CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name ✋	Role ✋	Email ✋
Ursula Hoskins	Principal	uthoskins@cps.edu
Kimyata Davis	Inclusive & Supportive Learning Lead	krclayton@cps.edu
Danielle Monninger	MTSS Lead	dgmonninger@cps.edu
Aaliyah Phillips	Attendance Lead	aaphilllips6@cps.edu
Lavonna Nelson	Partnerships & Engagement Lead	lrwoodfork@cps.edu
Trecole Carr	Connectedness & Wellbeing Lead	tlcarr3@cps.edu
Nikki Crowder	Parent	nygcrowder@gmail.com
Alicia Mooney	LSC Member	agmooney@cps.edu
McKenzzie Wills	Teacher Leader	mjwills@cps.edu
	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	3/27/2023	3/27/2023
Reflection: Curriculum & Instruction (Instructional Core)	3/29/2023	3/31/2023
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/3/2023	4/11/2023
Reflection: Connectedness & Wellbeing	5/9/2023	5/12/2023
Reflection: Postsecondary Success	5/15/2023	5/19/23
Reflection: Partnerships & Engagement	5/22/2023	5/30/23
Priorities	6/20/23	6/30/23
Root Cause	7/3/23	7/7/23
Theory of Acton	7/10/23	7/17/23
Implementation Plans	7/25/23	7/31/23
Goals	8/1/23	8/10/23
Fund Compliance	8/14/23	8/15/23
Parent & Family Plan	8/16/23	8/17/23
Approval	9/13/23	9/15/23

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	10/6/2023
Quarter 2	12/15/2023
Quarter 3	3/18/2024
Quarter 4	5/31/2024

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

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	During SY23, we began implementing the Skyline curriculum and Eureka math. However, they were not connected with PreK standards. As a school, we did not include PreK when planning for data-driven conversations or aligning the PreK curriculum to the curriculum used in K–8. All grades had access to a curriculum that addressed the standards aligned to address foundational skills for their grade level. The standards were culturally aligned, as teachers refer to the cultural within the content, and/or were missing materials to support teaching and learning culturally. Effective intervention was provided to tier 2 and 3 students daily and/or as needed.	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric; Teacher Team Learning Cycle Protocols; Quality Indicators Of Specially Designed Instruction		IAR (English); Rigor Walk Data (School Level Data); PSAT (EBRW); PSAT (Math); STAR (Reading)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric; Learning Conditions	**What is the feedback from your stakeholders?** The school would align Prek curriculum with Skyline curriculum, working within standards. A time slot will be created where PreK and primary teachers will have time to discuss alignment and merging the curriculums to support CCSS. Completing inventory on Skyline materials and ordering missing items in the summer so that teachers are ready for BOY with all materials A bookroom will also be created where teachers can utilize the inventory of books we have as well as borrow books to add to the items for instruction.	STAR (Math); iReady (Reading); iReady (Math); Cultivate
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness; Distributed Leadership		Grades; ACCESS
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan; ES Assessment Plan Development Guide; HS Assessment Plan Development		TS Gold; Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** Based on on-track data, 65 percent of the students had GPAs below 2.5. If we merge PreK curriculum with primary classrooms, students will come ready for K, which would allow teachers to jump start on teaching standards and spend more time on comprehension and just foundation skills. Implementing Skyline across all grades and following the scope and sequence will assist with vertical alignment and conversations around common standards. Purchasing Ereka Squared and undergoing PD on the tools, supports, and data tracking devices will support the skills needed to conduct small group instruction and provide focus for the interventionist. To ensure that GPAs improved, ILT members were assigned a task to monitor, provide PDs, and/or provide feedback. The lead coach was assigned to coaching adults and the interventionist provided support tier 2 and 3 students,	

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.

