

CIWP Team & Schedules

Resources

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Lauren Norwood	Principal	lenorwood@cps.edu
Lisa Tompkins	Teacher Leader	lirtompkins@cps.edu
Anitra Gipson	Curriculum & Instruction Lead	amgipson1@cps.edu
Marion Wallace	Teacher Leader	mswallace@cps.edu
Ebony Loury	Other [ESP]	ecloury@cps.edu
Anthony Felix	Teacher Leader	ajfelix@cps.edu
Tulani Prince-Brackett	Teacher Leader	tkprince-brackett@cps.edu
Jakil Turner	Teacher Leader	jhillturner@cps.edu
Jacqueline Mattmuller	Teacher Leader	jmattmuller@cps.edu
Jurrate Moore	Teacher Leader	jmoor6@cps.edu
Zina Grace	Connectedness & Wellbeing Lead	zngrace@cps.edu
	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	7/5/23	7/12/23
Reflection: Curriculum & Instruction (Instructional Core)	7/1/23	8/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/1/23	8/24/23
Reflection: Connectedness & Wellbeing	7/24/23	8/24/23
Reflection: Postsecondary Success	7/24/23	8/24/23
Reflection: Partnerships & Engagement	7/24/33	8/24/23
Priorities	8/1/23	9/8/23
Root Cause	8/1/23	9/8/23
Theory of Acton	8/1/23	9/8/23
Implementation Plans	8/1/23	9/8/23
Goals	8/1/23	9/8/23
Fund Compliance	8/1/23	9/8/23
Parent & Family Plan	8/1/23	9/8/23
Approval	9/12/23	9/12/23

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	10/12/23
Quarter 2	12/7/23
Quarter 3	3/7/24
Quarter 4	5/31/24

Indicators of a Quality CIWP: Reflection on Foundations



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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p>CPS High Quality Curriculum Rubrics</p>	<p>In Math we seem to struggle overall with growth and attainment. The students who were NOT meeting in 2020 are currently our 6th grade students so, there is a "gap" that needs to be addressed with them. From K-2 students are moving forward. As students get older we seemed to have lost ground. Those students were likely most impacted by the pandemic and lost foundation skill building. We have to make sure that testing is done with the students instead of "to" them. Talk to students about the testing that they will embark upon, let them express themselves and discuss areas that they think they need more support. Have integrity to the grading process and the access to equitable opportunities to do better. We have to change our mindset around how instruction is being delivered from the time that a lesson is taught, when it is practiced by the student, and when their mastery is demonstrated (how do we provide opportunities for students to master content?). </p>	<p>iAR (Math)</p> <p>iAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Yes	<p>Students experience grade-level, standards-aligned instruction.</p> <p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>	<p>What is the feedback from your stakeholders?</p> <p>Based on parent survey, parents are aware of curriculum, communicate with teachers via Remind, email and classroom newsletter and feel welcome. However, they need to tier up their knowledge base. What exactly are the benchmarks, goals, and standards that their child(ren must reach and how can they help and/or increase their involvement as a result. </p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p>
Yes	<p>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.</p> <p>Powerful Practices Rubric</p> <p>Learning Conditions</p>		
Yes	<p>The ILT leads instructional improvement through distributed leadership.</p> <p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>		

Yes	<p>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.</p>	<p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p>	<p>TS Gold</p> <p>Interim Assessment Data</p>
Yes	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p>	<p>Assessment for Learning Reference Document</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Some of the barriers have been attendance, and mobility of the student body. 30 - 50 % of the students who enter in Kindergarten transfer out along the way to 8th grade. Our cohort of students Age Cycle 3 thru Age Cycle 8 seem to be the most academically stable. We also had a lot of teacher transition in Middle School that contributed to student learning loss. There is definitely opportunity for us to push students over to the next range. There is a need for teachers to get a better understanding of the assessments and how they are designed. We need to make sure that students have exemplars for each task. Make full use of the curriculum as designed.</p>
<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.</p>			
<p>Students need more access to grade level instruction (improved Tier I instruction in the classroom). We have discovered that teachers struggle with developing GRR, running small groups, progress monitoring, DOK/HOTS, and co-teaching. Instruction needs to address the same structures, vocabulary, etc as the assessments that students will have to take. We can't just teach skills, we have to teach critical thinking. Are we messaging through our practice the importance of education. Are standard aligned learning targets being shared with our students, and is the learning aligned with the target? How do we wage the perception of the "gig" economy and careers obtained through formal education with our students? Is STEM the way to focus for this generation? More student friendly assessments are needed to build esteem and increase confidence levels. We need to</p>			

[Return to Top](#) **Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p> <p>MTSS Continuum</p>	<p>Teachers becoming more familiar with BrM platform so that they can enter data in a more timely fashion. This will also help us to have clearer indicators of student progress. We need to go over what BrM is at the beginning of the school year. How to enter interventions, how to progress monitor, and more. Host biweekly protected sessions for teachers to enter student data.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p>

		Roots Survey
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo
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
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	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
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

student data.

