

CIWP Team & Schedules

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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
Early King	Principal	eking@whla-yccs.org
Adam Wagener	AP	awagener@whla-yccs.org
Adrienne Procter	Other [Type In]	aprocter@whla-yccs.org
Keena R Green	Other [Type In]	kgreen@yccs.org
Tamkia Evans	Parent	tamkia75@gmail.com
Darion Howard	Other [Type In]	dhoward@whla-yccs.org
Angela Scheffler	Teacher Leader	angscheffler@whla-yccs.org
Armani Procter	Postsecondary Lead	aprocter1@whla-yccs.org
	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	8/10/23	8/10/23
Reflection: Curriculum & Instruction (Instructional Core)	8/10/23	8/10/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/10/23	8/10/23
Reflection: Connectedness & Wellbeing	8/21/23	8/21/23
Reflection: Postsecondary Success	8/21/23	8/21/23
Reflection: Partnerships & Engagement	8/21/23	8/21/23
Priorities	9/1/23	9/1/23
Root Cause	9/1/23	9/1/23
Theory of Acton	9/1/23	9/1/23
Implementation Plans	9/1/23	9/1/23
Goals	9/1/23	9/1/23
Fund Compliance	9/1/23	9/1/23
Parent & Family Plan	9/6/23	9/6/23
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	3/22/2024
Quarter 4	6/6/2023

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
No	CPS High Quality Curriculum Rubrics All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Subgroup data: Pre-test Reading 5.5 Post-test Reading 6.6 Pre-test Math 5.6 Post-test Math 6.8 Average age 17.1 (4 16 year olds, 8 17 year olds, 6 18 year olds, 2 19 year olds) 95% African American, 5% Latinx (19 African American, 1 Latinx)	iAR (Math) iAR (English) Rigor Walk Data (School Level Data)
No	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Students experience grade-level, standards-aligned instruction. Quality Indicators Of Specially Designed Instruction	80% (16 of 20) of our students were able to achieve the expected growth on the STAR Reading assessment, in both Grade Equivalency and Student Growth Percentile, while 65% (13 of 20) achieved these gains on the STAR Math assessment. 80% (16 of the 20) students began the year as Urgent Intervention students (Tier 1), and 11 of these students (69%) achieved their growth expectations in Reading. 3 of the 20 students began the year as Intervention Students (Tier 2) and all 3 made gains, though only one (33%) made expected growth. The remaining student began the year At Above Benchmark (Tier 3) and was part of the Social Justice Freedom School class for advanced readers, and that one student (100%) achieved growth expectations. In Math, 45% (9 of the 20) students began the year in Urgent Intervention (Tier 1), and 6 achieved their growth expectations. 20% (5 of 20) began the year as Intervention (Tier 2) students, and 2 of them (40%) achieved their growth expectations. 3 students began the year as On Watch students (Tier 3), and all 3 (100%) made the expected growth. 3 students began the years as At Above Benchmark students, though none achieved the expected growth expectations.	PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Powerful Practices Rubric Learning Conditions 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.	What is the feedback from your stakeholders? The CPS best practices may not always correspond with effectively serving YCCS-West students. Consequently, a significant portion of these practices may not be suitable for our demographic, as indicated by our trend data concerning skills gaps, truancy, and credit attainment.	STAR (Math) iReady (Reading) iReady (Math)
No	Continuum of ILT Effectiveness Distributed Leadership The ILT leads instructional improvement through distributed leadership.		Cultivate Grades ACCESS
Yes	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development 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.		TS Gold Interim Assessment Data
Yes	Assessment for Learning Reference Document Evidence-based assessment for learning practices are enacted daily in every classroom.	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 ongoing efforts to enhance our programs are integrated into the various components of the YCCS-West 3+1 model. These include the CBE framework leading to graduation, personalized learning options, the student pathway to success (Application of Learning), the RtI Resource (Interventions for Struggling Students), and Post-secondary Readiness. These efforts are expected to yield a 3% increase in attendance, a 3% decrease in suspensions, a 3% rise in graduation rates and credit attainment, and a 2% reduction in student disengagement and barriers.	
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 do not accurately depict student progress."		YCCS-West plays a crucial role in supporting all our students who face the greatest disparities in opportunities. Consequently, we prioritize the utilization of school-wide alternative school strategies and tiered interventions for diverse, high-risk, and at-risk learners. Our emphasis includes: a) Enhancing literacy and numeracy skills b) Implementing instructional interventions and providing learning support c) Addressing social and emotional learning needs	

