

## CIWP Team & Schedules

[Resources](#)

### Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Aaron Royster	Principal	<a href="mailto:aroyster@cydihs.org">aroyster@cydihs.org</a>
Timmy Howard	Connectedness & Wellbeing Lead	<a href="mailto:thoward@cydihs.org">thoward@cydihs.org</a>
Dr. Lauren Meeks	Postsecondary Lead	<a href="mailto:lmeeks@cydihs.org">lmeeks@cydihs.org</a>
Vernon Lloyd	Partnerships & Engagement Lead	<a href="mailto:vernonlloyd@musicboxfoundation.org">vernonlloyd@musicboxfoundation.org</a>
April Jackson	Other [Fiscal]	<a href="mailto:ajackson@benfordbrown.com">ajackson@benfordbrown.com</a>
Almond Bey	Parent	<a href="mailto:almondbey@yahoo.com">almondbey@yahoo.com</a>
David Hannsberry	Other [YCCS Teaching and Learning]	<a href="mailto:dhannsberry@yccs.org">dhannsberry@yccs.org</a>
	Select Role	
	Select Role	
	Select Role	
	Select Role	
	Select Role	

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	8/11/23	8/15/23
Reflection: Curriculum & Instruction (Instructional Core)	8/11/23	8/22/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/11/23	8/22/23
Reflection: Connectedness & Wellbeing	8/11/23	8/22/23
Reflection: Postsecondary Success	8/11/23	8/22/23
Reflection: Partnerships & Engagement	8/11/23	8/22/23
Priorities	8/11/23	8/28/23
Root Cause	8/11/23	8/28/23
Theory of Acton	8/11/23	8/28/23
Implementation Plans	8/11/23	8/28/23
Goals	8/11/23	8/28/23
Fund Compliance	8/11/23	8/28/23
Parent & Family Plan	8/11/23	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	10/20/23
Quarter 2	12/21/23
Quarter 3	3/22/24
Quarter 4	6/6/24

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

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

**Resources**

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**

**Using the associated references, is this practice consistently implemented?**

**References**

**What are the takeaways after the review of metrics?**

**Metrics**

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>
Yes	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>
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.	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>
Yes	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>
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.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>

The students performed moderately well on FY23 STAR testing. The percent of students meeting growth target in Reading was 76% and 65% in Math. The Average growth percentile was 63% in Reading and 59% in Math. The instructors used high quality and relevant curricular materials to target STAR aligned power standards for each unit throughout the school year.

**What is the feedback from your stakeholders?**

CPS best practices do not necessarily align with serving Community Youth Development Institute students. Therefore many of the practices aren't applicable to our population, according to the trend data around skill gaps, truancy and credit attainment.

- [iAR \(Math\)](#)
- [iAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

**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 and a decrease in student disengagement and barrier reduction.

3) Yes, Community Youth Development Institute 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.

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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**

Yes	<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.</p> <p><a href="#">MTSS Integrity Memo</a></p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p>	<p>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:</p> <ul style="list-style-type: none"> <li>Utilize STAR assessment scaled score for learning progression.</li> <li>Provide intervention based on skills students have not yet mastered.</li> <li>Access Data and Plan Instruction Using the STAR Record Book.</li> <li>Set-up students individualized lessons plans according to skills and schedules.</li> <li>Progress monitor and record mastery of student progress.</li> <li>Progress monitor with an intense focus on instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the middle and early high school levels.</li> <li>Provide instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the late-elementary level (Tier 3 Reading Strategy)</li> </ul>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p>
Yes	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p><a href="#">MTSS Integrity Memo</a></p>		<p><a href="#">ACCESS</a></p> <p><a href="#">MTSS Academic Tier Movement</a></p> <p><a href="#">Annual Evaluation of Compliance (ODLSS)</a></p>
Yes	<p>Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.</p> <p><a href="#">LRE Dashboard Page</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>CPS best practices do not necessarily align with serving Community Youth Development Institute 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)</p>	<p><a href="#">Quality Indicators of Specially Designed Curriculum</a></p> <p><a href="#">EL Program Review Tool</a></p>
Yes	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p> <p><a href="#">IDEA Procedural Manual</a></p>		
Yes	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p> <p><a href="#">EL Placement Recommendation Tool ES</a></p> <p><a href="#">EL Placement Recommendation Tool HS</a></p>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p>	
Yes	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>	<p>1) The related improvement efforts in progress are embedded within the components of the YCCS 3+1 model: CBE framework to graduation and personalized learning options, student pathway to success (Application of Learning), RtI Resource (Interventions for Struggling Students), and Post-secondary Readiness.</p> <p>2) The impact will result in a 3-5 % attendance growth and a decrease in student disengagement and barrier reduction.</p> <p>3) Yes, Reading Horizons 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:</p> <ol style="list-style-type: none"> <li>Improving literacy and numeracy</li> <li>Instructional Interventions and learning supports</li> <li>Social and emotional learning</li> </ol>	
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Reading and Math STAR scores below 4th grade - Pre and Post</p>			