What is the feedback from your stakeholders?

We need to implement a progressive model for our Diverse Learners that will support co-teaching and provides a wider range of students with instructional and environmental supports through this progression and collaboration with GenEd teachers. Area of Work: High Quality IEP writing (including data), and Implementation with Fidelity. Have Jenna over for a IEP writing session. 🍌

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 are working to improve our documentation skills whether this be for intervention or IEPs. Also ensuring that we are collaborating within our teams to be thorough in the process as the number of students needed this type of support is growing. We are implementing "Better Together" so that we are able to build structures that not only benefit our students but also keeps our integrity to them in the process. We also have to make sure that IEPs are written with integrity, and that IEPs from other districts maintain the integrity of Burke school. 🍌

- [Roots Survey](#)
- [ACCESS](#)
- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

What student-centered problems have surfaced during this reflection?

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

We may need to participate in some "Best Practice" visits to see what D.L. and LRE look like in other schools. We also need to ensure that everyone learns how to navigate Branching Minds so that we have the data we need for our students on-hand. Our parents may not 🍌

be able to advocate for their students as would an educator however, it is our job to make sure that we do.

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>Students have a better sense of wellbeing as it pertains to the safety they should feel within their classroom and their place within it (the classroom belongs to the student). Morning meetings should be built in across the board (schoolwide). More teacher input around what works well. Time seems to be a barrier. The more we speak a universal and consistent language at our school; the better. The roots of classroom management issues lie in students' difficulty in managing emotions and social relationships, and that had a direct and profound impact on their academic achievement. 🍌</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p>
No	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p>
Yes	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	<p>What is the feedback from your stakeholders?</p> <p>Students have the opportunity to take a range of activities during OST and enrichment activities, like gardening, basketball, and academic activities. There will be an introduction of STEM activities, and robotics this spring. There is a need for enrichment and OST teachers to communicate/share activities with homeroom teachers in order to supplement student learning. Enrichment and OST activities 🍌</p>	<p>Cultivate (Belonging & Identity)</p>

	Other student interests and needs.	order to supplement student learning. Enrichment and CSI activities are in alignment with student and teacher interests. Consider including mentors (high school sts, community members etc).	Staff trained on alternatives to exclusionary discipline (School Level Data)
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY

What student-centered problems have surfaced during this reflection?

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

Student SEL experience is not consistent. We may need to participate in some "Best Practice" visits to see what SEL, D.L. and LRE look like in other schools. We also need to ensure that everyone learns how to navigate Branching Minds so that we have the data we need for our students on-hand. Our parents may not be able to advocate for their students as would an educator however, it is our job to make sure that we do.



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?

SEL and PBIS programs and information will be made accessible and be implemented school-wide consistently in classrooms. SEL needs to be introduced and re-inforced during the classroom day. We will (as a staff) incorporate the techniques and study the book Social Emotional Learning (Essential Lessons for Student Success) by: Tom Conklin for 5-10 minutes during each GLT meeting.



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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

	College and Career Competency Curriculum (C4)	We need to provide the Success Bound links to our 6-8 grade teachers, and have counselors do a Train the Trainer model for teachers as they implement. We need to put information out for teacher training on ILP's this year so that teachers are	 Graduation Rate
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Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).
No	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
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

out for teacher training on ILPs this year so that teachers are incorporating it more intently into their curriculum. The platform for ILPs has a new system that All can be trained to used Schoolink. We need to make CCR a Vision for our students so that they have a sense of what their futures can be like if they have a great education under their belt.

What is the feedback from your stakeholders?

Consider incorporating mentors for sts, job shadowing, career exploration throughout the year. 🍌

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?

