CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name 👍	Role 👍	Email 👍
Camille N. Ivy	Principal	civy@ycla-yccs.org
Eboni Bingham	Postsecondary Lead	ebingham@ycla-yccs.org
Jennifer Rodriguez	Inclusive & Supportive Learning Lead	jrodriguez@ycla-yccs.org
Precious Roberson	Other [Attendance, Truancy, and Re-engageme…	proberson@ycla-yccs.org
Spencer McDuffy	Connectedness & Wellbeing Lead	smcduffy@ycla-yccs.org
Mark Morrison	Partnerships & Engagement Lead	mmorrison@ycla-yccs.org
Clara Wilkins	Parent	mscmara4774@gmail.com
Christiana O'Kwu	Teacher Leader	cokwu@ycla-yccs.org
Rasheika Singleton	Other [Consultant]	rasheika@sbev.org
Carl Wilkins	Other [Student]	carlwilkins60@ycla-yccs.org
William Penn	Other [Community Member]	wpenn2@me.com
Keena Green	Other [District School Improveent Rep]	krgreen@yccs.org

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	7/7/23	7/21/23
Reflection: Curriculum & Instruction (Instructional Core)	7/24/23	8/11/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/24/23	8/11/23
Reflection: Connectedness & Wellbeing	7/24/23	8/11/23
Reflection: Postsecondary Success	7/24/02	8/11/23
Reflection: Partnerships & Engagement	7/24/23	8/11/23
Priorities	8/11/23	9/6/23
Root Cause	8/16/23	9/6/23
Theory of Acton	8/16/23	9/6/23
Implementation Plans	8/16/23	9/6/23
Goals	8/16/23	9/6/23
Fund Compliance	8/28/23	8/28/23
Parent & Family Plan	8/28/23	8/28/23
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	6/6/2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

Reflection on Foundations Protocol

Return to Top

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially — 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	Standard competencies across the board, competencies can be used interdisciplinarily, language of CBE is easy for students to comprehend, since we have been working with it for a few years now, most of our curriculum is rich with CBE regulations so new teachers have guides. Currently there is no standard of how individual teachers judge work, pacing is not always seen in classrooms. YCLA currently has a 93.1% STAR performance. Our Numeracy and Literacy Coaches pull students into sub groups and monitor their STAR reading and STAR math gains. YCLA's average growth percentiles were 48.2% in reading and 49.4% in math. YCLA's students making growth targets is 55.2% in both reading and both. Students are still enrolling in our school with low level reading and math which averages around the 3rd grade level. We use this data to place students in tier for RtI.	IAR (Math)
Partially — Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric; Teacher Team Learning Cycle Protocols; Quality Indicators Of Specially Designed Instruction		IAR (English); Rigor Walk Data (School Level Data); PSAT (EBRW); PSAT (Math); STAR (Reading)
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?** Some stakeholders have stated that our curriculum model, Competency-Based Eeducation (CBE), is engaging and are lessons students will need in the future. We use the database system, MasteryConnect to track student progress and monitoring skill mastery. Unlike tradiditonal high school classes, our classes have very multiple levels in them because we only offer a smaller amount of varied courses. However, our teachers are able to engaged students by finding their interests through surveys, and encouraging student voice. CPS best prcatices do not neccessarily align with serving YCLA students. Therefore many of the the practices aren't applicable to our population, according to our trend data around skills gaps, truancy and credit attainment.	STAR (Math); iReady (Reading); iReady (Math)
Partially — The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness; Distributed Leadership		Cultivate; Grades; ACCESS
Partially — School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan; ES Assessment Plan Development Guide; HS Assessment Plan Development		TS Gold; Interim Assessment Data
Partially — 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, YCLA is the intervention for 100% of our students who are the furthest from opportunity, therefore we focus on the use of school-wide alternative school strategies and tiered interventions for diverse, high-risk, and at-risk learners, with an emphasis on: a) Improving literacy and numeracy b) Instructional Interventions and learning supports c) Social and emotional learning	

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

Progress monitoring reports are not reflecting student growth. Student understanding could improve. Often have students who excelled at a competency in one class but could not transfer the skills. We plan to find standard ways to assess competencies across different subjects.