[Return to Top](#) **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References	Metrics
<p>Yes</p> <p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p>	<p><a href="#">BHT Key Component Assessment</a></p> <p><a href="#">SEL Teaming Structure</a></p>	<p><b>What are the takeaways after the review of metrics?</b></p> <p>Based on reflection on Barrier Survey responses, and Attendance Data, each student will participate in the Individual Learning Plan process with their Advisor to reduce social, executive and academic barriers</p> <p><a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a></p> <p><a href="#">Reduction in OSS per 100</a></p> <p><a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a></p>

Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		<a href="#">Access to OST</a>
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.	<p><b>What is the feedback from your stakeholders?</b></p> <p>CPS best practices do not necessarily align with serving Community Youth Development Institute 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)</p>	<a href="#">Increase Average Daily Attendance</a>  <a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>  <a href="#">Cultivate (Belonging &amp; Identity)</a>  Staff trained on alternatives to exclusionary discipline (School Level Data)  <a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a>  <a href="#">Student Voice Infrastructure</a>  <a href="#">Reduction in number of students with dropout codes at EOY</a>
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		

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

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

Students do not have reliable transportation to attend school on a regular basis. Students cannot afford daily transportation to attend school on a regular basis. Students are in temporary living situations and do not attend school on a regular basis.

**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 and a decrease in student disengagement and barrier reduction.

3) Yes, Reading Horizons is the intervention for 100% of our students who are the furthest from opportunity, therefore we focus on the use of school-wide alternative school strategies and tiered interventions for diverse, high-risk, and at-risk learners, with an emphasis on:

- Improving literacy and numeracy
- Instructional Interventions and learning supports
- Social and emotional learning

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




Attendance Team Meeting (Tiered Attendance Reports) AKAM Outreach (Home visit and Barrier Reduction)

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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
Yes	<a href="#">College and Career Competency Curriculum (C4)</a>	Based on reflection on: senior advisory classes, academic advisors, LPS supports and data analysis our students need ongoing and low risk exposure to positive post secondary outcomes. Students have fear and lack of confidence to college readiness in terms of reading and mathematics skills as well as executive skills to navigate the system. We will build on on Individual Learning Plans with Advisors and students to ensure that each student has multiple exposures to post secondary success that is aligned with their interests, goals and skill set.	<a href="#">Graduation Rate</a>  <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a>  <a href="#">3 - 8 On Track</a>

Jump to...	<a href="#">Curriculum &amp; Instruction</a>	<a href="#">Inclusive &amp; Supportive Learning</a>	<a href="#">Connectedness &amp; Wellbeing</a>	<a href="#">Postsecondary</a>	<a href="#">Partnerships &amp; Engagement</a>
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	<a href="#">Individualized Learning Plans</a>			<a href="#">Learn, Plan, Succeed</a>
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	<a href="#">Work Based Learning Toolkit</a>			<a href="#">% of KPIs Completed (12th Grade)</a>
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).				<a href="#">College Enrollment and Persistence Rate</a>
Yes	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	<a href="#">ECCE Certification List</a>			<a href="#">9th and 10th Grade On Track</a>
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	<a href="#">PLT Assessment Rubric</a>			<a href="#">Cultivate (Relevance to the Future)</a>
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	<a href="#">Alumni Support Initiative One Pager</a>			Freshmen Connection Programs Offered (School Level Data)
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students need ongoing support to matriculate into post-secondary. Those robust systems are necessary beyond high school graduation. </p>			<p><b>What is the feedback from your stakeholders?</b> We assess outcome feedback across stakeholders, feedback trends across specific stakeholder groups. We align our feedback systems with Department of Labor performance outcomes in terms of credential attainment, skill gains and placement. </p> <p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b> Students are working with their Advisors to complete the Individual Development Plan on college and career readiness. We are administering ongoing assessments and providing strategic exposure to students. As a result, students program/pathway has an increased number of students targeted to received dual credit, dual enrollment, earn industry based certifications and participate in our continuum of work based learning experiences we also have a blended career readiness course in development. </p>		

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">Spectrum of Inclusive Partnerships</a>		<a href="#">Cultivate</a>
Yes	<a href="#">Reimagining With Community Toolkit</a>	Based on the 5 essential survey, CYDI must continue to cultivate relationships in the community to provide additional resources and linkages that students need. Priority areas include both physical and mental health, emergency housing supports and employment training and placement. 	<a href="#">5 Essentials Parent Participation Rate</a>
Yes			<a href="#">5E: Involved Families</a>
			<a href="#">5E: Supportive Environment</a>
			Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)
			Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)



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?**

Students need multiple opportunities to use meaningful voice and choice in decision making related to partnerships in the community. 📌

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.