There is a meeting set up with the Success Bound coordinator 9/15 to get started. 🍌

[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](#)

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

Freshmen Connection Programs Offered (School Level Data)

N/A	<p>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).</p> <p>Alumni Support Initiative One Pager</p>	7/10 to get started.	
<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CWP.</p> <p>We have a partnership with Success Bound but have not been able to implement it fully. Structures for supporting ILP's need work. We plan college trips/visits (at least 2 per year) but, we would like to get an earlier start on these visits so that we can visit other sites. Due to the need to get students MORE vested in their education, we would like to do MORE activities at the 5th grade level. 🍌</p>			

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
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>Leveraging OUR parents, we want to make sure that we think about things from their perspective. Parents and students may have negative experiences with us that cause them to NOT feel trust. While WE may feel like we are doing everything that we know to do to engage them. We have to look at our methodology of building relational trust better because it is the metric that we struggle with. We have to change our mindset. Education may have different values for different families, the way of teaching has changed, assessment measures have changed, and it is our responsibility to educate our parents in a nurturing way in order to help them better collaborate with us. Students too need to know where they are and set goals for themselves and get regular check-ins to see their progress. We have to support them as we want to be supported. Getting to the "root" of what is wrong/happening. 🍌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Yes	<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>

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 style="text-align: right;">Student Voice Infrastructure Rubric</p>

<p style="text-align: center;">What is the feedback from your stakeholders?</p> <p>Parents expressed that they needed a safe space to share things about themselves and as a result, the Parent Cafe was created. Parents report being signed up for Parent Portal, REMIND, and PBIS however, are not necessarily reading the information. How do we make it understood that the communication is vital. How do we also make the communication "family friendly".</p>

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)

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.

Frequent surveys are needed to determine what students are thinking and feeling. This needs to be done prior to the 5E's survey so that we as a school know how to move forward. Student leadership opportunities are needed: Student Council, Student Ambassadors, Peer Juries, and constant canvassing of students to see what they value at school. There needs to be more flexibility for parents to be involved in school activities. The use of technology is STILL a need. Parents also need to be surveyed on a regular basis to see what it is that parents need to feel more connected to Burke school. The surveys can also address times that parents are MOST available to come to the school (if they are working and/or handling other business during the day). Understand that relationships are "key" in getting parents to be partners with us in education. Find ways to better build relationships with parents of students who self-transport because they are not visible as much as our primary students. Take advantage of the parents that pick up at the end of the day. We need to re-brand the way we engage parents.

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?

Consistent communication efforts by ALL for parent events, workshops, etc. We also need to increase the number of parents that regularly participate in the activities and are invested. We have gotten the grant for the Parent Mentor program where 8 parents will be trained to work with teachers as volunteers and enact the Train the Trainer model for other parents.

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.
No	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?

Students have a better sense of wellbeing as it pertains to the safety they should feel within their classroom and their place within it (the classroom belongs to the student). Morning meetings should be built in across the board (schoolwide). More teacher input around what works well. Time seems to be a barrier. The more we speak a universal and consistent language at our school; the better. The roots of classroom management issues lie in students' difficulty in managing emotions and social relationships, and that had a direct and profound impact on their academic achievement.

What is the feedback from your stakeholders?

Students have the opportunity to take a range of activities during OST and enrichment activities, like gardening, basketball, and academic activities. There will be an introduction of STEM activities, and robotics this spring. There is a need for enrichment and OST teachers to communicate/share activities with homeroom teachers in order to supplement student learning. Enrichment and OST activities are in alignment with student and teacher interests. Consider including mentors (high school sts, community members etc).

What student-centered problems have surfaced during this reflection?

Student SEL experience is not consistent. We may need to participate in some "Best Practice" visits to see what SEL, D.L. and LRE look like in other schools. We also need to ensure that everyone learns how to navigate Branching Minds so that we have the data we need for our students on-hand. Our parents may not be able to advocate for their students as would an educator however, it is our job to make sure that we do.

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?

SEL and PBIS programs and information will be made accessible and be implemented school-wide consistently in classrooms. SEL needs to be introduced and re-inforced during the classroom day. We will (as a staff) incorporate the techniques and study the book Social Emotional Learning (Essential Lessons for Student Success) by: Tom Conklin for 5-10 minutes during each GLT meeting.

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

We want students to acquire the following SEL skills: Self Awareness, Restraint, Persistence, and Confidence. The acquisition of these will contribute to academic success.



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

Resources: 

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

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

As adults in the building, we...

want to also invest in the importance of implementing SEL within the classroom on a daily basis. We commit to "growing together" in SEL practice so that it is a foundational part of the school's culture.



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...

Resources: 

incorporate SEL lessons, strategies, and techniques with fidelity into our daily lessons



Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see...
students being more aware of themselves, better able to manage their feelings, proactive vs reactive, more self esteem, and overall confidence in themselves



which leads to...
improved social and emotional skills, attitudes, behavior and academic performance.