Return to Top

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes — School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo; MTSS Continuum; Roots Survey	Utilize curriculum and instruction which is organized around YCCS' Cross Curricular Competencies in reading and math that allow for significant increases in intensity and frequency of instruction for students based on their skill gaps in literacy and math. We recognize the need to widen the use of instruction to help students apply reading comprehension strategies to develop content literacy skills and to increase the breadth and depth of vocabulary knowledge. We will also:	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	• 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)

| ACCESS |
| MTSS Academic Tier Movement |
| Annual Evaluation of Compliance (ODLSS) |

What is the feedback from your stakeholders?

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

Inclusive and Supportive Learning is noticed. Teachers share a common language surrounding our curriculum and expections, their are common rubrcs, and a common dual grading system; MasteryConnect and PowerSchool. Our diverse learner population feels included in our school community and accommodations and modifications are always in complance based on their IEP. CPS best prcatices do not neccessarily align with serving YCLA students. Therefore many of the the practices aren't applicable to our population, according to our trend data around skills gaps, truancy and credit attainment.oss stakeholders; feedback trends across specific stakeholder groups)

What, 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, YCLA 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

| Quality Indicators of Specially Designed Curriculum |
| EL Program Review Tool |

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.

Engagement: Some self-contained students want to learn through exploration. We plan to seek student interests and plan more educational and meaninful field trips for our diverse learner population.

Return to Top

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
No	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	Our strategies to engage and keep students connected throughout the school year include outreach, ongoing mentoring, enrichment opportunities and SEL skill development. We use several data sources, including CPS SPI data, ASPEN, Powerschool and internal trackers, to determine how to individualize support for students. Our staff will use 2022.2023 school year data to determine the appropriate tiered intervention for each student. Tier 1: (Universal Supports) Registration staff and administration will provide information and updates about school reopening and orientation through mailings, email correspondences and phone calls All students will be assigned a homeroom teacher who will act as their liaison, this will ensure that students have a strong connection to an adult An attendance team, compromised of our YCCS educational liaison, school administration, AKAM, our registratrar, andsupport staff will meet daily to determine escalation of interventions for students Staff will facilitate daily attendance calls and power announcements for all students who are absent at the end of 2nd block Highly engaging field trips will be available outside of school hours to promote engagement especially in summer months	% 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 Increase Average Daily Attendance

Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	hours to promote engagement especially in summer months SEL Skill development will be available to all students and will be facilitated in homeroom 4 days per week for 38 minutes per day Student surveys will be facilitated in order to include student voice in program development, to identify needed resources and student barriers to engagement After School Engagement will be available to all students through clubs, sports and student leadership opportunities such as student council Tier 2: (Targeted Supports) Staff will facilitate ongoing outreach including: Phone calls to encourage engagement and strategize with student and families Parent Conferencing Correspondences through email Mailing of 5 and 10 day truancy letters Scheduling of home visits using AKAM Students who have identified needs and barriers to engagement will be supported through: Flexible scheduling when appropriate i.e. work internships, work schedules, dual enrollment courses and network level courses Linkage to community resources for: Small group sessions Food, shelter and clothing STLS support Student surveys will be used to determine the need for appropriate Tier 2 support. Students with specific barriers to engagement may qualify for specialized support groups. When appropriate, students will be connected to specialized support staff through Alternative School Network, DFSS and the state of Illinois workforce development. Re-Enrolled school project - Supports improvement of attendance and academic engagement WIOA - Post Secondary supports including work readiness and exposure to trades and colleges Tier 3: (Individualized Supports) Staff will facilitate ongoing outreach including: Phone calls to identify reasons for disengagement Parent conferencing to develop individualized engagement plan Email correspondences Mailing of 15 day certified letters with return receipt The Attendance team and principal will meet biweekly to respond to referrals for: Social Emotional Concerns Referral to Mental Health Providers Provide peace circles Provide intense and specialized support to students with repeat referrals for SEL skill development: Ongoing check in check out with Coordinator of Recruitment and Outreach Services for attendance and our Restorative Justice Coordinator for behavior Referral to mental health providers for one on one support Parent involvement Individualized improvement plan development Crisis Support Intense interventions including Emergency housing Behavioral and Mental health crisis' Allegations of abuse or neglect Determination of specialized supports (Diverse Learner, Medically Fragile YS3 mentoring for students in foster care etc.) AKAM Home Visitor and case management	Increased Attendance for Chronically Absent Students
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	**What is the feedback from your stakeholders?** Stakeholders understand that we can provide transportation two days a week using our school's vehicle. YCLA has an STLS program and students understand if faced with certain bariers, resources can be provided to them through this program. YCLA will continue to partner with AKAM to decrease truancy. CPS best prcatices do not neccessarily align with serving YCLA 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.	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)
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Enrichment Program Participation; Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**
Students do not have reliable transportation to attend school on a regular basis. Students have jobs that interfere with their school schedule. Students are on house arrest and have not been awarded movement.	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, YCLA is the intervention for 100% of our students who are the furthest from opportunity, therefore we focus on the use of school-wide alternative school strategies and tiered interventions for diverse, high-risk, and at-risk learners, with an emphasis on:
a) Improving literacy and numeracy
b) Instructional Interventions and learning supports
c) Social and emotional learning