Many youth have a degree of apathy and feelings of helplessness regarding their ability to influence and impact things in the local community. 📌

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

In development - Regional Care Teams 📌

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

The students performed moderately well on FY23 STAR testing. The percent of students meeting growth target in Reading was 76% and 65% in Math. The Average growth percentile was 63% in Reading and 59% in Math. The instructors used high quality and relevant curricular materials to target STAR aligned power standards for each unit throughout the school year.

What is the feedback from your stakeholders?

CPS best practices do not necessarily align with serving Community Youth Development Institute students. Therefore many of the practices aren't applicable to our population, according to the trend data around skill gaps, truancy and credit attainment.

What student-centered problems have surfaced during this reflection?

Progress monitoring reports are not reflecting student growth.

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

- 1) The related improvement efforts in progress are embedded within the components of the YCCS 3+1 model: CBE framework to graduation and personalized learning options, student pathway to success (Application of Learning), Rtl Resource (Interventions for Struggling Students), and Post-secondary Readiness.
- 2) The impact will result in a 3-5 % attendance growth and a decrease in student disengagement and barrier reduction.
- 3) Yes, Community Youth Development Institute 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

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

Students... struggle with learning skills that require teachers to support individualized 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.

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

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

Resources:

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

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

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What is your Theory of Action?

If we.... Resources:

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

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

then we see....

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

which leads to...

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

**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.

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**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 10/20/23      Q3 3/22/24  
 Q2 12/21/23      Q4 6/6/24

**SY24 Implementation Milestones & Action Steps**      **Who**      **By When**      **Progress Monitoring**

<b>Implementation Milestone 1</b>	Professional Development	Aaron Royster	8/14/2023	In Progress
<b>Action Step 1</b>	Professional Development CBE Next Level, YCCS Curriculum Rubric	YCCS Teaching & Learning	8/14/2023	In Progress
<b>Action Step 2</b>	Professional Development Reboot - STAR Interventions/Progress Monitoring	YCCS Teaching & Learning	8/14/2023	In Progress
<b>Action Step 3</b>	Professional Development Reboot- Masteryconnect /Progress Monitoring	YCCS Teaching & Learning	8/14/2023	In Progress
<b>Action Step 4</b>	Culturally Responsive Best Practices	YCCS Teaching & Learning	8/14/2023	In Progress
<b>Action Step 5</b>	How to Analyze the Data	YCCS Teaching & Learning	8/14/2023	In Progress
<b>Implementation Milestone 2</b>	Teacher Collaboration Planning	Aaron Royster	8/14/2023	In Progress
<b>Action Step 1</b>	Understand Achievement Levels- Intervention Plan	YCCS Teaching & Learning	8/14/2023	In Progress
<b>Action Step 2</b>	Identify Skills Gaps -Develop Goals	YCCS Teaching & Learning	8/14/2023	In Progress
<b>Action Step 3</b>	Align Individualized Student Plans to CBE	YCCS Teaching & Learning	8/14/2023	In Progress
<b>Action Step 4</b>	Align school programs and resources	YCCS Teaching & Learning	8/14/2023	In Progress
<b>Action Step 5</b>	Analyze Progress -Revise Instruction	YCCS Teaching & Learning	8/14/2023	In Progress
<b>Implementation Milestone 3</b>	Progress monitoring/Data Analysis	Aaron Royster	9/1/2023	In Progress
<b>Action Step 1</b>	Understand the evidence/data collected	YCCS Teaching & Learning	9/1/2023	In Progress
<b>Action Step 2</b>	Analyze data to inform decisions (i.e. interventions, groupings, PLO's)	YCCS Teaching & Learning	9/1/2023	In Progress
<b>Action Step 3</b>	Utilize/Evaluate data to drive instructional best practices ( address individual learning needs)	YCCS Teaching & Learning	9/1/2023	In Progress
<b>Action Step 4</b>	Compare Data - Pre and Mid- Year ( i.e. data tracking point)	YCCS Teaching & Learning	9/1/2023	In Progress
<b>Action Step 5</b>	Communicate progress (unpack standards and relevant skills)	YCCS Teaching & Learning	9/1/2023	In Progress
<b>Implementation Milestone 4</b>	Progress monitoring/Data Analysis	Aaron Royster	9/1/2023	In Progress
<b>Action Step 1</b>	Analyze data to inform decisions (i.e. resources, programming)	YCCS Teaching & Learning	9/1/2023	In Progress
<b>Action Step 2</b>	Communicate progress (timely and systematic feedback )	YCCS Teaching & Learning	9/1/2023	In Progress
<b>Action Step 3</b>	Mastery Connectt	YCCS Teaching & Learning	9/1/2023	In Progress
<b>Action Step 4</b>	STAR	YCCS Teaching & Learning	9/1/2023	In Progress
<b>Action Step 5</b>	Plan and/or prepare for next year goals based on data analysis	YCCS Teaching & Learning	9/1/2023	In Progress