. Due to old curriculum, very little to no standard alignment throughout the building students had litte to no skills to support them on the next grade level and very littler tier instruction was success for students to obtain GPAs higher than a 2.5

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
No	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	The MTSS, branching Minds. was only implemented in 3rd-4th grade levelsonly, due to it being our first year with implementation. According to the data the implementation showed that students were not actively engaged in small group instruction that supported they independent level.; as well as using grade level voc across disciples. Differentiation was also limited. There was an EL teacher assigned to each grade band that could/did support students who were in need of translation; however not used to thier ability. Students with IEPs were instructive based on their IEP and provided support from Gen etachers, SPED teacher and classmates and not given high quality education needs. MTSS team was not fully	Unit/Lesson Inventory for Language Objectives (School Level Data); MTSS Continuum; Roots Survey; ACCESS
		MTSS Integrity Memo		

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

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 is an increased need for progress monitoring and interventions taking place witthin all classrooms and teachers are not utilizing branching minds with fidelity. There is not evidence of differentiated instruction occurring during tier I instruction. Teachers are not meeting students instructional needs.

activity and only had 1 voice to support implementation. However, parent participation is low and need to have parental support to ensure that students comprehend the connection between home and school and how important this relationship between the two.

What is the feedback from your stakeholders?

Based on the feedback from stakeholders, expressed the need for teacher to turn off and allow students to work together and support each other. Hire more EL students to be able to support students in each classroom if needed. Allow MTSS lead to attend more PD and given enough time to provide the information to all grades, observe implementation and monitor Branch Minds. The lead MTSS teacher needs to create an effective team to support all learnings and supports

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?

We will monitor how often we assess tier 2 and 3 students moving within small groups and implement due dates for balance assessments and ensure they are documented in Branching Minds. We will look at implementing the pacing guide. Teachers will be able to vote on the assessments. Professional developments are important to get familiar with the different assessments that are offered. Our professional developments will be intentional and beneficial, teachers will walk away with understanding of the learning, using the Branching Minds platform, strategies and tools. It is important that students are moved with fidelity with Branching Minds. We will provide and implement tracking measures to ensure that all students are getting the instruction that they individually need

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

Connectedness & Wellbeing

Return to Top

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	Beidler has BHT and Climate and Culture teams that meet biweekly. These teams are used to address needs and concerns throughout the school campus. Our BHT team consists of the school counselor. social worker, psychologist, case manager, dean, restorative justice coordinator, parent, and community partner. Looking at our BHT referral data, it was determined that 24.7% of our student population received tier II interventions and 7.7% of our student population received tier III interventions.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** Allowing students more voice in selecting based on student interest. Create plans for students who have chronic assessments and assign an in-house person who conducts daily checks and calls home when students are absent. Create an incentive plan for chronic students with attendance goals to meet. Think about other ways to implement RJ and SEL using more strategies to ensure students and adults have multiple ways to address their needs..	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			Student Voice Infrastructure

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**
We have many students that were impacted by the COVID pandemic which caused a decrease in student engagement and socialization skills. Discipline infractions and student social emotional referrals increased.	Strengthening our student voice committee. Targeted small groups with our BHT teams members. Second -step and success bound curriculums are implemented with fidelity. Students will develop more positive communication and socialization skills. Tier I and Tier II as well as some intensive Tier III interventions will address any barrier that may arise from our student groups furthest from opportunity.

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)	After reviewing on track data, we noticed that 23% of our students had a GPA lower than 2.5.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
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		
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?**	
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).		We need a plan to support our students who are off track throughout the school year. Tier II and tier III supports need to be implemented and tracked with fidelity. Our students need to advance in their academic vocabulary in order to increase scores and rigor during assessments. If our students' GPA and assessment scores continue to increase, this could have a major impact as they matriculate into their secondary and post-secondary options.	
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	**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?**	
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	We are working to improve our MTSS process and ensure that tier II and tier III interventions are recorded in and tracked with fidelity in branching minds. We have an interventionist and coach that will help support students and teachers.	