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

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)	Tier 1: (Universal supports) ✍️ All of our seniors will be enrolled in a Senior Seminar course where they will: Develop a senior portfolio. Engage in career and college exploration activity. Complete Tasks on an online database system. Complete a senior transition project. Senior Meetings will provide students and parents with important information and deadlines for post secondary activity. Partnership with WIOA provides post secondary mentoring support (WIOA is housed directly in our school building). College going environment includes: Display of staff and colleges attended. College banners, posters and publications in our school environment. Post Secondary Exposure. College Campus Tours. College Fair. Career Fairs. Work Internships. Certification offerings. Tier 2: (Targeted) Academic counseling and support. Assistance with SAT registration. Group Support for: College Applications. Scholarship Completion. FAFSA Applications. Tier 3: (Individualized) Individual Academic Support. Individual Post Secondary planning for specialized support. One on one support for: College applications. Scholarship Completion. FAFSA Applications.	Graduation Rate

Program Inquiry: Programs/participation/attainment rates of % of ECCC

3 - 8 On Track

Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate |
| 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 | | |
| No | Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th). | Work Based Learning Toolkit | **What is the feedback from your stakeholders?** Most stakeholders compliment YCLA about our WIOA job assistance program. Over the years, students have chosen a career pathway rather than continuing their education. ✍️ | 9th and 10th Grade On Track

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data) |
| Yes | Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th). | | | |
| No | 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
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, 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; COP and getting more students with high crdits to chose a post-secondary pathway sooner and start their journey during high school.

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

Staff and students being trained to use a different database system this year.

Partnership & Engagement

Return to Top

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	YCLA's priorities on our CIWP for improving quality of school life include Relational Trust, Parent Engagement & Student Voice, Engagement & Civic Life. All of our practices include the use of data to determine appropriate interventions, staff training, involvement of all stakeholders and the implementation of best practice, including identification of high need students.	Cultivate
		Reimagining With Community Toolkit	Tier 1 SEL strategies Use of a Multi Tiered Support System Student Voice, Engagement Opportunities and Leadership Mentoring Safe supportive environment Umoja Skill Building / Curriculum Embedded with IL SEL State Standards facilitated during homeroom Internal & External partnerships with Mental Health Providers Professional Development for staff Tier 1: (Universal supports) Parent Engagement - Establish an authentic partnership with parents through: Parent Meetings Certification offerings Parent Surveys Parent Conferencing	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)

Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	School Core Values are used to establish trust and equity. Staff will use these core values to: Explicitly teach expectations to students within the class and non classroom spaces. Develop social contracts with students All students will be placed in a homeroom where teachers will implement Umoja Curriculum to develop SEL Skills: Students will Create projects connected to themes include of identity of self, connecting to the community, goal setting and career/future planning Student Voice will be used to establish resources, after school programs and engagement in the classroom in the following ways: Facilitation of student surveys to identify needs and interests/barrier survey given this year Student Council will provide students with an opportunity to plan, organize and engage in school policy and school change Staff will engage in annual training on maintaining supportive environments that support all learners CPS Safety School mandated training (annually) Supporting Transgender Students Title XI Trainings Trauma-Informed Practices SEL development through instruction Additional Enrichment courses including: Network Level Courses Duel Enrollment Courses through City Colleges Create environments that are supportive of all students and learners Display of positive affirmation items, that speak to student life, in our environment (Homeroom projects should capture the identity of our students, community and their goals) Display school core values & expectations in all areas of the school to promote inclusion and supportive engagement of all students Tier 2: (Targeted) Skill building Restorative group workshops to address SEL concerns Check-in, check-out with the Restorative Justice Coordinator Peace Circles (established last year, but may continue this year) Resource Center for students Intentional engagement in clubs (encouraging all students to join an extracurricular) Tier 3: (Individualized) A tier 3 interventions require intense and long term support, usually by our licensed social worker and Restorative Justice Coordinator icluding: Restorative skill building workshop Parent-teacher conferences Development of a success plan Crisis Intervention Support from a mental health provider Emergency Resources and referrals	Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Yes	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** CPS's 5essentials survey recognized our school as being strong in relations with students and families. The community understands that they are welcomed and more events and services are asked to be planned. Partnerships were established last year and maintained this year. ✍️	Formal and informal family and community feedback received locally. (School Level Data)

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

Increasing engagement with partners who work directly with students. Often times students do not complete the training/workshops. ✍️

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

In development - Regional Care Teams ✍️

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Standard competencies across the board, competencies can be used interdisciplinarily, language of CBE is easy for students to comprehend, since we have been working with it for a few years now, most of our curriculum is rich with CBE regulations so new teachers have guides. Currently there is no standard of how individual teachers judge work, pacing is not always seen in classrooms.
YCLA currently has a 93.1% STAR performance. Our Numeracy and Literacy Coaches pull students into sub groups and monitor their STAR reading and STAR math gains. YCLA's average growth percentiles were 48.2% in reading and 49.4% in math. YCLA's students making growth targets is 55.2% in both reading and both. Students are still enrolling in our school with low level reading and math which averages around the 3rd grade level. We use this data to place students in tier for RtI.

What is the feedback from your stakeholders?

Some stakeholders have stated that our curriculum model, Competency-Based Euducation (CBE), is engaging and are lessons students will need in the future. We use the database system, MasteryConnect to track student progress and monitoring skill mastery. Unlike tradidtional high school classes, our classes have very multiple levels in them because we only offer a smaller amount of varied courses. However, our teachers are able to engaged students by finding their interests through surveys, and encouraging student voice. CPS best prcatices do not neccessarily align with serving YCLA 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. Student understanding could improve. Often have students who excelled at a competency in one class but could not transfer the skills. We plan to find standard ways to assess competencies across different subjects.

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

Determine Priorities

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

Students...

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

Resources: 🚀

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

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

Resources: 🚀

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

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

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

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Curriculum & Instruction

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

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

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

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

then we see....

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

which leads to...

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

Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Principal - Instructional Lead

