

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Jennifer R. Parks	Inclusive & Supportive Learning Lead	Jrcarter@cps.edu
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	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	5/25/23	6/9/23
Reflection: Curriculum & Instruction (Instructional Core)	5/25/23	6/9/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/25/23	6/9/23
Reflection: Connectedness & Wellbeing	5/25/23	6/9/23
Reflection: Postsecondary Success	5/25/23	6/9/23
Reflection: Partnerships & Engagement	5/25/23	6/9/23
Priorities	5/25/23	6/9/23
Root Cause	5/25/23	7/20/23
Theory of Acton	5/25/23	7/20/23
Implementation Plans	5/25/23	7/20/23
Goals	5/25/23	7/20/23
Fund Compliance	5/25/23	8/3/23
Parent & Family Plan	5/25/23	8/3/23
Approval	7/20/23	8/3/23

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	10/24/2023
Quarter 2	1/9/2024
Quarter 3	4/4/2024
Quarter 4	5/24/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness 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.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

Analyzing Qualitative and Quantitative Data, Need for higher order questioning and discussion, and using assessment during instruction. (STAR360 3-8 ELA) Analyzing Qualitative and Quantitative Data, Need for higher order thinking questioning and discuss, use of tracking system to check for student mastery, gaps in learning (foundational skills) . STAR360 3-8 Math
 Primary K-2nd Reading: Analysis of data for i-Ready Literacy shows that students in K-2nd grade need additional support for comprehension of vocabulary in text via explicit instruction in word learning strategies and applying foundational skills and strategies for phonics. Primary K-2nd Math: Analysis of data shows that students in K-2nd graders overall had challenges with identifying shapes at the visual level and the relational analysis of how shapes are related to and compared to one another. Students in K-2nd grade will benefit from explicit instruction and modeling during gradual release and instruction.

What is the feedback from your stakeholders?

3rd-8th Math - Teachers will need to incorporate more modeling, so students can be ready to successfully independently practice, so teacher can progress monitor accurately(Are students ready for LED model, should there be a modified version). Foundational skills need to addressed earlier in the school year. Kindergarten-2nd grade Literacy: Teachers will incorporate additional modeling for comprehension of vocabulary in text and phonics to ensure the students are successful and the learning is meaningful to assist with mastery. Teachers will align student tasks with expectations for mastery via the iReady platform daily. Teachers will assess student mastery daily after instruction and independent practice for Tier 1, 2, and 3 students. Kindergarten-2nd Math. Teachers will incorporate additional modeling, explicit instruction, the use of manipulatives and real world applications to ensure the students are successful and the learning is meaningful to assist with mastery. Teachers will align student tasks with expectations for mastery via the iReady platform daily. Teachers will assess student mastery daily after instruction and independent practice for Tier 1, 2, and 3 students.

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?

Math Improvement efforts- Adding intentional modeling to the structure of the lesson. Teachers will follow LMED(Launch-Explore-Model- Discuss) this will help students understand the concept being taught and be better prepared for all tiers(all students) be successful with mastery and independent practice. Teachers will also designate a specific time for fluency only, this will help address the gaps in learning for all students, especially those that are furthest from opportunity. Teachers will also use a progress monitoring system to have a better idea of what students mastered and why might still be a misconception. K-2nd Literacy/Math improvement efforts: Teachers will use additional resources such as a school wide curriculum map with the Skyline curriculum for planning instruction for the various student tiers. Teachers will analyze data for small group and personalized learning to assist students in mastery. A progress monitoring tool/checklist will be utilized to check student mastery daily to allow the teacher to make the necessary pivots in instruction and planning to meet student needs for mastery.

- [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 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.

Math 3rd-8th-Students do not have the foundational skills needed to access the current learning, such as operating with their basic facts. (Knowing how to multiply, add/subtract with regrouping, subtract, divide, and multiply)
 SEL needs that are not addressed
 Students need help in understanding the material and understanding/analyzing the task and what the question is asking
 Lack of modeling during whole group instruction

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
	School teams create, implement, and progress monitor	MTSS Integrity Memo

BrM is starting to be seen as a tool to support teachers' differentiated instruction in order to better meet students' individual needs.
 There are some teachers who have started to buy in to statement A from above, but other teachers are still a work in progress.
 Due to tiered interventions that are in place, there has been student growth.
 Info needed: % of teachers who are doing tiered instruction well and their correlating student growth; maybe complete teacher surveys? Also there is a need for more in-depth grade level team MTSS meetings to analyze growth data

