CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

CIWP Team Guidance

Name ✍	Role ✍	Email ✍
Angela Gibson	Principal	agibson@gwtp.edu
Kimberly Hansel	Curriculum & Instruction Lead	khansel@gwtp.edu
Anthony Rodriguez	Other School Improvement Liason	arodriguez@yccs.org
Travonne Jackson	Connectedness & Wellbeing Lead	tjackson@gwtp.edu
January Yolich	Teacher Leader	
LaTarah Spence	Parent	
Kendall Holliday	Connectedness & Wellbeing Lead	
	Select Role	
	Select Role	
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	8/29/23	8/29/23
Reflection: Curriculum & Instruction (Instructional Core)	8/28/23	8/28/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/28/23	8/28/23
Reflection: Connectedness & Wellbeing	8/28/23	8/28/23
Reflection: Postsecondary Success	8/28/23	8/28/23
Reflection: Partnerships & Engagement	8/29/23	8/29/23
Priorities	9/1/23	9/4/23
Root Cause	9/5/23	9/6/23
Theory of Acton	9/6/23	9/7/23
Implementation Plans	8/29/23	9/1/23
Goals	9/6/23	9/7/23
Fund Compliance	8/31/23	8/31/23
Parent & Family Plan	8/30/23	8/30/23
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
Quarter 2	12/21
Quarter 3	3/22
Quarter 4	6/6/2024

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
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	MOY - Average growth percentile in reading 51.5% . Average growth percentile in math 50.8% . Percentage of students making growth target in reading 68.3%. Percentage of students making growth target in math 61%. EOY - Average growth percentile in reading 49.6% . Average growth percentile in math 48.7% . Percentage of students making growth target in reading 53.7%. Percentage of students making growth target in math 61.2%.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed 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.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?**	
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership	CPS best prcatices do not neccessarily align with serving West Town Academy's students. Therefore many of the practices aren't applicable to our population, according to our trend data around skills gaps, truancy and credit attainment.	
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		
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** 1) The related improvement efforts in progress are embedded within the components of the YCCS 3+1 model: CBE framework to graduation and personalized learning options, student pathway to success (Application of Learning), RtI Resource (Interventions for Struggling Students), and Post-secondary Readiness. 2) The impact will result in a 3-5 % attendance growth, 3-5 % reduction in suspensions, 3-5 % increase in graduation rate and credit attainment, and a 2-4 % decrease in student disengagement and barrier reduction. 3) Yes, YCCS-West Town Academy provides intervention for 100% of our students who are the furthest from opportunity, therefore we focus on the use of school-wide alternative school strategies and tiered interventions for diverse, high-risk, and at-risk learners, with an emphasis on: a) Improving literacy and numeracy b) Instructional Interventions and learning supports c) Social and emotional learning	

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

Progress monitoring reports are not reflecting student growth.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
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	Utilize curriculum and instruction which is organized around YCCS Cross Curricular Competencies in reading and math that allow for significant increases in intensity and frequency of instruction for students based on their skill gaps in literacy and math. We recognize the need to widen the use of instruction to help students apply reading comprehension strategies to develop content literacy skills and to increase the breadth and depth of vocabulary knowledge. We will also: • Utilize STAR assessment scaled score for learning progression. • Provide intervention based on skills students have not	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		MTSS Integrity Memo		

		yet mastered. • Access Data and Plan Instruction Using the STAR Record Book. • Set-up students individualized lessons plans according to skills and schedules. • Progress monitor and record mastery of student progress. • Progress monitor with an intense focus on instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the middle and early high school levels. • Provide instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the late-elementary level (Tier 3 Reading Strategy). • YCCS-West Town Academy's Leadership team along with teachers, identify struggling students, then the leadership team problem-solves to determine the academic needs/interventions for the students. • YCCS-West Town Academy's Effective Communication Cross-Cutting Competency, discusses how language should be used across contents.	MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		

		References	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	Quality Indicators of Specially Designed Curriculum EL Program Review Tool

What is the feedback from your stakeholders?