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.
The problem is that most of the students do not have a post-secondary plan. There are many students that have not thought about what career interests or paths that they would like to pursue.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	According to the 5E survey, we noticed that we score weak in supportive school environments and teacher collaboration. We also scored neutrally with involved families.. 🖌️	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) Formal and informal family and community feedback received locally. (School Level Data)
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
Partially	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?**	
			Conduct more communication avenues so that all parents are aware of the different activities via Facebook, the website, fliers, and Instagram. Due to the SCS grant, Beidler was able to communicate and provide support for the community. We also partner with other neighborhood agencies to seek resources and a variety of opportunities for our community members. The community and parents come together to show unity and collaboration through events such as open houses, parent workshops, community resource fairs, and various other events. The SCS grants provide funds to host different parental workshops on health, student support, volunteering, and much more. Students are given opportunities to participate in afterschool activities such as Columbia College Arts, Blocks Together, and academic enrichment to support out-of-school time. Beidler also has an active LSC with one student representative. 🖌️	

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.

Student participation has decreased due to transportation and community concerns (safety-walking home alone). 🖌️

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?

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 students interests and needs. 🖌️

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	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.
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.
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.
Partially	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.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

The MTSS, branching Minds. was only implemented in 3rd-4th grade levelsonly, due to it being our first year with implementation. According to the data implementation showed that students were not actively engaged in small group instruction that supported they independent level.; as well and using grade level voc across disciples. Differentiation was also limited. There was an EL teacher assigned to each grade band that could/did support students who were in need of translation; however not used to thier ability. Students with IEPs were instructive based on their IEP and provided support from Gen etachers, SPED teacher and classmates and given high quality education needs. MTSS team was not fully activity and only had 1 voice to support implementation. However, parent participation is low and need to have parental support to ensure that students comprehend the connection between home and school and how important this relationship between the two.

What is the feedback from your stakeholders?

Based on the feedback from stakeholders, expressed the need for teacher to turn off and allow students to work together and support each other. Hire more EL students to be able to support students in each classroom if needed. Allow MTSS lead to attend more PD and given enough time to provide the information to all grades, observe implementation and monitor Branch Minds. The lead MTSS teacher needs to create an effective team to support all learnings and supports

What student-centered problems have surfaced during this reflection?

There is an increased need for progress monitoring and interventions taking place witthin all classrooms and teachers are not utilizing branching minds with fidelity. There is not evidence of differentiated instruction occurring during tier I instruction. Teachers are not meeting students instructional needs.

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?

We will monitor how often we assess tier 2 and 3 students moving within small groups and implement due dates for balance assessments and ensure they are documented in Branching Minds. We will look at implementing the pacing guide. Teachers will be able to vote on the assessments. Professional developments are important to get familiar with the different assessments that are offered. Our professional developments will be intentional and beneficial, teachers will walk away with understanding of the learning, using the Branching Minds platform, strategies and tools. It is important that students are moved with fidelity with Branching Minds. We will provide and implement tracking measures to ensure that all students are getting the instruction that they individually need

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Determine Priorities

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

Students...

are in need of differentiated instruction that supports their individual needs and tier II and tier III supports when needed

Resources: 🚀

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

need intensive support meeting students needs based on student data, and professional training on how to provide differentiated instruction and assign students with interventions in the Branching Minds system that will positively impact student learning

Resources: 🚀

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

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

provide teachers with professional learning centered around using standards- based curricula, proper usage of Branching Minds, differentiation and implementation of instructional rigor

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

then we see....

teachers implementing rigorous, standards based instruction that is differentiated to meet the needs of all students ✍️

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...