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

Jump to...	Curriculum & Instruction	Inclusive & Supportive Learning	Connectedness & Wellbeing	Postsecondary	Partnerships & Engagement
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		There needs to be a shift in weekly teacher teams so that the focus is on discussing MTSS data as related to academics AND behavior (MTSS team and BHT leading)		MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	What is the feedback from your stakeholders?		
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	Teachers stated a need for enrichment to support students at and above grade level. Admin identified questioning and discussion as challenge area for teachers, therefore, implementation of DOK throughout instruction is a need.		
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?		
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.		Teachers are participating in collaborative planning and a universal lesson plan template which will display questioning for each DOK level and tiered task to meet students at their level of understanding. This template was created to eliminate barriers by planning for students success based on a variety of data point. (i.e. daily informal checks for understanding, weekly and quarterly assessments, etc.)		
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 consistently report to teachers and staff that negative behaviors make it harder for them to learn. Students lose valuable instructional time because of peer conflicts and disruptive behaviors.					

[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
Yes	BHT Key Component Assessment SEL Teaming Structure	We have a BHT which consists of a counselor, social worker, case manager, and 3 class room teachers. We have implemented SDQs which identifies tier 2 and tier 3 student groups. However, we did not have a separate climate and culture team which focused on the well being for ALL. Universal SEL curriculum needs to be in place and monitored for each classroom to make sure all students are being reached socially and emotionally. Chill zones for students to take a break to work independently in a calming space are implemented in at least 70% of all classrooms. Social worker enters rooms monthly for SEL lessons with all students PreK-8.	% 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 Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff Feedback on Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders?	
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	During school hours Leadership labs (photography, painting, drama club, anime club etc) were implemented weekly. Students were able to sign up for a leadership lab per semester. We offered volleyball, cheerleading, boys and girls basketbal, track, and dance for students in 5-8. We also had assemblies such as black history, cultural dance, jazz band etc for students exposure and understanding. Literacy and Math night were also included for family engagement and enrichment. However, all students do not have proper transportation or supervision for all out of school time programs. Attendance team reaches out to students with chronic absences and tardies however there is no specific plan for properly integrating students back into the classroom environment and instuction.	

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 CIWR.

A Problem experienced by most students is a lack of consistent SEL support and progression for tier 2 and tier 3 students receiving SEL small group instruction.



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?

School social worker and counselor have completed multiple trainings such as rainbows, anger and coping management in order to implement small groups for students as recommended by teachers through Branching Minds and as a result of SDQs administered by BHT. Restorative Practice lead has been hired for SY24 which will include meditation, team building, and restorative practice techniques and self-reflection. Student Council we be returning to ensure student voices are included in school wide decision making.



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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	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)
Partially	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
N/A	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).	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
N/A	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
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager

At the end of the school year 61% of the students are on track or almost on track More students are on track vs the students that are not on track. The takeaway from the data is that many of the students are off-track and far from on-track due to attendance and not poor performance.

[Graduation Rate](#)

[Program Inquiry: Programs/participation/attainment rates of % of ECCE](#)

[3 - 8 On Track](#)

[Learn, Plan, Succeed](#)

[% of KPIs Completed \(12th Grade\)](#)

[College Enrollment and Persistence Rate](#)

[9th and 10th Grade On Track](#)

What is the feedback from your stakeholders?

Some parents will like to be included and learn more about on-track and what it means to be on-track. Also, they want to have a more inclusive role in understanding the high school application process before their child gets to 8th grade. Primary and intermediate grade teachers would like to see more initiatives for their grade levels for postsecondary exposure and planning.

[Cultivate \(Relevance to the Future\)](#)

Freshmen Connection Programs Offered (School Level Data)

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

Gaining partnerships to increase postsecondary exposure PreK-8th. Being more intentional about including primary grades in the postsecondary activities in the building. This will lead to students thinking about college/career and understanding that the work they do daily, prepares them for their future dreams and goals.

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 CIWR.

Not enough post-secondary exposure for the primary grades.



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Partnership & Engagement

Using the associated references, is this practice consistently implemented?

References


What are the takeaways after the review of metrics?