CPS best prcatices do not neccessarily align with serving YCCS-West Town Academy's students. Therefore many of the the practices aren't applicable to our population, according to our trend data around skills gaps, truancy and credit attainment; feedback trends across specific stakeholder groups. ✍️

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	

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

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

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

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

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

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

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

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	• YCCS-West Town Academy's Behavioral Health Team meets regularly to identify student's SEL needs and discuss climate and culture of the school. • YCCS-West Town Academy's Behavioral Health Team utilizes MTSS to provide students with interventions based on the need. • YCCS-West Town Academy's BHT team also uses the data from its Barrier Surveys to provide outside resources to students in need. ✍️	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST
Partially	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
			What is the feedback from your stakeholders?	

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.	CPS best prcatices do not neccessarily align with serving YCCS-West Town Academy students. Therefore many of the the practices aren't applicable to our population, according to our trend data around skills gaps, truancy and credit attainment.oss stakeholders; feedback trends across specific stakeholder groups) ✍	Cultivate (Belonging & Identity)

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

Enrichment Program Participation: Enrollment & Attendance

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY |
| Partially | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. | | |

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?**	
Some students do not have reliable transportation to attend school on a regular basis, some students cannot afford daily transportation to attend school on a regular basis, and increased community violence heightens student safety concerns. ✍	1) The related improvement efforts in progress are embedded within the components of the YCCS 3+1 model: CBE framework to graduation and personalized learning options, student pathway to success (Application of Learning), RtI Resource (Interventions for Struggling Students), and Post-secondary Readiness. ✍

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

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

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

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)	• YCCS-West Town Academy offers a senior seminar course which prepares students for post-secondary transition and career exploration. ✍
•   YCCS-West Town Academy has quarterly career fairs and/or college fairs and tours.
•   YCCS-West Town Academy's senior seminar course also creates and reviews all senior post-secondary individual learning plans.
•   YCCS-West Town Academy provides availability to the following opportunities: Forklift certification, homemaker certifications, internships, woodworking, digital literacy, and dual enrollment. | 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 |
| | Work Based Learning activities are planned and | Work Based Learning Toolkit | **What is the feedback from your stakeholders?** | 9th and 10th Grade On Track |

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).		
Yes	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
Partially	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List	
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	
Partially	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	

• YCCS-West Town Academy provides availability to the following opportunities to all stakeholders: Forklift certification, homemaker certifications, internships, woodworking, digital literacy, and dual enrollment.

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data)

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

Long-term goal :career readiness course in development.

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

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

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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	• YCCS-West Town Academy has a monthly parent-engagement meeting to allow parents an opportunity to interact with the school community, be informed, and make collaborative decisions with the school. • YCCS-West Town Academy holds workshops on financial literacy, self-care, and FAFSA. • YCCS-West Town Academy invite parents to resource fairs and student-led events and activities. • YCCS-West Town Academy has a student council and holds regular meetings to review school policy, schedule school events, and seek out opportunities for community advocacy.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
Yes	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric		Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

Stakeholders are seeking increased resources for the school and the community.

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?

Low parent-participation due to availability and other barriers.

YCCS is in the process of developing Regional Care Teams to help address the barriers and obstacle of the school community.

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

What are the takeaways after the review of metrics?

MOY - Average growth percentile in reading 51.5% . Average growth percentile in math 50.8% . Percentage of students making growth target in reading 68.3%. Percentage of students making growth target in math 61%.
EOY - Average growth percentile in reading 49.6% . Average growth percentile in math 48.7% . Percentage of students making growth target in reading 53.7%. Percentage of students making growth target in math 61.2%.

What is the feedback from your stakeholders?

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

What student-centered problems have surfaced during this reflection?

Progress monitoring reports are not reflecting student growth.

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

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

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

3) Yes, YCCS-West Town Academy provides 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
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c) Social and emotional learning

Determine Priorities

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Resources: 🚀

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

Students...

struggle with learning skills that require teachers to support individulized student mastery in developing new skills over time.

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

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Resources: 🚀

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

As adults in the building, we...

we will provide differientiated instruction that provides academic interventions to all students at various levels using a campetency based framework as well as create opprtunties to generalize the skill across the curricullum to ensure relevancy and benefit to the student.

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

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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

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

Curriculum & Instruction

academic interventions while progress monitoring

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.

then we see....

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

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

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

which leads to...