increase student achievement on iReady, Star 360 and IAR asssessments ✍️

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 ✍️

Monninger, Prude, Carr, Davis, Hoskins

Dates for Progress Monitoring Check Ins

Q1	10/6/2023	Q3	3/18/2024
Q2	12/15/2023	Q4	5/31/2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 — 100% of teachers will recieve professional Learning on differentiated instruction	Lead Coach	August 14th and on-going as needed	In Progress
Action Step 1 — ILT members will conduct review lesson plans for evidence of differentating, with feedback	ILT Members	August 28th, on-going as needed	In Progress
Action Step 2 — conduct walkthrus with the focus of differentationed instruction, with feedback	ILT members	September 5th	In Progress
Action Step 3 — level the teachers based on needs	Lead Instructional Coach	September 12th, ILT meeting	Completed
Action Step 4 — 1 on 1 coaching and support for teachers identfied needing support/s	Instructional Coach	Starting the week of September 18th	Completed
Action Step 5			Select Status
Implementation Milestone 2 — 100% of teachers will be provided professional learning on the implementation of Branching Minds	MTSS Lead and Interventionist	September 14th, morning meeting]	In Progress
Action Step 1 — Discuss the expectations for teacher's entries in MTSS, Branching Minds	ILT Members	September 21st, GL	In Progress
Action Step 2 — provide PD on how to create goals and monitor student's progress based on individaul student needs	ILT Members	September 22nd	In Progress
Action Step 3 — teachers will create goals based onstudent's BOY data	Teacher	September 22nd	Delayed
Action Step 4 — monitor goals and adjustments as needed based on students individual, with feedback	MTSS Lead, ILT	Week of October 9th, on-going	In Progress
Action Step 5 — 1 on 1 coaching and support for teachers identfied needing support/s	Inverventionist and Inst Coach	Week of October 16th	Completed
Implementation Milestone 3 — 100% of teacher will provide standard based instruction with rigorous tasks that are aligned to core content	Teacher	Week of 10/2nd, on going	Not Started
Action Step 1 — provide teachers with professional development regarding standard based instruction and connecting the objective to the asking of the task	ILT Members	September 21st, on going	In Progress
Action Step 2 — provide teachers with creating rigorous tasks, using DOK levels	ILT Members	September 21st, on going	Not Started
Action Step 3 — review lesson plans with the focus on standard and objective alignment, and provide timely feedback	Admin, Lead Coach	September 25th, on going	In Progress
Action Step 4 — observe classrooms for the standard and odjective alignment, and DOK levels of tasks			In Progress
Action Step 5			Select Status
Implementation Milestone 4 — 100% of teacher will effectively communcaition and partner with stakeholders/parents to review student's tier; revise plans as need, review data, provide startegies that can be used out of school to support individual needs	Grade Level Leads	starting the week on September 4th and 6th. Open House and Grandparent's day	Delayed
Action Step 1 — send fliers home inviting stakeholder/parents and grandparents to Open House and grandparent's day, discuss the importance of attendance and working with students at home to support academic growth	CCT Members	September 1st	Completed
Action Step 2 — create goals with stakeholders for student's academic success	CCT Members	September 21st/ongoing	Not Started
Action Step 3 — update parents on progress and/or supports needed to support individual learning; 5 week intervals	CCT Members	September 21st/ongoing	Not Started
Action Step 4 — revise goals and discuss next steps	CCT and ILT	September 21st/ongoing	Not Started
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Teachers using Branching Minds to move student data with fidelity and communicate on a frequent bases the progress their students are making and/or lack of. Providing parents with resources, skills and support needed to ensure the continue to grow and/or the lack. Decreasing tier 1 and tier 2 by 11% in both iReady and Star 360 and inceasing IAR reading performances by 23%.
SY26 Anticipated Milestones	Teachers having the ability to speak to their data, suggesting their on strategies to support students and engaging with parents regularly. Decreasing tier 1 and tier 2 by 75% in both iReady and Star 360 and increasing IAR reading performances by 30%.

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

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
increasing 75% of students in tier 2 and 3 meeting their goal/s in math based on data from iReady and Star360; using the Branching Minds platform, strategies and practices	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	43%	54%	65%	75%
			Select Group or Overall				
IAR (English): By the end of the school year, 100% of students will improve in their instructional reading level as measured by IAR. 95 percent of students will meet at grade level in the instructional reading level from fall to spring. Furthermore, students who are below grade level in instructional reading level will increase their instructional reading level by 1.5 years.	Yes	IAR (English)	Overall	9.00%	16%	23%	30%
			Select Group or Overall				