Metrics


Partially	<p>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.</p> <p>Spectrum of Inclusive Partnerships</p>	<p>Family involvement has increased this past school year. Families enjoyed being able to participate in the Know Your Heritage Bowl for Black History Month and the events where they were able to learn/engage with their students (Literacy Night and Math Casino). Families need more resources about how to support their students' learning. Plan social/fun parent only events early in the year to build community and relationships between school and families</p> <p>Good parent involvement looks like:</p> <p>Active PAC committee Grade level parent groups Open communication and trust with the teacher</p>	<p> Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p>Reimagining With Community Toolkit</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
No	<p>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).</p> <p>Student Voice Infrastructure Rubric</p>	<p>What is the feedback from your stakeholders?</p> <p>There was not a consistent, structured way for student voice to be incorporated in decision making. Student Council is being brought back for SY24 to help foster consistent student voice in decision making. </p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>

What student-centered problems have surfaced during this reflection?

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

There needs to be more flexibility around scheduling family events to allow more families the opportunity to participate (day, after school, evenings) 

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?

Provide more positive phone calls home about things student did well (not just academics but also behavior) Create a yearly parent calendar of events; provide enough advance notice for parents to get clearance needed to volunteer for events Virtual/in-person opportunities for parents to learn from the teachers what concepts are being taught so they know how to help their students 

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	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.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	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?

We have a BHT which consists of a counselor, social worker, case manager, and 3 class room teachers. We have implemented SDQs which identifies tier 2 and tier 3 student groups. However, we did not have a separate climate and culture team which focused on the well being for ALL. Universal SEL curriculum needs to be in place and monitored for each classroom to make sure all students are being reached socially and emotionally. Chill zones for students to take a break to work independently in a calming space are implemented in at least 70% of all classrooms. Social worker enters rooms monthly for SEL lessons with all students PreK-8.

What is the feedback from your stakeholders?

During school hours Leadership labs (photography, painting, drama club, anime club etc) were implemented weekly. Students were able to sign up for a leadership lab per semester. We offered volleyball, cheerleading, boys and girls basketbal, track, and dance for students in 5-8. We also had assemblies such as black history, cultural dance, jazz band etc for students exposure and understanding. Literacy and Math night were also included for family engagement and enrichment. However, all students do not have proper transportation or supervision for all out of school time programs. Attendance team reaches out to students with chronic absences and tardies however there is no specific plan for properly integrating students back into the classroom environment and instuction.

What student-centered problems have surfaced during this reflection?

A Problem experienced by most students is a lack of consistent SEL support and progression for tier 2 and tier 3 students receiving SEL small group instruction.

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?

School social worker and counselor have completed multiple trainings such as rainbows, anger and coping management in order to implement small groups for students as recommended by teachers through Branching Minds and as a result of SDQs administered by BHT. Restorative Practice lead has been hired for SY24 which will include meditation, team building, and restorative practice techniques and self-reflection. Student Council we be returning to ensure student voices are included in school wide decision making.

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Determine Priorities

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

Students...

Students have reported success during instructional times is incosistent due to distractions and outbursts of other students

Resources: 

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

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

As adults in the building, we...

have not established/implemented solid tier 1 SEL instruction.

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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Theory of Action

What is your Theory of Action?

If we....

adopt, provide PD, implement, and monitor the impact of LIVE SCHOOL to ensure that all staff utilizes with fidelity

Resources: 

Indicators of a Quality CIWP: Theory of Action

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

then we see....
 students reporting to school on-time, teachers engaging all students in explicit rigorous instruction, and students displaying desired behaviors

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 of attendance from 89% to 93%, an increase in anger management and coping groups that will strengthen our tier 2 and 3 supports and behavioral wrap around services which will ultimately allow us to show a 7%-10% increase of the number of students meeting and exceeding standards as according to SY24's EOY IAR and Star360 data.

