gaps, truancy, and credit attainment, many practices only apply to some of our population.

**Student Feedback**  
 Students want more support in the inclusion classrooms to assist their needs.

**Teachers Feedback**  
 Teachers want more professional development on Reading Horizons and Freckle to support all struggling readers with math deficits. There's an ongoing challenge for teachers to create engaging learning experiences that are rigorous enough to meet the needs of their diverse learners.

What student-centered problems have surfaced during this reflection?

Students reading and math STAR Scores are below 4th-grade proficiency levels. Our students with disabilities have many challenges, such as high absenteeism rates, deficits in their social and emotional skills, and reliable transportation.

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, a 3-5 % reduction in suspensions, a 3-5 % increase in graduation rate and credit attainment, and a 2-4 % decrease in student disengagement and barrier reduction.
- 3) Yes, ASA 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 Determine Priorities

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

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.

Return to Top Root Cause

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

As adults in the building, we...  
 Will utilize YCCS best practices that address skills gaps targeting students reading below grade level as indicated on the STAR assessment, including SPED, GenEd, 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.

Return to Top Theory of Action

**What is your Theory of Action?**

If we...  
use STAR academic intervention strategies, including MyOn and Reading Horizon ELA), for struggling readers .



Resources:

**Indicators of a Quality CIWP: Theory of Action**

- Theory of Action is grounded in research or evidence based practices.
- Theory of Action is an impactful strategy that counters the associated root cause.
- Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
- Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
- All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see....  
an increase in the students' STAR equivalent and SGP scores



which leads to...  
an increase in academic achievement (credit attainment) in core curriculum courses and a reduction in students not meeting proficiency as measured.



[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 & AP- Diverse Learner Team

**Dates for Progress Monitoring Check Ins**

Q1 10/20/2023      Q3 3/22/24  
Q2 12/21/2023      Q4 June 6, 2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	By the end of the first quarter, we will participate in various professional development to ensure all ELA teachers and the diverse learner team in the Reading Horizon platform.	Principal & AP - Diverse Learner Team	10/20/23	<span>Completed</span>
<b>Action Step 1</b>	Attend Professional Development with Reading Horizons for identified staff and inventory all materials.	Principal & AP - Diverse Learner Team	8/15/23	<span>Completed</span>
<b>Action Step 2</b>	Identify all students whose Reading Star score is 4.0 and below (Tier 3 reading strategy) including SPED, ELL, Gen Ed	Principal & AP - Diverse Learner Team	9/20/23	<span>Completed</span>
<b>Action Step 3</b>	Administer the Diagnostic Test for Reading Horizon with the SPED students.	Principal & AP - Diverse Learner Team	9/11/23	<span>Completed</span>
<b>Action Step 4</b>	Train the ELA teacher on Reading Horizon and complete the Diagnostic Test with the GEN students.	Principal & AP - Diverse Learner Team	9/29/23	<span>Completed</span>
<b>Action Step 5</b>	Implement each student's individualized learning plan based on their performance. Collectively reflect on progress and identify areas of need.	Principal & AP - Diverse Learner Team	10/6/23	<span>Completed</span>
<b>Implementation Milestone 2</b>	By the end of the second quarter, we will participate in various professional development to ensure the diverse learner team on MYon and Freckle for additional support to improve students' performance on the STAR for the MOY.	Principal & AP - Diverse Learner Team	12/22/23	<span>In Progress</span>
<b>Action Step 1</b>	Schedule professional development for MYon and Freckle for identified staff.	Principal & AP	10/6/23	<span>Delayed</span>
<b>Action Step 2</b>	Students assigned to math supports based on their Fall Star scale scores	Diverse Learner Team	10/13/23	<span>In Progress</span>
<b>Action Step 3</b>	Benchmark assessments to assess students' understanding of math standards	Diverse Learner Team	11/10/23	<span>Not Started</span>
<b>Action Step 4</b>	Progress monitoring scheduled in Star between the official star testing windows	Diverse Learner Team	11/17/23	<span>Not Started</span>
<b>Action Step 5</b>	Collectively reflect on progress and identify areas of need for MOY to EOY.	Principal & AP - Diverse Learner Team	12/21/23	<span>Not Started</span>
<b>Implementation Milestone 3</b>	By the end of the third quarter, we will participate in various professional development to ensure all diverse teachers use research-based strategies to differentiate instruction and support social and emotional learning using the Goal Book.	Principal & AP - Diverse Learner Team	3/27/24	<span>Not Started</span>
<b>Action Step 1</b>	Schedule professional development for Goal Book implementation for identified staff on differentiated instruction.	Principal & AP	1/12/24	<span>Not Started</span>
<b>Action Step 2</b>	Schedule professional development use of research research-based strategies supporting social and emotional learning using Goal Book.	Principal & AP	1/26/24	<span>Not Started</span>
<b>Action Step 3</b>	Develop progress monitoring tools to collect qualitative and quantitative data from Goal Book.	Principal & AP - Diverse Learner Team	2/9/24	<span>Not Started</span>
<b>Action Step 4</b>	Conduct peer observations with rubrics to progress monitor the implementation from Goal Book.	Principal & AP - Diverse Learner Team	2/23/24	<span>Not Started</span>