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.	All teachers are engaged with professional learning with the implemenation of Branching Minds, creating tiered groupings based on iReady and Star 360 data. By the EOY SY 23-24, 100% of all teir 2 and 3 students would have received small group instruction to support their individual requirements to support the increase of 75% of the students in tier 2 and 3 meeting their goal/s in reading and math based on data from iReady and Star360; using the Branching Minds platform. Teachers will communicate with stakeholders/parents wtih updates on goals and revisions that are needed ever 5 weeks.	All teacher will have 100% of their students meeting tier goal and increasing 75% in reading and math based on data from iReady and Star360; using the Branching Minds platform. Communication will be every 5 weeks and as needed with stakeholders	All teachers will have 100% of their student meeting tier goals, receiving effective small group instruction to support their individual need to increase 75% of students in tier 2 and 3 meeting their goal/s in reading and math based on data from iReady and Star360; using the Branching Minds platforml
C&I:4 The ILT leads instructional improvement through distributed leadership.	MTSS team and the interventionist will biweely monitor Branching Minds, report the data to ILT and create next steps/feedback to distribute to classroom teachers. 100% of teachers will create goals with strategies to meet individual student's needs, increase the number of students in tier 2 nd 3 meeting their goals by 75% in reading and math, based on iReady and Star360 data overall	The MTSS and interventionist will provide feedback to teachers, observe somll group instruction that support student individual needs and providing feedback and /of next steps in order to increase 75% of students in tier 2 and 3 meeting their goal/s in reading and math based on data from iReady and Star360; using the Branching Minds platform and strategies	100% of teachers will be able to speak to their data based on the interventionist and MTSS team feedback, assessments and classroom observations in order to increase 75% of students in reading and math meeting their goals, based on iReady and Star360 data; using the Branching Minds platform and strategies
C&I:2 Students experience grade-level, standards-aligned instruction.	100% of teachers will provide high quality rigorous instruction that is standards based aligned in all core content areas	Most teachers of teachers will provide high quality rigorous instruction that is standards based aligned in all content areas	100% of teachers will provide high quality rigorous instruction that is standards based aligned in all content areas

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
increasing 75% of students in tier 2 and 3 meeting their goal/s in math based on data from iReady and Star360; using the Branching Minds platform, strategies and practices	% of Students receiving Tier 2/3 interventions meeting targets	Overall	43%	54%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
their instructional reading level as measured by IAR. 95 percent of students will meet at grade level in the instructional reading level from fall to spring. Furthermore, students who are below grade level in instructional	IAR (English)	Overall	9.00%	16%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			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.	All teachers are engaged with professional learning with the implemention of Branching Minds, creating tiered groupings based on iReady and Star 360 data. By the EOY SY 23-24, 100% of all teir 2 and 3 students would have received small group instruction to support their individual requirements to support the increase of 75% of the students in tier 2 and 3 meeting their goal/s in reading and math based on data from iReady and Star360; using the Branching Minds platform. Teachers will communicate with stakeholders/parents wtih updates on goals and revisions that are needed ever 5 weeks.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	MTSS team and the interventionist will biweely monitor Branching Minds, report the data to ILT and create next steps/feedback to distribute to classroom teachers. 100% of teachers will create goals with strategies to meet individual student's needs, increase the number of students in tier 2 nd 3 meeting their goals by 75% in reading and math, based on iReady and Star360 data overall	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	100% of teachers will provide high quality rigorous instruction that is standards based aligned in all core content areas	Select Status	Select Status	Select Status	Select Status

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

Connectedness & Wellbeing

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.
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.
Partially	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?

Beidler has BHT and Climate and Culture teams that meet biweekly. These teams are used to address needs and concerns throughout the school campus. Our BHT team consists of the school counselor. social worker, psychologist, case manager, dean, restorative justice coordinator, parent, and community partner. Looking at our BHT referral data, it was determined that 24.7% of our student population received tier II interventions and 7.7% of our student population received tier III interventions.

What is the feedback from your stakeholders?

Allowing students more voice in selecting based on student interest. Create plans for students who have chronic assessments and assign an in-house person who conducts daily checks and calls home when students are absent. Create an incentive plan for chronic students with attendance goals to meet. Think about other ways to implement RJ and SEL using more strategies to ensure students and adults have multiple ways to address their needs..