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	Using STAR grouping data for returning students to inform instruction decision making	
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<b>SY26 Anticipated Milestones</b>	Creating teacher and student cohorts for targeted interventions in reading and math for student reading below the 6th grade level upon entry.	
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[Return to Top](#) **Goal Setting**

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

**Resources:**

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

**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
STAR Reading Goal: Increase student grade equivalent by 5% between pre and post star window	Yes	STAR (Reading)	Overall	3	3.5	4	5
			Students with an IEP	3	3.5	4	5
STAR Math Goal: Increase student grade equivalent by 5% between pre and post star window	Yes	STAR (Math)	Overall	3	3.5	4	5
			Students with an IEP	3	3.5	4	5

**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)	same practice with updated progress towards the goal	same practice with updated progress towards the goal
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Multiple assessments and multiple measures of what students know and do at the course and exit level, using CBE Cross Cutting Competencies and Cross Curricular Competencies, and performance indicators, demonstrated through exhibitions of learning assessments	same practice with updated progress towards the goal	same practice with updated progress towards the goal
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	same practice with updated progress towards the goal	same practice with updated progress towards the goal

[Return to Top](#) **SY24 Progress Monitoring**

**Resources:**

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
STAR Reading Goal: Increase student grade equivalent by 5% between pre and post star window	STAR (Reading)	Overall	3	3.5	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	3	3.5	Select Status	Select Status	Select Status	Select Status
STAR Math Goal: Increase student grade equivalent by 5% between pre	STAR (Math)	Overall	3	3.5	Select Status	Select Status	Select Status	Select Status

<a href="#">Jump to...</a>	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	<i>Select the Priority Foundation to pull over your Reflections here =&gt;</i>				<b>Curriculum &amp; Instruction</b>											
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>	<a href="#">STAR (MIDU)</a>																	
and post star window				Students with an IEP	3	3.5	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>										

**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)	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Multiple assessments and multiple measures of what students know and do at the course and exit level, using CBE Cross Cutting Competencies and Cross Curricular Competencies, and performance indicators, demonstrated through exhibitions of learning assessments	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
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	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

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.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Utilize curriculum and instruction which is organized around YCCS' Cross Curricular Competencies in reading and math that allow for significant increases in intensity and frequency of instruction for students based on their skill gaps in literacy and math. We recognize the need to widen the use of instruction to help students apply reading comprehension strategies to develop content literacy skills and to increase the breadth and depth of vocabulary knowledge.

We will also:

- Utilize STAR assessment scaled score for learning progression.
- Provide intervention based on skills students have not yet mastered.
- Access Data and Plan Instruction Using the STAR Record Book.
- Set-up students individualized lessons plans according to skills and schedules.
- Progress monitor and record mastery of student progress.
- Progress monitor with an intense focus on instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the middle and early high school levels.
- Provide instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the late-elementary level (Tier 3 Reading Strategy)

What is the feedback from your stakeholders?

CPS best practices do not necessarily align with serving Community Youth Development Institute 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 student-centered problems have surfaced during this reflection?

Reading and Math STAR scores 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?