[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
 Climate and Culture Team

Dates for Progress Monitoring Check Ins
 Q1 10/24/2023 Q3 4/4/2024
 Q2 1/9/2024 Q4 5/24/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Establish a tier SEL curriculum	Admin and Climate and Culture	August 11, 2023	Completed
Action Step 1	Research and select SEL curriculum(s) available to the district	Admin and Climate and Culture	August 11, 2023	Completed
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Introduce Live School	Culture and Climate	Week of August 14, 2023	Not Started
Action Step 1	Conduct Staff professional development	Live School	Week of August 14, 2023	Completed
Action Step 2	Progress monitor use of the program	Admin/CCT	ongoing throughout the school year	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Implement selected tier 1 SEL curriculum	Social Worker and Restorative Practice Ambassador	Week of September 4, 2023	Not Started
Action Step 1	Create schedule to implement instruction to all students in grades PreK-8 weekly	Social Worker and Restorative I	August 26, 2023	Completed
Action Step 2	Plan and prepare lessons and materials for SEL instruction	Social Worker and Restorative I	September 2, 2023	Completed
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Evaluation of tier 1 SEL instruction effectiveness	Admin/SW/RPA/CCT	Mid-year review week of January 8, 2024	In Progress
Action Step 1	Analysis of behavioral data in Live School(80% of students will earn school wide activities and incentives due to earning of positive points)	BHT Team	August 21, 2024	Completed
Action Step 2	Analysis of behavioral data in ASPEN	Admin	Sept. 15, 2024	In Progress
Action Step 3	Analysis of student referrals to BHT (decrease students needing tier 3 supports by min of 3%)	BHT Team	December 2024	Not Started
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones 85% of students earning school wide and classroom incentives through earning of points in liveschool decrease students needing tier 3 supports by min of 4%

SY26 Anticipated Milestones	88% of students earning school wide and classroom incentives through earning of points in liveschool decrease students needing tier 3 supports by min of 5%
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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
Decrease students needing tier 3 supports by a minimum of 3%	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	7	5	4	2
			Overall	7	5	4	2
Increase student attendance by a minimum of 3%	Yes	Increase Average Daily Attendance	Overall	88.4	93	95	96
			Overall	88.4	93	95	96

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: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.	Strengthen tier 2 and 3 supports to decrease students needing tier 3 interventions by a minimum of 3%	provide, progress monitor and assess at least three to four tier 2 SEL groups to increase the number of students who met SEL growth after services provided.	develop student individualize tracker to self-monitor SEL growth to decrease students receiving tier 2 interventions by 5%.
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	establish and implement tier 1 SEL instructional curriculum to increase student engagement and instructional time	analyze and evaluate BHT data to effectively implement at least three to four tier 2 SEL groups	develop student SEL growth ambassordors to become peer lead in tier 2 interventions.
Select a Practice			

[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
Decrease students needing tier 3 supports by a minimum of 3%	% of Students receiving Tier 2/3 interventions meeting targets	Overall	7	5	On Track	Select Status	Select Status	Select Status
		Overall	7	5	On Track	Select Status	Select Status	Select Status
Increase student attendance by a	Increase Average Daily	Overall	88.4	93	On Track	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	<i>Select the Priority Foundation to pull over your Reflections here =></i>				Connectedness & Wellbeing					
Reflection	Root Cause	Implementation Plan												
minimum of 3%		Attendance			Overall	88.4	93	On Track	Select Status	Select Status	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I: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.	Strengthen tier 2 and 3 supports to decrease students needing tier 3 interventions by a minimum of 3%	On Track	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	establish and implement tier 1 SEL instructional curriculum to increase student engagement and instructional time	On Track	Select Status	Select Status	Select Status
<i>Select a Practice</i>		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

Analyzing Qualitative and Quantitative Data, Need for higher order questioning and discussion, and using assessment during instruction. (STAR360 3-8 ELA) Analyzing Qualitative and Quantitative Data, Need for higher order thinking questioning and discuss, use of tracking system to check for student mastery, gaps in learning (foundational skills) . STAR360 3-8 Math Primary K-2nd Reading: Analysis of data for i-Ready Literacy shows that students in K-2nd grade need additional support for comprehension of vocabulary in text via explicit instruction in word learning strategies and applying foundational skills and strategies for phonics. Primary K-2nd Math: Analysis of data shows that students in K-2nd graders overall had challenges with identifying shapes at the visual level and the relational analysis of how shapes are related to and compared to one another. Students in K-2nd grade will benefit from explicit instruction and modeling during gradual release and instruction.

What is the feedback from your stakeholders?

3rd-8th Math - Teachers will need to incorporate more modeling, so students can be ready to successfully independently practice, so teacher can progress monitor accurately(Are students ready for LED model, should there be a modified version). Foundational skills need to be addressed earlier in the school year. Kindergarten-2nd grade Literacy: Teachers will incorporate additional modeling for comprehension of vocabulary in text and phonics to ensure the students are successful and the learning is meaningful to assist with mastery. Teachers will align student tasks with expectations for mastery via the iReady platform daily. Teachers will assess student mastery daily after instruction and independent practice for Tier 1, 2, and 3 students. Kindergarten-2nd Math. Teachers will incorporate additional modeling, explicit instruction, the use of manipulatives and real world applications to ensure the students are successful and the learning is meaningful to assist with mastery. Teachers will align student tasks with expectations for mastery via the iReady platform daily. Teachers will assess student mastery daily after instruction and independent practice for Tier 1, 2, and 3 students.