What student-centered problems have surfaced during this reflection?

We have many students that were impacted by the COVID pandemic which caused a decrease in student engagemant and socialization skills. Discipline infractions and student social emotional referrals increased.

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?

Strengthening our student voice committee. Targeted small groups with our BHT teams members. Second -step and success bound curriculums are implemented with fidelity. Students will develop more positive communication and socialization skills. Tier I and Tier II as well as some intensive Tier III interventions will address any barrier that may arise from our student groups furthest from opportunity.

Determine Priorities

Return to Top

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

Students...

are not equipped with necessary social and behavior skills such as conflict resolution and communication skills thereby impacting thier overall success.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

are not implentating the second step curriculum with fidelity, and lack resources and training to support students social emotional needs.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

partner with agencies to support teachers understanding and learning to provide different services for students, as well professional learning on effective implementation around SEL and Second Step practices

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

then we see....

a decrease in student discipline referrals, more student engagement and the necessary supports for student needs ✍️

which leads to...

an increase in student's ability to problem solve and communicate effectively which leads to student growth overall ✍️

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

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

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

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

Return to Top | **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Classroom Teachers, Carr, Thompson, Behavioral Health Team, Culture and Climate Team, Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/6/2023	Q3	3/18/2024
Q2	12/15/2023	Q4	5/31/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100% of teachers effectively implementing the second-step curriculum	BHT, Carr, Thompson	6/15/2024	Select Status
Action Step 1	Teacher training on second step curricula	Carr	8/15/2023	Completed
Action Step 2	Counselors go into the classroom to support the SEL curricula	Carr. Thompson	9/25/2023	In Progress
Action Step 3	Monitor that the teachers are facitlitating SEL curricula	Carr, Thompson	Monthly	In Progress
Action Step 4	Teachers complete each unit of the SEL curricula	Carr, Thompson	6/15/2024	Not Started
Action Step 5	Tier II and III services will be provided as needed	BHT	6/15/2024	Not Started
Implementation Milestone 2	100% of students will receive the academic, emotional, and social skills necessary to be actively engaged in school	Carr, Thompson	6/15/2024	Select Status
Action Step 1	Training of the success bound curricula	Thompson	8/31/2023	In Progress
Action Step 2	Facilitate success bound curricula	Carr, Thompson	6/15/2024	Select Status
Action Step 3	Monitor progress of task completion in schoolinks	Carr, Thompson	6/15/2024	Select Status
Action Step 4	Provide students with the opportunity to improve their interpersonal skills, such as problem-solving, conflict resolution, self-control, communication, negotiation, sharing, and good manners.	Carr,Thompson	6/15/2024	Select Status
Action Step 5	Complete 5E survey	Teachers	6/15/2024	Select Status
Implementation Milestone 3	100% of staff will know our school plan and their role in the implementation of SEL to ensure the mental well-being of students	CCT	5/30/2024	Select Status
Action Step 1	Update school website	Crowder	9/30/2023	In Progress
Action Step 2	A calendar of school events will be maintained on the school website	CCT, ILT	9/30/2023	In Progress
Action Step 3	Create outreach opportunities intended to facilitate involvement and support from the community	CCT	Ongoing	In Progress
Action Step 4	Use a variety of methods to communicate and promote expectations, values, and group norms that support positive health and academic behaviors.	BHT	Ongoing	In Progress
Action Step 5	Check-in and train stakeholders to increase safety in our school quarterly	CCT	5/30/2024	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	By the end of SY25 teachers using Branching Minds to move student data with fidelity and communicate on a frequent basis the progress students are making and/or lack of. Providing parents with resources, skills and support needed to ensure the continued grow and/or the lack.	