Dates for Progress Monitoring Check Ins

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

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Professional Development	Camille N. Ivy	8/22/23	In Progress
Action Step 1	Professional Development CBE Next Level, YCCS Curriculum Rubric	Camille N. Ivy	9/1/23	In Progress
Action Step 2	Professional Development Reboot - STAR Interventions/Progress Monitoring	Instructional Team	9/21/23	Not Started
Action Step 3	Professional Development Reboot- Masteryconnect /Progress Monitoring	Instructional Team	9/15/23	Not Started
Action Step 4	Culturally Responsive Best Practices	Instructional Team	9/15/23	Not Started
Action Step 5	How to Analyze the Data	Leadership Team	10/20/23	Not Started
Implementation Milestone 2	Teacher Collaboration Planning	Camille N. Ivy	8/16/23	In Progress
Action Step 1	Understand Achievement Levels- Intervention Plan	Instructional Team	9/5/23	In Progress
Action Step 2	Identify Skills Gaps -Develop Goals	Instructional Team	9/5/23	In Progress
Action Step 3	Align Individualized Student Plans to CBE	Teachers	9/5/23	In Progress
Action Step 4	Align school programs and resources	Leadership Team	9/5/23	In Progress
Action Step 5	Analyze Progress -Revise Instruction	Instructional Team	9/5/23	In Progress
Implementation Milestone 3	Progress Monitoing/Data Analysis	Numercy & Literacy Team	9/21/23	Not Started
Action Step 1	Understand the evidence/data collected	Instructional Team	9/21/23	Not Started
Action Step 2	Analyze data to inform decisions (i.e. interventions, groupings,PLO's)	Instructional Team	9/21/23	Not Started
Action Step 3	Utilize/Evaluate data to drive instructional best practices (address individual learning needs)	Instructional Team	9/21/23	Not Started
Action Step 4	Compare Data - Pre and Mid- Year (i.e. data tracking point)	Instructional Team	9/21/23	Not Started
Action Step 5	Communicate progress (unpack standards and relevant skills)	Instructional Team	9/21/23	Not Started
Implementation Milestone 4	Progress Monitoring/Data Analysis	Camille N. Ivy	9/21/23	Not Started
Action Step 1	Analyze data to inform decisions (i.e. resources, programming)	Leadership Team	9/15/23	Not Started
Action Step 2	Communicate progress (timely and systematic feedback)	Leadership Team	9/16/23	Not Started
Action Step 3	Mastery Connecct impementation progress monitoring	Instructional Team	9/17/23	Not Started
Action Step 4	STAR progress monitoring and pull-out groups	Instructional Team	9/18/23	Not Started
Action Step 5	Plan and/or prepare for next year goals based on data analysis	Leadership Team	6/15/24	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Using STAR grouping data for returning students to inform instruction and class scheduling.	✍️
SY26 Anticipated Milestones	Creating teacher and student cohorts for targeted interventions in reading and math for student reading between a 3rd and 6th grade level upon entry.	✍️

Goal Setting

Return to Top

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	Numerical Targets [Optional] ✍		
					SY24	SY25	SY26
STAR Reading Goal: Increase student grade equivlent by 25% between pre and post star window	Yes	STAR (Reading)	Overall				
			Other [Literacy Student Cohort]				
STAR Math Goal: Increase student grade equivlent by 25% between pre and post star window	Yes	STAR (Math)	Overall				
			Other [Numeracy Student Cohort]				

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:2 Students experience grade-level, standards-aligned instruction.	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)	Competency grading is not always clearly related to the A, B, C model used in traditional high school. Begin to teach students our grading system.	
C&I:3 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.	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	The creation and incorporation of more varied instructional methods.	
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 progress monitoring and communicating progress to students and parents multiple times during the year.	

SY24 Progress Monitoring

Return to Top

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
STAR Reading Goal: Increase student grade equivlent by 25% between pre and post star window	STAR (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		Other [Literacy Student Cohort]			Select Status	Select Status	Select Status	Select Status
STAR Math Goal: Increase student grade equivlent by 25% between pre and post star window	STAR (Math)	Overall			Select Status	Select Status	Select Status	Select Status
		Other [Numeracy Student Cohort]			Select Status	Select Status	Select Status	Select Status

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

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

Curriculum & Instruction

Progress Monitoring

Practice Goals

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	The development and implementation of curriculum maps that are skills-based. All maps to include exhibitions of learning (EOLs), the four cross-cutting and/or cross-curricular competencies (CCC/CCRs)	*Select Status*	*Select Status*	*Select Status*	*Select Status*
C&I:3 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.	Multiple assessments and multiple measures of what students know and do at the course and exit level, using CBE Cross Cutting Competencies and Cross Curricular Competencies, and performance indicators, demonstrated through exhibitions of learning assessments	*Select Status*	*Select Status*	*Select Status*	*Select Status*
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	The Integration of student information and learning management systems designed around competency-based approaches, providing data to support students, teachers, and schools for improving student performance captured in 5-week progress reports	*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

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

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
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.
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Our strategies to engage and keep students connected throughout the school year include outreach, ongoing mentoring, enrichment opportunities and SEL skill development. We use several data sources, including CPS SPI data, ASPEN, Powerschool and internal trackers, to determine how to individualize support for students. Our staff will use 2022.2023 school year data to determine the appropriate tiered intervention for each student.