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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
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Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	Implement curriculum and instructional strategies centered around YCCS West's Cross Curricular Competencies in reading and mathematics. These approaches aim to significantly enhance the frequency and depth of instruction tailored to students' specific literacy and math skill gaps. We acknowledge the importance of expanding instructional methods to assist students in applying reading comprehension techniques, thereby fostering content literacy skills and enriching their vocabulary.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo	Additionally, our approach includes: Utilizing the STAR assessment scaled score to gauge learning progression. Delivering targeted interventions based on students' unmastered skills. Accessing and planning instruction using the STAR Record Book. Creating individualized lesson plans for students based on their skills and schedules. Continuously monitoring and documenting students' progress and mastery. Employing a rigorous focus on both word-level and comprehension skills in progress monitoring to cater to the diverse needs of students grappling with reading difficulties in early high school levels. Offering instruction in both word-level and comprehension skills to address the diverse needs of students facing reading challenges at the late-elementary level Tier 3 Reading Strategy."	ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
No	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	<p style="text-align: center;">What is the feedback from your stakeholders?</p> The CPS best practices may not inherently align with effectively serving YCCS-West students. As a result, a significant portion of these practices may not be suitable for our student population, a conclusion drawn from our trend data concerning skills gaps, truancy rates, credit attainment, and feedback received from various stakeholder groups.	Quality Indicators of Specially Designed Curriculum EL Program Review Tool
No	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual]	
No	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	<p style="text-align: center;">What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> Ongoing improvement initiatives are integrated within the framework of the YCCS-West 3+1 model, encompassing elements of the CBE framework, personalized learning options, the student pathway to success, the RtI Resource, and Post-secondary Readiness.	
No	There are language objectives (that demonstrate HOW students will use language) across the content.		These efforts are anticipated to yield a 3% increase in attendance, a 3% reduction in suspensions, a 3% boost in graduation rates and credit attainment, along with a 2% decrease in student disengagement and the removal of barriers. YCCS-West serves as the intervention for all our students who face the greatest disparities in opportunities. As a result, our focus centers on the implementation of school-wide alternative strategies and tiered interventions, specifically designed for a diverse range of high-risk and at-risk learners. This approach places particular emphasis on: a) Enhancing literacy and numeracy skills b) Implementing instructional interventions and providing learning supports c) Addressing social and emotional learning needs"	

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.

Reading and Math below 4th grade - Pre and Post

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	According YCCS West's student barrier survey in SY23, students often encounter various barriers that can contribute to truancy issues and the inability to focus. Some of these barriers include: Family Issues: Many at-risk students come from families facing challenges such as poverty, substance abuse, domestic violence, or unstable housing situations. These family issues can create a disruptive home environment that makes it difficult for students to attend school regularly. Mental Health Challenges: Students dealing with mental health issues like depression, anxiety, or trauma may find it hard to attend school consistently. These issues can lead to emotional distress and a reluctance to engage in the school environment.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC)
		Academic Struggles: At-risk students often face academic challenges, including learning disabilities or gaps in their education. These struggles can lead to frustration and a	Access to OST

No	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
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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.
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No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.
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...experience these struggles can lead to frustration and a sense of hopelessness about their ability to succeed in school, which can result in truancy.

Substance Abuse Issues: Some at-risk students may struggle with substance abuse problems, which can interfere with their ability to attend school regularly and concentrate on their studies.

Legal Issues: Students who are involved in legal matters or the juvenile justice system may have court appearances or probation requirements that conflict with their school schedules, leading to truancy.

Transportation issues: Challenges related to transportation, such as lack of reliable transportation or long commutes through dangerous neighborhoods can make it difficult for at-risk students to attend school regularly.

Peer Pressure: Some at-risk students may face peer pressure from friends who do not prioritize school attendance, leading them to skip school themselves.

Lack of Support: At-risk students may lack a support system at home or school to help address their unique challenges. Without proper support, they may feel isolated and disengaged from the educational system.

Addressing truancy issues among at-risk students requires a comprehensive approach that takes into account these barriers and provides appropriate interventions and support to help them overcome these challenges and stay engaged in their education"

[Increase Average Daily Attendance](#)

[Increased Attendance for Chronically Absent Students](#)

What is the feedback from your stakeholders?

The CPS best practices may not always correspond with effectively serving YCCS-West students. Consequently, a significant portion of these practices may not be suitable for our demographic, as indicated by our trend data concerning skills gaps, truancy, and credit attainment. 🍌

[Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)

[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](#)

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.

Transportation and housing issues: Challenges related to transportation, such as lack of reliable transportation or long commutes through dangerous neighborhoods can make it difficult for at-risk students to attend school regularly. Also, students are in temporary living situations and do not attend school on a regular basis. 🍌

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 ongoing efforts to enhance our programs are integrated into the various components of the YCCS-West 3+1 model, encompassing the CBE framework leading to graduation, personalized learning options, the student pathway to success, the RtI Resource, and Post-secondary Readiness. 🍌

The expected outcomes of these efforts include a 3% increase in attendance, a 3% reduction in suspensions, a 3% rise in graduation rates and credit attainment, as well as a 2% decrease in student disengagement and the removal of barriers to student success.