What student-centered problems have surfaced during this reflection?

Math 3rd-8th-Students do not have the foundational skills needed to access the current learning, such as operating with their basic facts. (Knowing how to multiply, add/subtract with regrouping, subtract, divide, and multiply)
 SEL needs that are not addressed
 Students need help in understanding the material and understanding/analyzing the task and what the question is asking
 Lack of modeling during whole group instruction

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?

Math Improvement efforts- Adding intentional modeling to the structure of the lesson. Teachers will follow LMED(Launch-Explore-Model- Discuss) this will help students understand the concept being taught and be better prepared for all tiers(all students) be successful with mastery and independent practice. Teachers will also designate a specific time for fluency only, this will help address the gaps in learning for all students, especially those that are furthest from opportunity. Teachers will also use a progress monitoring system to have a better idea of what students mastered and why might still be a misconception. K-2nd Literacy/Math improvement efforts: Teachers will use additional resources such as a school wide curriculum map with the Skyline curriculum for planning instruction for the various student tiers. Teachers will analyze data for small group and personalized learning to assist students in mastery. A progress monitoring tool/checklist will be utilized to check student mastery daily to allow the teacher to make the necessary pivots in instruction and planning to meet student needs for mastery.

Return to Top Determine Priorities

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

Students...
 lack of mastery and understanding of foundational skills and core objectives for literacy and math.

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 focus on explicit modeling to address the students lack of foundational skills and mastery of objectives. As adults in the building we will also focus on tracking student progress towards mastery before assessing to ensure students understand what is being taught

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....
 create and implement a strategic school-wide plan for engaging students in the gradual release process

Resources: [Indicators of a Quality CIWP: Theory of Action](#)

then we see....

all teachers providing students with explicit modeling and all students engaged in student to student discourse to stretch their ability to think critically during instruction. During this process, teachers will utilize a tracking system to assess students' mastery of understanding prior to releasing them to independent practice



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...

40% of students meeting or exceeding grade-level standards in literacy as measured by STAR 360. 30% of students meeting or exceeding grade-level standards in math as measured by SY24's EOY STAR 360.



[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

Dani Adkins, Tamara Leachman, Jeanita Strahan, Vergenia Shegog


Dates for Progress Monitoring Check Ins

Q1 10/24/2023 Q3 4/4/2024
 Q2 1/9/2024 Q4 5/24/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Meet with ILT to Construct plan of action	All ILT members	August 2024	Completed
Action Step 1	Collaboration with N12 school to discuss CIWP goals/completion	Principal James, Ms. Adkins, Ms. Shegog, Ms. Strahan, Ms. Leachman	August 2024	Completed
Action Step 2	Identify and analyze root causes	Ms. Adkins, Ms. Shegog, Ms. Strahan, Ms. Leachman	8/1/2024	Completed
Action Step 3	Identified steps for students mastery by creating a Theory of Action	Ms. Adkins, Ms. Shegog, Ms. Strahan, Ms. Leachman	8/1/2024	Completed
Action Step 4	Analyze EOY STAR360 data for reading and math	Ms. Adkins, Ms. Shegog, Ms. Strahan, Ms. Leachman	June 2024	Completed
Action Step 5				Select Status
Implementation Milestone 2	Assess the effectiveness of Skyline Curriculum and identify the gaps in student learning	All ILT members	June 2024	Completed
Action Step 1	Use DOK to incorporate higher order thinking	Principal James, Ms. Adkins, Ms. Shegog, Ms. Strahan, Ms. Leachman	8/1/2024	Completed
Action Step 2	Analyze curriculum to implement explicit instruction	Principal James, Ms. Adkins, Ms. Shegog, Ms. Strahan, Ms. Leachman	June 2024	Completed
Action Step 3	Align tiered instruction to the Skyline curriculum	Ms. Adkins, Ms. Shegog, Ms. Strahan, Ms. Leachman	July 2024	Completed
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Assess the effectiveness of Skyline Curriculum and addressing the gaps in student learning.
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SY26 Anticipated Milestones Revisit and update CIWP in order to identify and analyze root causes, analyze curriculum to implement explicit instruction, and align tiered instruction to the Skyline curriculum. 