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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
CCT, GLT and ILT

Dates for Progress Monitoring Check Ins

Q1	10/12/23	Q3	3/7/24
Q2	12/7/23	Q4	5/31/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	PBIS	Mr. Mariano	08/18/23	Completed

Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>		Connectedness & Wellbeing
Action Step 1	Get all teachers programmed to use PBIS platform	Mr. Mariano	08/25/23		Completed	
Action Step 2	Get all staff members programmed to use PBIS platform	Mr. Mariano	09/08/23		In Progress	
Action Step 3	Monitor weekly staff use of the PBIS platform	Mr. Mariano/Principial	Weekly		In Progress	
Action Step 4	Provide ongoing PD on PBIS	Mr. Mariano/BHT/CCT	Weekly		In Progress	
Action Step 5	Implement/Evidence use of PBIS in each classroom/external spaces	GLT/ILT/SLT	Daily		In Progress	
Implementation Milestone 2	Social & Emotional Learning	Ms. Grace	09/06/23		Completed	
Action Step 1	Introducation to SEL Workbook	Ms. Grace/Ms. Norwood	09/06/23		Completed	
Action Step 2	Second Step Re-Boot	GLT's/Counselors/Principal	10/01/23		In Progress	
Action Step 3	On Going PD/Support for Second Step	Counselors	Weekly		In Progress	
Action Step 4	Weekly Check In during GLT Meetings	GLT's/Counselors/Principal	Weekly		In Progress	
Action Step 5					Select Status	
Implementation Milestone 3	Opportunities for Student Voice and Civic Engagement	CCT	09/28/23		In Progress	
Action Step 1	Student Council, Townhalls, Summitts, Forums	Grace, Pulliam, Mariano, Admin			In Progress	
Action Step 2	Planning for Student Discourse in Lessons/CCR	GLT's			In Progress	
Action Step 3	Student Surveys/Canvass'	GLT's, Admin			In Progress	
Action Step 4	Service Learning/Ambassadors	GLT's			In Progress	
Action Step 5	Celebrations, Recognition, Showcases, Intra-Mural Competitions	GLT's, Admin			In Progress	
Implementation Milestone 4	Workshops for Parents on SEL and Supporting Your Child's Education				In Progress	
Action Step 1	Assemble Parent Mentor Group	Parent Coordinator	9/30/23		In Progress	
Action Step 2	Organize PAC	Principal	09/12/23		In Progress	
Action Step 3	Organize On-going Workshops/Orientations/Forums for Parents	Teacher/Parent Coord/Prin	08/18/23		In Progress	
Action Step 4	Partner with the FACE Dept @ Dyett	Parent Coord/Principal			Not Started	
Action Step 5					Select Status	

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

Increased schoolwide attendance (5%). Increased student voice, and confidence. Systemic structures in place to engage student voice at all levels. Increased parent engagement.



SY26 Anticipated Milestones

Environmental sustainability (recycling, conservation, eco-friendly awareness. Executive functioning mastery. Graduation to a new SEL system. Established effective communication channels with all stakeholders to make sure that everyone is involved in the school's mission, vision, and goals.



[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
Reduce the number of students demonstrating oppositional and defiant behavior throughout the day.	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	152	<25 (114)	<25 (85.5)	<25 (64.1)
			4th-8th	80.3	70	60.3	50.3
	Select Answer	Select Metric	Select Group or Overall				
			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&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.	Student surveys SEL Block Schedules and Monitoring PBIS Fidelity Monitoring reduction of referrals and % of 4th-8th grade referrals	Student surveys SEL Block Schedules and Monitoring PBIS Fidelity Monitoring reduction of referrals and % of 4th-8th grade referrals	Student surveys SEL Block Schedules and Monitoring PBIS Fidelity Monitoring reduction of referrals and % of 4th-8th grade referrals
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Parent surveys Monitor parent attendance/participation SEL component for parents PAC Meeting Incorporating parents in Career Day Events Develop mentoring program with high school and community members	Parent surveys Monitor parent attendance/participation SEL component for parents PAC Meeting Incorporating parents in Career Day Events	Parent surveys Monitor parent attendance/participation SEL component for parents PAC Meeting Incorporating parents in Career Day Events
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
Reduce the number of students demonstrating oppositional and	Reduction in repeated disruptive behaviors (4-6	Overall	152	<25 (114)	Select Status	Select Status	Select Status	Select Status