YCCS West serves as the primary intervention for all of our students who face the greatest disparities in opportunities. Consequently, we place a strong focus on the implementation of school-wide alternative strategies and tiered interventions, tailored to address the needs of diverse, high-risk, and at-risk learners. This approach places particular emphasis on:

- a) Enhancing literacy and numeracy skills
- b) Implementing instructional interventions and providing learning supports
- c) Addressing social and emotional learning needs

Additional improvement efforts may include:

- Establishing individual daily attendance rate goals for each student
- Ensuring that all teachers record attendance for every period daily
- Offering additional scheduled instruction time exceeding 300 minutes for every student
- Identifying specific attendance data for weekly monitoring of individual student attendance rates
- Creating a range of attendance interventions for students not meeting the attendance rate goal
- Developing procedures for daily contact with absent students to encourage attendance the following day
- Facilitating collaborative team discussions on individual student attendance rates on a weekly basis
- Assigning students to interventions based on their weekly attendance rates
- Monitoring the progress of individual students and evaluating the effectiveness of interventions
- Setting campus-wide average daily attendance rate goals for each student
- Conducting Attendance Team Meetings with Tiered

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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

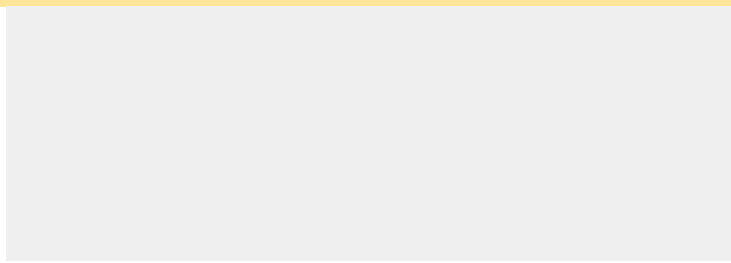
No	<p>An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).</p>	<p>College and Career Competency Curriculum (C4)</p>	<p>100% of our 2023 Grads focus on various important aspects of their academic and personal lives during advisory sessions. Senior Advisory sessions are designed to provide guidance and support to students as they prepare for graduation and the transition to post-secondary education or the workforce. Here are some of the key areas that our seniors focused on during advisory:</p> <p>College and Career Planning: Seniors often use advisory time to discuss their college or career plans. This includes researching colleges, completing college applications, writing essays, and exploring career options. Advisors may help students identify suitable colleges or vocational programs, understand admission requirements, and assist with financial aid applications.</p> <p>Resume Building: Seniors work on building and refining their resumes to highlight their accomplishments, extracurricular activities, volunteer work, and part-time jobs. A strong resume is essential for college applications and job searches.</p> <p>Scholarships and Financial Aid: Advisors can guide seniors in searching for scholarships, grants, and financial aid opportunities. They may help students complete the Free Application for Federal Student Aid (FAFSA) and other financial aid forms.</p> <p>Graduation Requirements: Seniors review their academic progress and ensure they have met all graduation requirements. Advisors may help students plan their course schedules to address any outstanding requirements.</p> <p>Standardized Testing: Seniors preparing for college often take standardized tests like the SAT or ACT. Advisors can provide information about test dates, registration, and preparation resources.</p> <p>Personal Statement and Essays: Seniors may work on personal statements and essays required for college applications or scholarship applications. Advisors can offer feedback and editing assistance.</p> <p>Career Exploration: Some seniors may be considering entering the workforce directly after high school. Advisors can help them explore potential career paths, create resumes tailored to specific jobs, and practice interview skills.</p> <p>Time Management and Study Skills: Advisors can provide guidance on time management and study techniques to help seniors manage their academic responsibilities effectively, especially if they are taking advanced courses or dual enrollment classes.</p> <p>Life Skills: Seniors may learn important life skills during advisory sessions, such as budgeting, managing finances, understanding credit, and making informed decisions about housing and transportation.</p> <p>Wellness and Mental Health: Advisors may also address seniors' mental health and well-being, providing information on stress management, coping strategies, and available support resources.</p> <p>Post-Graduation Plans: Seniors discuss their plans for the summer after graduation, whether it involves working, interning, traveling, or preparing for college. Advisors may help them create a timeline for post-graduation activities.</p> <p>Community Service and Volunteer Opportunities: Advisors can inform seniors about community service and volunteer opportunities that can enhance their college applications and help them give back to their communities.</p> <p>Overall, advisory sessions for high school seniors are designed to support their transition to adulthood, whether that involves pursuing higher education, entering the workforce, or engaging in other meaningful endeavors. The content and focus of advisory sessions may vary from school to school and can be tailored to meet the specific needs and goals of the students."</p>	<p> Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p>
No	<p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>	<p>Individualized Learning Plans</p>	<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p>	
No	<p>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).</p>	<p>Work Based Learning Toolkit</p>	<p>What is the feedback from your stakeholders?</p> <p>Although parents, students and community partners believe that providing guidance and support to students as they prepare for graduation and the transition to post-secondary education or the workforce is important, they are express frustrations regarding how laborious the process is.</p> <p></p>	
No	<p>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).</p>		<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>	