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

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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 ✍️

Prinicpal, Director of Teaching and Leanring, and teachers

Dates for Progress Monitoring Check Ins

Q1	10/20	Q3	3/22
Q2	12/21	Q4	6/6/2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 — Professional Development	Dr. Kimberly Hansel & Angela Gibson	4 times a year 9/22/2023, 12/1/2023, 5/10/2024, 6/13/2024	In Progress
Action Step 1 — Professional Development CBE Next Level, YCCS Curriculum Rubric	Dr. Kimberly Hansel & Angela Gibson	8/10/2023	Completed
Action Step 2 — Professional Development Reboot - STAR Interventions/Progress Monitoring	Dr. Kimberly Hansel & Angela Gibson	8/17/2023, 9/22/2023	Completed
Action Step 3 — Professional Development Reboot- Masteryconnect /Progress Monitoring	Dr. Kimberly Hansel & Angela Gibson	8/17/2023	Completed
Action Step 4 — Culturally Responsive Best Practices	Dr. Kimberly Hansel & Angela Gibson	8/10/2023	Completed
Action Step 5 — How to Analyze the Data	Dr. Kimberly Hansel & Angela Gibson	9/22/2023	Not Started
Implementation Milestone 2 — Professional Learning Communities	Dr. Kimberly Hansel & Angela Gibson	10/27/2023, 11/20/2023, 1/19/2024, 3/1/2024, 4/12/2024, 6/11/2024	Not Started
Action Step 1 — Analyze student work to adjust projects and rubrics	Dr. Kimberly Hansel & Angela Gibson	10/27/2023, 11/20/2023, 1/19/2024, 3/1/2024, 4/12/2024, 6/11/2024	Not Started
Action Step 2 — Check inter-rater reliability of rubrics	Dr. Kimberly Hansel & Angela Gibson	10/27/2023, 11/20/2023, 1/19/2024, 3/1/2024, 4/12/2024, 6/11/2024	Not Started
Action Step 3 — Project tunings for Exhibitions of learning	Dr. Kimberly Hansel & Angela Gibson	10/27/2023, 11/20/2023, 1/19/2024, 3/1/2024, 4/12/2024, 6/11/2024	Not Started
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3			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
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** | Using STAR grouping data for returning students to inform instruction decision making | ✏️ |
| **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. | ✏️ |

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

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

Performance Goals

| | | | | | | Numerical Targets [Optional] ✏️ | | |
Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
Increase student grade equivalent by 1.5 grade levels between pre and post star window	Yes	STAR (Reading)	Overall				
			Students with an IEP				
Increase student grade equivalent by 1.5 grade levels between pre and post star window .	Yes	STAR (Math)	Overall				
			Students with an IEP				

Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals. ✏️ | Specify your practice goal and identify how you will measure progress towards this goal. ✏️ | | |
	SY24	SY25	SY26
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)	Continue to maintain/revise and implement curriculum that is competency-based and culturally relevant. The curricula will continue to ask students to display their knowledge through exhibitions of learning, assess the four cross-cutting competencies as well as cross-curriculum competencies. All competencies are aligned to the state standards and ask students to think	Continue to maintain/revise and implement curriculum that is competency-based and culturally relevant. The curricula will continue to ask students to display their knowledge through exhibitions of learning, assess the four cross-cutting competencies as well as cross-curriculum competencies. All competencies are aligned to the state standards and ask students to think
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Multiple assessments and multiple measures of what students know and do at the course and exit level, using CBE Cross Cutting Competencies and Cross Curricular Competencies, and performance indicators, demonstrated through exhibitions of learning assessments	Continue to assess students in multiple ways to develop an understanding of what students know and can do. Utilize this understanding to drive instructional practices and monitor student performance. A select number of cross-cutting competency performance indicators will be assessed in a variety of ways each quarter. Students are asked to	Continue to assess students in multiple ways to develop an understanding of what students know and can do. Utilize this understanding to drive instructional practices and monitor student performance. A select number of cross-cutting competency performance indicators will be assessed in a variety of ways each quarter. Students are asked to answer their
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	Continue to utilize student information learning management systems to provide data to support students academically using standards-aligned, competency-based, project-based, and culturally relevant curricula.	Continue to utilize student information learning management systems to provide data to support students academically using standards-aligned, competency-based, project-based, and culturally relevant curricula.