SY26 Anticipated Milestones	By the end of SY26 100% of teachers are providing high-quality teaching and learning that supports individual students' well-being. By the end of SY26 our tier III students will decrease to 1-5% of the school population, our tier II students will decrease to 15% of the student population.	✍️

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

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
to decrease the number of students recieving tier II SEL services/interventions	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	24.70%	39.70%	54.70%	69.70%
			Select Group or Overall				
to decrease the number of students recieving tier III SEL services/interventions	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	7.60%	22.60%	37.60%	52.60%
			Select Group or Overall				

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&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	All teachers are observed effectively implementing second step currilum. By the end of June 2024 100% of our students will receive tier I SEl instruction. The number of students receiving tier III services will decrease from 7.7 to 6%. The number of students receiving tier II services will decrease from 24.7% to 20%.	MTSS and BHT teams are utilizing data to implement and adjust SEL supports based upon student needs. By the end of SY25 our tier III students will decrease to 4-6% of the school population, our tier II students will decrease to 20% of the student population.	MTSS, BHT and CCT teams are utilizing data to implement and adjust SEL supports based upon student needs. By the end of SY26 our tier III students will decrease to 1-5% of the school population, our tier II students will decrease to 15% of the student population.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All teachers are observed effectively implementing restorative practices and building a sense of community within the classroom.	Most teachers are providing high-quality teaching and learning that supports individual students' well-being. By the end of SY25 100% of students will recieve SEL curricula through second step and all of middle school students will recieve and additional SEL curricula through success bound.	All teaches are providing high-quality teaching and learning that supports individual students' well-being. By the end of SY26 100% of students will recieve SEL curricula through second step and all of middle school and 5th grade students will recieve and additional SEL curricula through success bound.
Select a Practice	100% of teachers will provide high quality rigorous instruction that is standards based aligned in all core content areas		

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
to decrease the number of students recieving tier II SEL services/interventions	% of Students receiving Tier 2/3 interventions meeting targets	Overall	24.70%	39.70%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
to decrease the number of students recieving tier III SEL	% of Students receiving Tier 2/3 interventions	Overall	7.60%	22.60%	Select Status	Select Status	Select Status	Select Status

recieving tier III SEL services/interventions	Tier 2/3 interventions meeting targets	Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

					Progress Monitoring			
Identified Practices	**SY24**				**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	All teachers are observed effectively implementing second step curriulum. By the end of June 2024 100% of our students will receive tier I SEI instruction. The number of students receiveing tier III services will decrease from 7.7 to 6%. The number of students receiving tier II services will decrease from 24.7% to 20%.				Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All teachers are observed effectively implementing restorative practices and building a sense of community within the classroom.				Select Status	Select Status	Select Status	Select Status
Select a Practice	100% of teachers will provide high quality rigorous instruction that is standards based aligned in all core content areas				Select Status	Select Status	Select Status	Select Status

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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

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

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

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

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

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

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

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

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

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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	% of Students receiving Tier 2/3 interventions meeting targets: increasing 75% of students in tier 2 and 3 meeting their goal/s in math based on data from iReady and Star360; using the Branching Minds platform, strategies and practices	**Overall**	43.00%	54.00%	65.00%	75.00%
		Select Group or Overall				
Required Reading Goal	IAR (English): IAR (English): By the end of the school year, 100% of students will improve in their instructional reading level as measured by IAR. 95 percent of students will meet at grade level in the instructional reading level from fall to spring. Furthermore, students who are below grade level in instructional reading level will increase their instructional reading level by 1.5 years.	**Overall**	9.00%	16.00%	23.00%	30.00%
		Select Group or Overall				
Optional Goal	Select a Goal					

<div align="center">**Parent and Family Plan**</div>

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.

☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

☑ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

☑ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.

☑ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

☑ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.

☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct
other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

☑ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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

☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.

☑ The school will hold parent-teacher conferences.

☑ The school will provide parents with frequent reports on their children's progress.

☑ The school will provide parents reasonable access to staff.

☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

☑ The parents will support their children's learning.

☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

> *The parent and family engagement budget monies are to engage parents in classes for health practices for themselves and family members and effective ways to incorporate SEL skills outside of school. The funds will also be used to support GED classes, apply for employment, and address mental health concerns. There will be professional development to support and/or apply services to address the classes around mental health, health practices, and SEL methods.* ✍️

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