No	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
No	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
No	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager

What 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.

Access and Equity: Disparities in access to resources and information can affect students' ability to pursue post-secondary education. Some students may face obstacles related to their socioeconomic status, race, or geographic location. 🍌



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?

Implementing career readiness at YCCS West involves a comprehensive approach that prepares students for success in their future careers. Although this plan is still in development, here are high level themes that will be the focus: 🍌

Assessment and Planning:
Identify the specific career readiness needs of your student population through surveys, assessments, and discussions with students, parents, and local employers.
Establish clear goals and objectives for your career readiness program, including the skills and competencies you want students to develop.

Curriculum Integration:
Embed career readiness into the existing curriculum. This can include incorporating career-focused lessons, projects, and activities across subjects.
Develop courses or modules dedicated to career exploration, job search skills, financial literacy, and workplace ethics.

[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
No	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	<p>YCCS West had a student response rate over 50% in SY23. According to the survey most of the students felt a sense of connectedness. However, some students express some concerns about feeling safe. The 5Essentials Teacher Survey response rate was 100% in SY23. Most of the feedback was related to wanting more PD's in and out of school. 🍌</p> <p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
No	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
No	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	<p>What is the feedback from your stakeholders?</p> <p>Only a few students participate in the 5 essential survey willingly. However, most of them have to be incentivized to participate in order to offer their feedback. A lot of students are still learning how to use their voice to advocate for themselves and their community. 🍌</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.

Encouraging students to engage with their communities can be challenging. Some students may not have opportunities or inspiration to participate in community service or partnership initiatives, because of failed previous experiences. 🍌

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?

YCCS is in the process of developing a regional care team. This care team would offer a range of wraparound services to support individuals and families in their community. These services are designed to address various physical, mental, social, and economic needs, with the goal of improving overall well-being and fostering self-sufficiency. The specific services offered may vary depending on the community's needs and available resources, but they often include: 🍌

Case Management: Coordinating and managing the individual's or family's access to services, ensuring that they receive the appropriate support and follow-up care.

Mental Health Services: Providing access to mental health assessments, counseling, therapy, and crisis intervention for individuals dealing with mental health challenges.

Substance Abuse Treatment: Offering assessment, counseling, and referrals to substance abuse treatment programs for individuals struggling with addiction.

Primary Healthcare: Facilitating access to medical care, including regular check-ups, vaccinations, and management of chronic health conditions.

Housing Assistance: Assisting individuals and families in finding stable and affordable housing, addressing homelessness, or preventing eviction.

Food Assistance: Connecting individuals with food banks, meal programs, and nutrition education to address food insecurity.

Employment and Job Training: Providing job search assistance, vocational training, resume building, and support in finding and retaining employment.

Financial Assistance: Offering financial counseling, budgeting support, and access to emergency financial assistance for individuals facing economic hardship.

Child and Family Services: Providing parenting classes, child care referrals, and family support services to strengthen family dynamics and promote child well-being.

Education Support: Assisting with access to educational resources, tutoring, and programs to support academic success, especially for children and youth.

Legal Aid and Advocacy: Offering legal assistance, information, and referrals for individuals facing legal issues, such as immigration, housing disputes, or family law matters.

Transportation Services: Arranging transportation for medical appointments, job interviews, and other essential activities for those without reliable means of transportation.

Translation and Interpretation: Providing language assistance for individuals with limited English proficiency to ensure they can access services and communicate effectively.

Social Services: Offering social support, including support groups, recreational activities, and community engagement opportunities to combat social isolation and build a sense of belonging.

Crisis Intervention: Responding to immediate crises, such as domestic violence, mental health emergencies, or substance abuse-related issues, and connecting individuals to appropriate services.

Youth and Family Counseling: Offering counseling services specifically tailored to the needs of children and adolescents, including support for behavioral and emotional challenges.

Community Resources Navigation: Assisting individuals and families in accessing available community resources, such as education programs, legal aid, housing vouchers, and more."