Tier 1: (Universal Supports)
Registration staff and administration will provide information and updates about school reopening and orientation through mailings, email correspondences and phone calls
All students will be assigned a homeroom teacher who will act as their liaison, this will ensure that students have a strong connection to an adult
An attendance team, compromised of our YCCS educational liaison, school administration, AKAM, our registratrar, andsupport staff will meet daily to determine escalation of interventions for students
Staff will facilitate daily attendance calls and power announcements for all students who are absent at the end of 2nd block
Highly engaging field trips will be available outside of school hours to promote engagement especially in summer months
SEL Skill development will be available to all students and will be facilitated in homeroom 4 days per week for 38 minutes per day
Student surveys will be facilitated in order to include student voice in program development, to identify needed resources and student barriers to engagement
After School Engagement will be available to all students through clubs, sports and student leadership opportunities such as student council
Tier 2: (Targeted Supports)
Staff will facilitate ongoing outreach including:
Phone calls to encourage engagement and strategize with student and families
Parent Conferencing
Correspondences through email
Mailing of 5 and 10 day truancy letters
Scheduling of home visits using AKAM
Students who have identified needs and barriers to engagement will be supported through:
Flexible scheduling when appropriate i.e. work internships, work schedules, dual enrollment courses and network level courses
Linkage to community resources for:
Small group sessions
Food, shelter and clothing
STLS support
Student surveys will be used to determine the need for appropriate Tier 2 support. Students with specific barriers to engagement may qualify for specialized support groups. When appropriate, students will be connected to specialized support staff through Alternative School Network, DFSS and the state of Illinois workforce development.
Re-Enrolled school project - Supports improvement of attendance and academic engagement
WIOA - Post Secondary supports including work readiness and exposure to trades and colleges
Tier 3: (Individualized Supports)
Staff will facilitate ongoing outreach including:
Phone calls to identify reasons for disengagement
Parent conferencing to develop individualized engagement plan
Email correspondences
Mailing of 15 day certified letters with return receipt
The Attendance team and principal will meet biweekly to respond to referrals for:
Social Emotional Concerns
Referral to Mental Health Providers
Provide peace circles
Provide intense and specialized support to students with repeat referrals for SEL skill development:
Ongoing check in check out with Coordinator of Recruitment and Outreach Services for attendance and our Restorative Justice Coordinator for behavior
Referral to mental health providers for one on one support
Parent involvement
Individualized improvement plan development
Crisis Support
Intense interventions including
Emergency housing
Behavioral and Mental health crisis'
Allegations of abuse or neglect
Determination of specialized supports (Diverse Learner, Medically Fragile YS3 mentoring for students in foster care etc.)
AKAM Home Visitor and case management

What is the feedback from your stakeholders?

Stakeholders understand that we can provide transportation two days a week using our school's vehicle. YCLA has an STLS program and students understand if faced with certain bariers, resources can be provided to them through this program. YCLA will continue to partner with AKAM to decrease truancy. CPS best prcatices do not neccessarily align with serving YCLA 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?

Students do not have reliable transportation to attend school on a regular basis. Students have jobs that interfere with their school schedule. Students are on house arrest and have not been awarded movement.

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, YCLA 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

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

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

Connectedness & Wellbeing

therefore lie focus on the use of school-wide alternative school strategies and tiered interventions for diverse, high-risk, and at-risk learners, with an emphasis on:
a) Improving literacy and numeracy
b) Instructional Interventions and learning supports
c) Social and emotional learning

Return to Top — Determine Priorities

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

Students...

upon entry, will complete a barrier survey so school staff will better understand the needs of our population and provide those resources.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top — Root Cause

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

As adults in the building, we...

will continue to provide SEL instruction and supports for our struggling students using a MTSS model.