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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 student grade equivalent by 1.5 grade levels between pre and post	STAR (Reading)	Overall			No Progress	Select Status	Select Status	Select Status

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

Curriculum & Instruction

	STAR (Reading)	Students with an IEP			No Progress	Select Status	Select Status	Select Status
Increase student grade equivalent by 1.5 grade levels between pre and post star window .	STAR (Math)	Overall			No Progress	Select Status	Select Status	Select Status
		Students with an IEP			No Progress	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)	On Track	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Multiple assessments and multiple measures of what students know and do at the course and exit level, using CBE Cross Cutting Competencies and Cross Curricular Competencies, and performance indicators, demonstrated through exhibitions of learning assessments	On Track	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	On Track	Select Status	Select Status	Select Status

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

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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.
No	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?

Utilize curriculum and instruction which is organized around YCCS Cross Curricular Competencies in reading and math that allow for significant increases in intensity and frequency of instruction for students based on their skill gaps in literacy and math. We recognize the need to widen the use of instruction to help students apply reading comprehension strategies to develop content literacy skills and to increase the breadth and depth of vocabulary knowledge.
We will also:
•   Utilize STAR assessment scaled score for learning progression.
•   Provide intervention based on skills students have not yet mastered.
•   Access Data and Plan Instruction Using the STAR Record Book.
•   Set-up students individualized lessons plans according to skills and schedules.
•   Progress monitor and record mastery of student progress.
•   Progress monitor with an intense focus on instruction in both word-level and comprehension skills to meet the   diverse needs of students who continue to struggle with reading at the middle and early high school levels.
•   Provide instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the late-elementary level (Tier 3 Reading Strategy).
•   YCCS-West Town Academy's Leadership team along with teachers, identify struggling students, then the leadership team problem-solves to determine the academic needs/interventions for the students.
•   YCCS-West Town Academy's Effective Communication Cross-Cutting Competency, discusses how language should be used across contents.

What is the feedback from your stakeholders?

CPS best prcatices do not neccessarily align with serving YCCS-West Town Academy's students. Therefore many of the the practices aren't applicable to our population, according to our trend data around skills gaps, truancy and credit attainment; feedback trends across specific stakeholder groups.

What student-centered problems have surfaced during this reflection?

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

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

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

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

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

Determine Priorities

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

Resources: 🚀

[Determine Priorities Protocol](#)

Students...

upon entry, are reading at the 4th grade level.

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?

Resources: 🚀

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

As adults in the building, we...

will utlize YCCS best practices that address skills gaps targeting students that are reading below grade level as indicated on that STAR asssessment incluing SPED, GenEd snd ELL.

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.

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

Inclusive & Supportive Learning Environment

Theory of Action

What is your Theory of Action?

If we....

use STAR academic intervention strategies including MyOn and FRECKLE (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.

then we see....

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

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 achievement (credit attainment) in core curriculum courses and a ✍
reduction in the number of students not meeting proficiency as measured.

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 ✍

Prinicpal, Director of Teaching and Leanring, and teachers

Dates for Progress Monitoring Check Ins

Q1	10/20	Q3	3/22
Q2	12/21	Q4	6/6/2024

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	Teacher Collaboration Planning	Dr. Kimberly Hansel & Angela Gibson	3 times a year 9/22/23, 2/9/2024, 6/13/2024	Not Started
Action Step 1	Understand Achievement Levels- Intervention Plan	Dr. Kimberly Hansel & Angela Gibson	Year-Round	In Progress
Action Step 2	Identify Skills Gaps -Develop Goals	Dr. Kimberly Hansel & Angela Gibson	3 times a year 9/22/23, 2/9/2024, 6/13/2024	Not Started
Action Step 3	Align Individualized Student Plans to CBE	Dr. Kimberly Hansel & Angela Gibson	Year-Round	In Progress
Action Step 4	Align Individualized Student Plans to CBE	Dr. Kimberly Hansel & Angela Gibson	Year-Round	In Progress
Action Step 5	Analyze Progress -Revise Instruction	Dr. Kimberly Hansel & Angela Gibson	Year-Round	In Progress
Implementation Milestone 2	Progress Monitoring / Data Analysis	Dr. Kimberly Hansel & Angela Gibson	9/22/2023	Not Started
Action Step 1	Understand the evidence/data collected	Dr. Kimberly Hansel & Angela Gibson	9/22/2023	Not Started
Action Step 2	Analyze data to inform decisions (i.e. interventions, groupings,PLO's)	Dr. Kimberly Hansel & Angela Gibson	3 times a year 9/22/23, 2/9/2024, 6/13/2024	Not Started
Action Step 3	Utilize/Evaluate data to drive instructional best practices (address individual learning needs)	Dr. Kimberly Hansel & Angela Gibson	Year-round	Not Started
Action Step 4	Compare Data - Pre and Mid- Year (i.e. data tracking point)	Dr. Kimberly Hansel & Angela Gibson	2/9/2024	Not Started
Action Step 5	Communicate progress (unpack standards and relevant skills)	Dr. Kimberly Hansel & Angela Gibson	3 times a year 9/22/23, 2/9/2024, 6/13/2024	Not Started
Implementation Milestone 3				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
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