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
No	Students experience grade-level, standards-aligned instruction.
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
No	The ILT leads instructional improvement through distributed leadership.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Subgroup data:
Pre-test Reading 5.5 Post-test Reading 6.6
Pre-test Math 5.6 Post-test Math 6.8

Average age 17.1 (4 16 year olds, 8 17 year olds, 6 18 year olds, 2 19 year olds)

95% African American, 5% Latinx (19 African American, 1 Latinx)

80% (16 of 20) of our students were able to achieve the expected growth on the STAR Reading assessment, in both Grade Equivalency and Student Growth Percentile, while 65% (13 of 20) achieved these gains on the STAR Math assessment. 80% (16 of the 20) students began the year as Urgent Intervention students (Tier 1), and 11 of these students (69%) achieved their growth expectations in Reading. 3 of the 20 students began the year as Intervention Students (Tier 2) and all 3 made gains, though only one (33%) made expected growth. The remaining student began the year At Above Benchmark (Tier 3) and was part of the Social Justice Freedom School class for advanced readers, and that one student (100%) achieved growth expectations. In Math, 45% (9 of the 20) students began the year in Urgent Intervention (Tier 1), and 6 achieved their growth expectations. 20% (5 of 20) began the year as Intervention (Tier 2) students, and 2 of them (40%) achieved their growth expectations. 3 students began the year as On Watch students (Tier 3), and all 3 (100%) made the expected growth. 3 students began the years as At Above Benchmark students, though none achieved the expected growth expectations.

What is the feedback from your stakeholders?

The CPS best practices may not always correspond with effectively serving YCCS-West students. Consequently, a significant portion of these practices may not be suitable for our demographic, as indicated by our trend data concerning skills gaps, truancy, and credit attainment.

What student-centered problems have surfaced during this reflection?

Progress monitoring reports do not accurately depict student progress."

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?

The ongoing efforts to enhance our programs are integrated into the various components of the YCCS-West 3+1 model. These include the CBE framework leading to graduation, personalized learning options, the student pathway to success (Application of Learning), the RtI Resource (Interventions for Struggling Students), and Post-secondary Readiness.

These efforts are expected to yield a 3% increase in attendance, a 3% decrease in suspensions, a 3% rise in graduation rates and credit attainment, and a 2% reduction in student disengagement and barriers.

YCCS-West plays a crucial role in supporting all our students who face the greatest disparities in opportunities. Consequently, we prioritize the utilization of school-wide alternative school strategies and tiered interventions for diverse, high-risk, and at-risk learners. Our emphasis includes:

- Enhancing literacy and numeracy skills
- Implementing instructional interventions and providing learning support
- Addressing social and emotional learning needs

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

Students...
Face challenges when it comes to acquiring skills that necessitate teachers to provide person

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...
We will offer personalized instruction that delivers academic support to students at diverse proficiency levels, employing a competency-based approach. We will also establish chances for students to apply these skills throughout the curriculum, ensuring their relevance and value to each 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....
Implement the 3+1 strategies, incorporating our CBE framework (Personalized Learning, Application of Learning, Interventions for Students with Challenges, and Post-secondary

Resources:

Indicators of a Quality CIWP: Theory of Action

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

Readiness) for academic support, all while continuously monitoring progress.

then we see...
a reduction in skills gaps, an increase in real-world learning and a decline in the removal of barriers.

which leads to...
An uptick in the acquisition of skills, attendance rates, credit attainment, STAR reading and math growth, as well as graduation rates