- The related improvement efforts in progress are embedded within the components of the YCCS 3+1 model: CBE framework to graduation and personalized learning options, student pathway to success (Application of Learning), RtI Resource (Interventions for Struggling Students), and Post-secondary Readiness.
- The impact will result in a 3-5 % attendance growth and a decrease in student disengagement and barrier reduction.
- Yes, Reading Horizons is the intervention for 100% of our students who are the furthest from opportunity, therefore we focus on the use of school-wide alternative school strategies and tiered interventions for diverse, high-risk, and at-risk learners, with an emphasis on:
  - Improving literacy and numeracy
  - Instructional Interventions and learning supports
  - Social and emotional learning

Return to Top Determine Priorities

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

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

Resources:

[Determine Priorities Protocol](#)



Indicators of a Quality CIWP: Determine Priorities

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

Return to Top Root Cause

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

As adults in the building, we... will utilize YCCS best practices that address skills gaps targeting students that are reading be

Resources:

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

Indicators of a Quality CIWP: Root Cause Analysis

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

Return to Top Theory of Action

What is your Theory of Action?

If we... use STAR academic interventions strategies including MyOn and FRECKLE (ELA) for struggling readers

Resources:



Indicators of a Quality CIWP: Theory of Action

## Inclusive & Supportive Learning Environment

then we see...  
 an increase on the students STAR grade equivalent and SGP scores

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.

which leads to...  
 an increase in academic achievement (credit attainment) in core curriculum courses and a re

### 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 10/20/23      Q3 3/22/24  
 Q2 12/21/23      Q4 6/6/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Professional Development	Aaron Royster	8/14/2023	In Progress
<b>Action Step 1</b>	Professional Development CBE Next Level, YCCS Curriculum Rubric	YCCS Teaching & Learning	8/14/2023	In Progress
<b>Action Step 2</b>	Professional Development Reboot - STAR Interventions/Progress Monitoring	YCCS Teaching & Learning	8/14/2023	In Progress
<b>Action Step 3</b>	Professional Development Reboot- Masteryconnect /Progress Monitoring	YCCS Teaching & Learning	8/14/2023	In Progress
<b>Action Step 4</b>	Culturally Responsive Best Practices	YCCS Teaching & Learning	8/14/2023	In Progress
<b>Action Step 5</b>	How to Analyze the Data	YCCS Teaching & Learning	8/14/2023	In Progress
<b>Implementation Milestone 2</b>	Teacher Collaboration Planning	Aaron Royster	8/14/2023	In Progress
<b>Action Step 1</b>	Understand Achievement Levels- Intervention Plan	YCCS Teaching & Learning	8/14/2023	In Progress
<b>Action Step 2</b>	Identify Skills Gaps -Develop Goals	YCCS Teaching & Learning	8/14/2023	In Progress
<b>Action Step 3</b>	Align Individualized Student Plans to CBE	YCCS Teaching & Learning	8/14/2023	In Progress
<b>Action Step 4</b>	Align school programs and resources	YCCS Teaching & Learning	8/14/2023	In Progress
<b>Action Step 5</b>	Analyze Progress -Revise Instruction	YCCS Teaching & Learning	8/14/2023	In Progress
<b>Implementation Milestone 3</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

### SY25-SY26 Implementation Milestones

**SY25 Anticipated Milestones** [What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]

**SY26 Anticipated Milestones** [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]

[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).  
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**Resources:**

IL-EMPOWER Goal Requirements  
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 -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]		
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			Students with an IEP	3	3.5	4	5
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			Overall	3	3.5	4	5

**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	same practice with update towards the goal	same practice with update towards the goal
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Reading (targeted Group) Progress monitoring and intensive, focused instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the middle and early high school levels using Leixa Reading	same practice with update towards the goal	same practice with update towards the goal
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 Edgenuity	same practice with update towards the goal	same practice with update towards the goal

[Return to Top](#) **SY24 Progress Monitoring**

**Resources:**

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
STAR Reading Goal: Increase student grade equivalent by 5% between pre and post star window	STAR (Reading)	Overall	3	3.5	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	3	3.5	Select Status	Select Status	Select Status	Select Status
STAR Math Goal: Increase student grade equivalent by 5% between pre and post star window	STAR (Math)	Students with an IEP	3	3.5	Select Status	Select Status	Select Status	Select Status
		Overall	3	3.5	Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**



Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Reading (targeted Group) Instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the late-elementary level using Reading Horizons (Tier 3 Reading Strategy), Includes Gen Ed, Diverse learners, and ELL students	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Reading (targeted Group) Progress monitoring and intensive, focused instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the middle and early high school levels using Leixa Reading	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
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 Edgenuity	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>

If Checked:  
Complete  
IL-Empower  
Section below

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

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

If Checked:  
No action needed

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



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

## 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.

\$1000- Parent involvement meetings and to provide training workshops to include materials, snacks and refreshments



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