Inclusive & Supportive Learning Environment

| Action Step 5 | | | | *Select Status* |

SY25-SY26 Implementation Milestones

| SY25 Anticipated Milestones | Continue to use all forms of Freckle for targeted interventions for all students (Freckle Math, ELA, Science, and Social Science). | ✍ |

| SY26 Anticipated Milestones | Skill gaps will be address through the intervention programs purchased through Renaissance Learning. | ✍ |

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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 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
Increase student grade equivalent by 1.5 grade levels between pre and post star window	Yes	STAR (Reading)	Overall				
			Students with an IEP				
Increase student grade equivalent by 1.5 grade levels between pre and post star window	Yes	STAR (Math)	Overall				
			Students with an IEP				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Reading (9th grade reading level or below) 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 (9th grade reading level or below) Continue to 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 using Reading Horizons (Tier 3 Reading Strategy), Includes Gen Ed, Diverse learners, and ELL students	Reading (9th grade reading level or below) Continue to 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 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 (9th grade reading level or below) 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 (9th grade reading level or below) Continue to provide 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 (9th grade reading level or below) Continue to provide progress monitoring and intensive, focused instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the middle and early high school levels using myOn Reading (or other)
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Reading (9th grade reading level or below) Continue to provide 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 (9th grade reading level or below) Continue to provide 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 (9th grade reading level or below) Continue to provide 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)

Inclusive & Supportive Learning Environment

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase student grade equivalent by 1.5 grade levels between pre and post star window	STAR (Reading)	Overall			No Progress	Select Status	Select Status	Select Status
		Students with an IEP			No Progress	Select Status	Select Status	Select Status
Increase student grade equivalent by 1.5 grade levels between pre and post star window	STAR (Math)	Overall			No Progress	Select Status	Select Status	Select Status
		Students with an IEP			No Progress	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 (9th grade reading level or below) 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	On Track	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 (9th grade reading level or below) Progress monitoring and intensive, focused instruction in both word-level and comprehension skills to meet the diverse needs of students who struggle with reading at the middle and early high school levels using myOn Reading (or other)	On Track	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 (9th grade reading level or below) Continue to provide 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)	On Track	Select Status	Select Status	Select Status

| Jump to... | Priority | TOA | Goal Setting | Progress | Select the Priority Foundation to |
| Reflection | Root Cause | Implementation Plan | | Monitoring | pull over your Reflections here => |

Return to Top   SY24 Progress Monitoring

If Checked: Complete IL-Empower Section below	☑	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**
		This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.
If Checked: No action needed	☐	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).** **(Continue to Parent & Family Plan)**

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

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

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

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

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

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

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

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

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

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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	STAR (Math): Increase student grade equivalent by 1.5 grade levels betwe...	Overall				
		Students with an IEP				
Required Reading Goal	eading): Increase student grade equivalent by 1.5 grade levels between pre and post	Overall				
		Students with an IEP				
Optional Goal						

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

YCCS- West Town Academy will provide regular updates to parents regarding academic assessments, curriculum, student progress and proficiency level requirements in montly letters, monthly Parent Involvement Meetings, and report card pick up parent meetings. Students will share the responsibility to improve their academic achievement and achieve the state's high standards. YCCS- West Town Academy will host a PAC meeting workshop to educate parents regarding state standards, assessments, Title I, Part A; how to monitor their child's progress and how to work with educators. YCCS- West Town Academy will provide information, resources, materials and training, including literacy training and technology as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement through a PAC meeting workshop contracted by an outside consultant or teacher. Students will support their academic achievement when they: do homework every day and ask for help when needed, read at least 30 minutes every day outside of school time, give parents or the adult who is responsible for their welfare all notices and information received from school every day. ✍

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