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

Principal - Instructional Lead

Dates for Progress Monitoring Check Ins

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

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone	Description	Who	By When	Progress Monitoring
Implementation Milestone 1	Professional Development	Early King	8/14/23	Completed
Action Step 1	Conduct needs assessment	Early King	8/14/23	Completed
Action Step 2	Plan and Design- Determine the format (e.g., workshops, online course)	Early King	8/18/23	Completed
Action Step 3	Ensure that facilitators or trainers are knowledgeable and experienced	Adam Wagener	8/18/23	Completed
Action Step 4	Culturally Responsive Best Practices	Early King/ Adar	8/18/23	Completed
Action Step 5	Encourage teachers to reflect on their teaching practices and set per	Early King/ Adar	8/18/23	Completed
Implementation Milestone 2	Teacher Collaboration Planning	Adam Wagener	9/9/23	Select Status
Action Step 1	Identify Goals and Objectives	Adam Wagener	10/13/23	Select Status
Action Step 2	Select Collaboration Teams	Adam Wagener	10/20/23	Select Status
Action Step 3	Schedule Regular Meetings	Adam Wagener	10/20/23	Select Status
Action Step 4	Establish Norms and Expectations	Adam Wagener	10/20/23	Select Status
Action Step 5	Documentation and Records	Adam Wagener	10/20/23	Select Status
Implementation Milestone 3	Progress Monitor Data	Angela Scheffler	12/14/23	Select Status
Action Step 1	Understand the evidence/data collected	Angela Scheffler	12/21/23	Select Status
Action Step 2	Analyze data to inform decisions (i.e. interventions, groupings)	Angela Scheffler	12/21/23	Select Status
Action Step 3	Evaluate data to drive instructional best practices (address individual	Angela Scheffler	12/21/23	Select Status
Action Step 4	Compare Data - Pre and Mid- Year	Angela Scheffler	12/21/23	Select Status
Action Step 5	Communicate progress (unpack standards and relevant skills)	Angela Scheffler	12/21/23	Select Status
Implementation Milestone 4	Progress Monitor Data	Angela Scheffler	3/15/24	Select Status
Action Step 1	Understand the evidence/data collected	Angela Scheffler	3/17/24	Select Status
Action Step 2	Analyze data to inform decisions (i.e. interventions, groupings)	Angela Scheffler	3/18/24	Select Status
Action Step 3	Evaluate data to drive instructional best practices (address individual	Angela Scheffler	3/19/24	Select Status
Action Step 4	Compare Data - Pre and Mid- Year	Angela Scheffler	3/20/24	Select Status
Action Step 5	Communicate progress (unpack standards and relevant skills)	Angela Scheffler	3/21/24	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
Leveraging STAR grouping data for returning students to guide instructional decision-making.

SY26 Anticipated Milestones
Establishing teacher and student groups to facilitate specific interventions in reading and mathematics for students entering below the 6th-g

[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).

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

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.

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)	Numerical Targets [Optional] 🏠			
				Baseline 🏠	SY24	SY25	SY26
STAR Reading Goal: Increase student grade equivalent by 3% between pre and post star window	Yes	STAR (Reading)	Overall	5.5	3	4	5
			Students with an IEP	4.1	2	3	4
STAR Math Goal: Increase student grade equivalent by 3% between pre and post star window	Yes	STAR (Math)	Overall	5.6	3	4	5
			Students with an IEP	4.2	2	3	4

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🏠	Specify your practice goal and identify how you will measure progress towards this goal. 🏠		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	The development and implementation of curriculum maps that are skills-based. All maps to include exhibitions of learning (EOLs), the four cross-cutting and/or cross-curricular competencies (CCC/CCRs)	The development and implementation of curriculum maps for career pathway that are skills-based. All maps to include exhibitions of learning (EOLs), the four cross-cutting and/or cross-curricular competencies (CCC/CCRs)	Focus on progression toward relevancy to ensure efficacy of the maps. All maps to include exhibitions of learning (EOLs), the four cross-cutting and/or cross-curricular competencies (CCC/CCRs)
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	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	Quarterly data analysis to ensure 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 is accurate	Semi-annual data analysis to ensure 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
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Active Learning: Students are highly engaged in their learning through experiences that require them to think critically based on their interests, real-world problems and/or skills which includes opportunities to learn independently or in collaboration with peers.	Active Learning: Students are highly engaged in their learning through experiences that require them to think critically based on their interests, real-world problems and/or skills which includes opportunities to do Project-Based Learning (PBL): students complete long-term projects that require research, critical thinking, and creativity to address complex issues or topics.	Active Learning: Students are highly engaged in their learning through experiences that require them to think critically based on their interests, real-world problems and/or skills which includes opportunities to learn through gamification: incorporating game elements, such as challenges, rewards, and competition, to make learning more engaging and interactive..

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 student grade equivalent by 3% between pre and post star window	STAR (Reading)	Overall	5.5	3	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	4.1	2	Select Status	Select Status	Select Status	Select Status
STAR Math Goal: Increase student grade equivalent by 3% between pre and post star window	STAR (Math)	Overall	5.6	3	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	4.2	2	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)	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.	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
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Active Learning: Students are highly engaged in their learning through experiences that require them to think critically based on their interests, real-world problems and/or skills which includes opportunities to learn independently or in collaboration with peers.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Implement curriculum and instructional strategies centered around YCCS West's Cross Curricular Competencies in reading and mathematics. These approaches aim to significantly enhance the frequency and depth of instruction tailored to students' specific literacy and math skill gaps. We acknowledge the importance of expanding instructional methods to assist students in applying reading comprehension techniques, thereby fostering content literacy skills and enriching their vocabulary.