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....

underline the leading causes of truancy and plan strategies improve attendance

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.

then we see....

practices that can lead to a higher enaggement level in classes and higher exposure to in-person instruction

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.

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 and Attendance Team

Dates for Progress Monitoring Check Ins

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

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 Professional Development	Camille N. Ivy	9/15/23	Not Started
Action Step 1 SEL Implementation	Restorative Justice Coordinator	8/22/23	In Progress
Action Step 2 CBE Project-based curriculum	Instructional Team	9/15/23	Not Started
Action Step 3			Select Status
Action Step 4			Select Status

<div align="right">

Connectedness & Wellbeing

</div>

				Select Status
Implementation Milestone 2	Transportation Program	STLS Coordinator	8/22/23	In Progress
Action Step 1	Barrier Survey: Identifying students in need	Attendacne Team	8/22/23	In Progress
Action Step 2	Developing a plan to transport students	Attendance Team	8/22/23	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Increasing Partnerships	Leadership Team	8/21/23	In Progress
Action Step 1	Surveying Student Needs/Interests	Leadership Team	8/21/23	In Progress
Action Step 2	Canvasing the Community	Staff	8/21/23	In Progress
Action Step 3	Meeting with new Partners	Camille N. Ivy	8/21/23	In Progress
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	Ensure there is a resource for students' needs.
SY26 Anticipated Milestones	Provide more services to stakeholders and the community.

Return to Top

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 attendance rate by 10% from SY22.23	Yes	Cultivate	Overall				
			Latinx				
Increase 5essentials school rating in the Connectedness/Supportive Environment section by 15% from SY22.23	Yes	5E: Supportive Environment	Overall				
			Latinx				

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

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

Connectedness & Wellbeing

C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Re-entry Plan (targeted Group) Students who fall in this tier (previously incarcerated, on house arrest, truant) will meet with the principal, parent/guardian, and CPS liaison to develop a plan that best helps the student transition back ninto our school environment and be successful.	Researching preventative methods to help students not become involved in the legal system and avoid incarceration.	
P&E:1 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.	Building Relationships (targeted Group) We plan to increase our Latinx student population by 10% by the end of SY23.24 through going out into the community and marketingn our school program.		
P&E:3 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 (targeted Group) From collecting data from student and community surveys, we will learn the needs and wants of our students and community members to better find partners who will provide essentials resources.		

Return to Top	SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase attendance rate by 10% from SY22.23	Cultivate	Overall			Select Status	Select Status	Select Status	Select Status
		Latinx			Select Status	Select Status	Select Status	Select Status
Increase 5essentials school rating in the Connectedness/Supportive Environment section by 15% from SY22.23	5E: Supportive Environment	Overall			Select Status	Select Status	Select Status	Select Status
		Latinx			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Re-entry Plan (targeted Group) Students who fall in this tier (previously incarcerated, on house arrest, truant) will meet with the principal, parent/guardian, and CPS liaison to develop a plan that best helps the student transition back ninto our school environment and be successful.	Select Status	Select Status	Select Status	Select Status
P&E:1 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.	Building Relationships (targeted Group) We plan to increase our Latinx student population by 10% by the end of SY23.24 through going out into the community and marketingn our school program.	Select Status	Select Status	Select Status	Select Status
P&E:3 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 (targeted Group) From collecting data from student and community surveys, we will learn the needs and wants of our students and community members to better find partners who will provide essentials resources.	Select Status	Select Status	Select Status	Select Status

☐ **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.

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

Select a Goal

Select a Goal

Select a Goal

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds. (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.

Many of our students enter with credit deficits, and perform below grade level. We use a competency-based, culturally relevant and project-based curriculum to engage students and to accelerate learning. Assessing the students' academic needs begins at enrollment and is monitored every 5 weeks to ensure that the students are receiving the appropriate support and interventions.

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