[Return to Top](#) **Goal Setting**




Indicators of a Quality CIWP: Goal Setting

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



Resources: 

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

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
Avalon Park's three year goal for STAR360 for reading in grades 3-8 is for student data to show an increase in the number of students who meet/exceeds standards from 40%-60-% , over the course of these three years.	Yes	STAR (Reading)	Overall	40	50	55	60
			Overall	40	50	55	60
Avalon Park's three year goal for STAR360 for math in grades 3-8 is for student data to show an increase in the number of students who meet/exceeds standards from 30%-50-% , over the course of these three years.	Yes	STAR (Math)	Overall	26	36	43	50
			Overall	26	36	43	50

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: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.	Students' progress will be measured through standard based assessments, observation checklist for student mastery of standards and by using BOY, MOY, and EOY data from STAR360 in order to implement small group instruction focusing on mastery of skills.	Students' progress will be measured through standard based assessments, observation checklist for student mastery of standards and by using BOY, MOY, and EOY data from STAR360 in order to implement small group instruction focusing on mastery of skills.	Students' progress will be measured through standard based assessments, observation checklist for student mastery of standards and by using BOY, MOY, and EOY data from STAR360 in order to implement small group instruction focusing on mastery of skills.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Students' progress towards the mastery of skills is assessed through school-wide use of a standards aligned tracking system during gradual release.	Students' will assess and track their own learning towards the mastery of skills through the use of teacher-created rubrics and checklists.	Students progress toward the mastery of skills will be assessed through peer conferencing using teacher-created rubrics and checklists.
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will collaborate with teachers to increase the achievement and engagement of students through continuous improvement of curriculum and instruction through the facilitation of Co-Labs, teacher team meetings and professional developments. Improvements in instruction and instructional shifts will be measured by analysis of data trackers, student tasks, and BOY-EOY data for STAR 360 and iReady.	The ILT will collaborate with teachers to increase the achievement and engagement of students through continuous improvement of curriculum and instruction through the facilitation of Co-Labs, teacher team meetings and professional developments. Improvements in instruction and instructional shifts will be measured by analysis of data trackers, student tasks, and BOY-EOY data for STAR 360 and iReady.	The ILT will collaborate with teachers to increase the achievement and engagement of students through continuous improvement of curriculum and instruction through the facilitation of Co-Labs, teacher team meetings, and professional developments. Improvements in instruction and instructional shifts will be measured by analysis of data trackers, student tasks, and BOY-EOY data for STAR 360 and iReady.

[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

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

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
AVULON PARKS three year goal for STAR360 for reading in grades 3-8 is for student data to show an increase in the number of students who meet/exceeds standards from 40%-60-% , over the course of these three years	STAR (Reading)	Overall	40	50	On Track	Select Status	Select Status	Select Status
		Overall	40	50	On Track	Select Status	Select Status	Select Status
AVULON PARKS three year goal for STAR360 for math in grades 3-8 is for student data to show an increase in the number of students who meet/exceeds standards from 30%-50-% , over the course of these three years	STAR (Math)	Overall	26	36	On Track	Select Status	Select Status	Select Status
		Overall	26	36	On Track	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	Students' progress will be measured through standard based assessments, observation checklist for student mastery of standards and by using BOY, MOY, and EOY data from STAR360 in order to implement small group instruction focusing on mastery of skills.	On Track	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Students' progress towards the mastery of skills is assessed through school-wide use of a standards aligned tracking system during gradual release.	On Track	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will collaborate with teachers to increase the achievement and engagement of students through continuous improvement of curriculum and instruction through the facilitation of Co-Labs, teacher team meetings and professional developments. Improvements in instruction and instructional shifts will be measured by analysis of data trackers, student tasks, and BOY-EOY data for STAR 360 and iReady.	On Track	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below



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

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

If Checked:
No action needed



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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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



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



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



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



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



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



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



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



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



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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal % of Students receiving Tier 2/3 interventions meeting targets: Decrease s...

Required Reading Goal % of Students receiving Tier 2/3 interventions meeting targets: Decrease s...

Optional Goal Select a Goal

Student Groups	Baseline	SY24	SY25	SY26
Overall	7	5	4	2
Overall	7	5	4	2
Overall	7	5	4	2
Overall	7	5	4	2

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.

Avalon Park will utilize funds to support parents in better understanding how to support their students at home. Montly PD will be offered at Avalon Park.



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