Additionally, our approach includes:

- Utilizing the STAR assessment scaled score to gauge learning progression.
- Delivering targeted interventions based on students' unmastered skills.
- Assessing and planning instruction using the STAR Record Book.
- Creating individualized lesson plans for students based on their skills and schedules.
- Continuously monitoring and documenting students' progress and mastery.
- Employing a rigorous focus on both word-level and comprehension skills in progress monitoring to cater to the diverse needs of students grappling with reading difficulties in early high school levels.
- Offering instruction in both word-level and comprehension skills to address the diverse needs of students facing reading challenges at the late-elementary level Tier 3 Reading Strategy."

What is the feedback from your stakeholders?

The CPS best practices may not inherently align with effectively serving YCCS-West students. As a result, a significant portion of these practices may not be suitable for our student population, a conclusion drawn from our trend data concerning skills gaps, truancy rates, credit attainment, and feedback received from various stakeholder groups.

What student-centered problems have surfaced during this reflection?

Reading and Math below 4th grade - Pre and Post

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?

Ongoing improvement initiatives are integrated within the framework of the YCCS-West 3+1 model, encompassing elements of the CBE framework, personalized learning options, the student pathway to success, the RtI Resource, and Post-secondary Readiness.

These efforts are anticipated to yield a 3% increase in attendance, a 3% reduction in suspensions, a 3% boost in graduation rates and credit attainment, along with a 2% decrease in student disengagement and the removal of barriers.

YCCS-West serves as the intervention for all our students who face the greatest disparities in opportunities. As a result, our focus centers on the implementation of school-wide alternative strategies and tiered interventions, specifically designed for a diverse range of high-risk and at-risk learners. This approach places particular emphasis on:

- Enhancing literacy and numeracy skills
- Implementing instructional interventions and providing learning supports
- Addressing social and emotional learning needs"

Return to Top Determine Priorities

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

Students...
 Upon enrollment, who are reading at the 4th-grade proficiency level.

[Determine Priorities Protocol](#)

Resources:

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 apply YCCS West's best practices aimed at addressing skills gaps, with a focus on students

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

Resources:

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....
Implement STAR academic intervention methods, including MyOn and FRECKLE (English Language Arts), to assist readers who are facing challenges.



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 improvement in students' STAR grade equivalency and SGP (Student Growth Percentile) scores.



which leads to...
Enhanced academic achievement, specifically in terms of credit attainment within core curriculum courses, accompanied by a decrease in the number of students falling below proficiency levels as assessed.



[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


Dates for Progress Monitoring Check Ins

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

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Progress Monitor School Goals	Principal King	8/28/23	Completed
Action Step 1	Collect and analyze academic performance data, including test scores, graduation rates, and student feedback	AP Wagener	10/13/23	Not Started
Action Step 2	Hold CQI meeting and forums to gather/share input and feedback or	Principal King	10/20/23	Not Started
Action Step 3	Re-adjust clear and measurable improvement goals based on the dat	Principal King	10/20/23	Not Started
Action Step 4	Provide ongoing professional development opportunities for teachers	Principal King	10/20/23	Not Started
Action Step 5	Ensure that the CQI efforts become ingrained in the school's culture	Principal King ai	10/20/23	Not Started
Implementation Milestone 2	Progress Monitor School Goals	Principal King	12/14/23	Not Started
Action Step 1	collect and analyze academic performance data, including test scores, graduation rates, and student feedback	AP Wagener	12/21/23	Not Started
Action Step 2	Hold CQI meeting and forums to gather/share input and feedback or	Principal King	12/21/23	Not Started
Action Step 3	Re-adjust clear and measurable improvement goals based on the dat	Principal King	12/21/23	Not Started
Action Step 4	Provide ongoing professional development opportunities for teachers	Principal King	12/21/23	Not Started
Action Step 5	Ensure that the CQI efforts become ingrained in the school's culture	Principal King ai	12/21/23	Not Started
Implementation Milestone 3	Progress Monitor School Goals	Principal King	3/15/24	Not Started
Action Step 1	collect and analyze academic performance data, including test scores, graduation rates, and student feedback	AP Wagener	3/17/24	Not Started
Action Step 2	Hold CQI meeting and forums to gather/share input and feedback or	Principal King	3/18/24	Not Started
Action Step 3	Re-adjust clear and measurable improvement goals based on the dat	Principal King	3/19/24	Not Started
Action Step 4	Provide ongoing professional development opportunities for teachers	Principal King	3/20/24	Not Started
Action Step 5	Ensure that the CQI efforts become ingrained in the school's culture	Principal King ai	3/21/24	Not Started
Implementation Milestone 4	Progress Monitor School Goals	Principal King	3/25/23	Not Started
Action Step 1	collect and analyze academic performance data, including test scores, graduation rates, and student feedback	AP Wagener	6/6/24	Not Started
Action Step 2	Hold CQI meeting and forums to gather/share input and feedback or	Principal King	6/6/24	Not Started
Action Step 3	Re-adjust clear and measurable improvement goals based on the dat	Principal King	6/6/24	Not Started
Action Step 4	Provide ongoing professional development opportunities for teachers	Principal King	6/6/24	Not Started
Action Step 5	Ensure that the CQI efforts become ingrained in the school's culture	Principal King ai	6/6/24	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Budget Amendment - Suggest the addition of an Intervention Specialist/Consultant