Jump to...	Priority	TOA	Goal Setting	Progress	Select the Priority Foundation to pull over your Reflections here =>	Inclusive & Supportive Learning Environment			
Reflection	Root Cause	Implementation Plan	Monitoring						
Action Step 5	Collectively reflect on progress and identify areas of need for MOY to EOY.				Principal & AP - Diverse Learner Team	3/15/24	Not Started		
Implementation Milestone 4	By the end of the school year, we will reflect on the various strategies that were implemented to determine if our students reached our goal of a 3-5% average growth percentile in reading and math.				Principal & AP - Diverse Learner Team	6/6/24	Not Started		
Action Step 1	Create exit surveys for staff and students on the effectiveness of the various strategies and practices to improve reading and math EOY Star data.				Principal & AP - Diverse Learner Team	5/17/24	Not Started		
Action Step 2	Administer the exit survey and analyze the data.				Diverse Learner Team	5/24/24	Not Started		
Action Step 3	Disaggregate data from the exit surveys and identify trends.				Principal & AP - Diverse Learner Team	5/31/24	Not Started		
Action Step 4							Select Status		
Action Step 5							Select Status		

### SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Continue to implement the strategies and practices to improve our diverse learner population by addressing the skills gap in reading and math for the STAR will positively impact their social and emotional needs, credit attainment, and graduation rates. In addition, creating an exit survey will increase our number of students with disabilities voices.	
SY26 Anticipated Milestones	Implement a targeted acceleration plan to facilitate rapid learning for students with disabilities, resulting in significant academic growth, as evidenced by increased mastery of content, improved assessment performance, and demonstrated proficiency in closing the skills gaps in reading and math.	

## Return to Top Goal Setting

### Indicators of a Quality CIWP: Goal Setting

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

### Resources:

#### IL-EMPOWER Goal Requirements

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

### Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
STAR Reading Goal: Increase by 3-5%, making average growth percentile in reading	Yes	STAR (Reading)	Overall	63	66	69	72
			Students with an IEP	71	74	77	80
STAR Math Goal: Increase by 3-5%, making average growth percentile in math	Yes	STAR (Math)	Overall	57.1	60	63	66
			Students with an IEP	62.6	65	68	71

### 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) Increase the rigor of 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), Including Gen Ed, Diverse learners, and ELL students.	"Reading (targeted Group) Revise rigor instruction in both word-level and comprehension skills to meet the diverse needs of students who 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) Weekly 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) Revise 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)

<p>I&amp;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.</p>	<p>"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)</p>	<p>Math (targeted Group) Weekly 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)</p>	<p>Math (targeted Group) Revise 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)</p>
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[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
STAR Reading Goal: Increase by 3-5%, making average growth percentile in reading	STAR (Reading)	Overall	63	66	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	71	74	Select Status	Select Status	Select Status	Select Status
STAR Math Goal: Increase by 3-5%, making average growth percentile in math	STAR (Math)	Overall	57.1	60	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	62.6	65	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)**



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