SY26 Anticipated Milestones Convene a Stakeholder Assembly - Discuss the need for addressing skill and resource gaps, advocating for additional support, and exploring remediation options. 

[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 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 student grade	Yes	STAR (Reading)	Overall	5.5	3	4	5
			Students with an IEP	4.1	2	3	4
STAR Math Goal: Increase student grade	No	STAR (Math)	Overall	5.6	3	4	5
			Students with an IEP	4.2	2	3	4

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 

Specify your practice goal and identify how you will measure progress towards this goal. 

	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Reading (targeted Group) Instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the late-elementary level using Reading Horizons (Tier 3 Reading Strategy), Includes Gen Ed, Diverse learners, and ELL students	Reading (targeted Group) Instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the late-elementary level using Reading Horizons (Tier 3 Reading Strategy), Includes Gen Ed, Diverse learners, and ELL students	Reading (targeted Group) Instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the late-elementary level using Reading Horizons (Tier 3 Reading Strategy), Includes Gen Ed, Diverse learners, and ELL students
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	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	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	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
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	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	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

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

Inclusive & Supportive Learning Environment

STAR Reading Goal: Increase student grade equivalent by (insert %) between pre and post star window	STAR (Reading)	Overall	5.5	3	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	4.1	2	Select Status	Select Status	Select Status	Select Status
STAR Math Goal: Increase student grade equivalent by (insert %) between pre and post star window	STAR (Math)	Overall	5.6	3	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	4.2	2	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Progress Monitoring			
		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	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	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	Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

If Checked:
No action needed

Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower). (Continue to Parent & Family Plan)

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

- The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).
- The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.
- Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
 - a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
 - b) Contracting for professional services from State-Approved Learning Partners
 - c) Conducting school-level needs assessments
 - d) Analyzing data
 - e) Identifying resource inequities
 - f) Researching and implementing evidence-based interventions
 - g) Purchasing standards-aligned curriculum and materials
 - h) Purchasing and administering local assessments for progress monitoring
- Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.
- School Improvement Reports (SIR) are due on a triannual basis.
- Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.
- As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.
- As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal: STAR (Math): STAR Math Goal: Increase student grade equivalent by 3% ...

Required Reading Goal: STAR Reading Goal: Increase student grade equivalent by (insert %) between pre a

Optional Goal: Select a Goal

	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	Overall	5.6	3	4	5
	Students with an IEP	4.2	2	3	4
Required Reading Goal	Overall	5.5	3	4	5
	Students with an IEP	4.1	2	3	4
Optional Goal					

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections

If Checked:



Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

Identifying academic priority areas and aligning parent engagement and skills development with them is crucial for fostering a supportive and effective educational environment. To achieve this, follow these steps:

- 1. Assessment of Current Academic Performance:** Begin by conducting a comprehensive assessment of the current academic performance. Analyze student achievement data, standardized test scores, and other relevant metrics.
- 2. Stakeholder Consultation:** Engage in dialogue with various stakeholders, including teachers, administrators, students, and parents. They can provide valuable insights into the challenges and opportunities.
- 3. Review Educational Standards:** Review the curriculum and educational standards set by your educational institution or state. Determine whether there are specific subject areas or skills that need more focus.
- 4. Analysis of Trends and Research:** Stay updated with the latest trends and research in education. Look for emerging areas of focus, such as career pathway or social-emotional learning.
- 5. Identification of Weaknesses:** Identify academic weaknesses or gaps. These might include subjects with consistently low performance or areas where students struggle to meet grade-level expectations.

Once you've identified the academic priority areas, we can align parent engagement and skills development with them in the following ways:

- 1. Targeted Workshops and Resources:** Offer workshops, training sessions, and resources specifically tailored to address the identified academic priority areas. For instance, if math proficiency is a priority, provide math-specific resources and training.
- 2. Communication and Collaboration:** Foster open communication channels between parents and teachers to discuss progress and challenges in the priority areas. Encourage regular parent-teacher conferences.
- 3. Parent Education Programs:** Develop parent education programs that focus on the priority areas. These programs can provide parents with the knowledge and skills they need to support their children's learning.



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