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

Connectedness & Wellbeing

defiant behavior throughout the day.	disruptive behaviors (4-8 SCC)	4th-8th	80.3	70	Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			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
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.	Student surveys SEL Block Schedules and Monitoring PBIS Fidelity Monitoring reduction of referrals and % of 4th-8th grade referrals	Select Status	Select Status	Select Status	Select Status
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Parent surveys Monitor parent attendance/participation SEL component for parents PAC Meeting Incorporating parents in Career Day Events	Select Status	Select Status	Select Status	Select Status
Select a Practice		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.
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

In Math we seem to struggle overall with growth and attainment. The students who were NOT meeting in 2020 are currently our 6th grade students so, there is a "gap" that needs to be addressed with them. From K-2 students are moving forward. As students get older we seemed to have lost ground. Those students were likely most impacted by the pandemic and lost foundation skill building. We have to make sure that testing is done with the students instead of "to" them. Talk to students about the testing that they will embark upon, let them express themselves and discuss areas that they think they need more support. Have integrity to the grading process and the access to equitable opportunities to do better. We have to change our mindset around how instruction is being delivered from the time that a lesson is taught, when it is practiced by the student, and when their mastery is demonstrated (how do we provide opportunities for students to master content?).

What is the feedback from your stakeholders?

Based on parent survey, parents are aware of curriculum, communicate with teachers via Remind, email and classroom newsletter and feel welcome. However, they need to tier up their knowledge base. What exactly are the benchmarks, goals, and standards that their child(ren) must reach and how can they help and/or increase their involvement as a result.

What student-centered problems have surfaced during this reflection?

Students need more access to grade level instruction (improved Tier I instruction in the classroom). We have discovered that teachers struggle with developing GRR, running small groups, progress monitoring, DOK/HOTS, and co-teaching. Instruction needs to address the same structures, vocabulary, etc as the assessments that students will have to take. We can't just teach skills, we have to teach critical thinking. Are we messaging through our practice the importance of education. Are standard aligned learning targets being shared with our students, and is the learning aligned with the target? How do we wage the perception of the "gig" economy and careers obtained through formal education with our students? Is STEM the way to focus for this generation? More student friendly competitions are

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?

Some of the barriers have been attendance, and mobility of the student body. 30 - 50 % of the students who enter in Kindergarten transfer out along the way to 8th grade. Our cohort of students Age Cycle 3 thru Age Cycle 8 seem to be the most academically stable. We also had a lot of teacher transition in Middle School that contributed to student learning loss. There is definitely opportunity for us to push students over to the next range. There is a need for teachers to get a better understanding of the assessments and how they are designed. We need to make sure that students have exemplars for each task. Make full use of the curriculum as designed.

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

STEM the way to focus for this generation? More student friendly competitions are needed to build esteem and raise confidence levels. We need to constantly celebrate "small" wins. Increase the volume of compliments that we give students daily.

[Return to Top](#) **Determine Priorities**

Resources: 

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

[Determine Priorities Protocol](#)

Students...

will receive more access to quality Tier I instruction. Students must have access to grade level content. High quality tasks must be implemented well. This includes how we plan instruction, how we deliver it, and how students engage with us.



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**

Resources: 

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

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

As adults in the building, we...

want to ensure that lesson learning targets address the standards, that the taxonomy level of lessons are being considered, ensure that the task and learning target are aligned, students are being provided opportunities to interact with one another, students are experiencing productive struggle, using academic vocabulary and challenging one another. Ensuring that all students in every tier is getting what they need.



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

[Return to Top](#) **Theory of Action**

What is your Theory of Action?

If we...

use data (teacher self-assessment observation data, student achievement data) to identify powerful practices to use during explicit and small group instruction



Resources: 

Indicators of a Quality CIWP: Theory of Action

then we see....

improved overall quality of teaching with rigor and an increase in student learning



which leads to...

more students reaching their personal growth targets by EOY. Additionally more students will become academically proficient and more developed as critical thinkers.



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

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

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

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

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

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Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Instructional Coach, ILT, Interventionist, MTSS, Attendance Team

Dates for Progress Monitoring Check Ins

Q1 10/12/23

Q3 3/7/24

Q2 12/7/23

Q4 5/31/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers using the SAVVAS curriculum with fidelity/integrity	Instructional Coach/ILT	8/21/23	In Progress
Action Step 1	ILT conduct rigor walks to observe teacher practice within the building	ILT Members	9/5/23	Completed
Action Step 2	ILT review data to determine glows and grows	ILT Members		In Progress

Curriculum & Instruction


Jump to...	Priority	TOA	Goal Setting	Progress	Select the Priority Foundation to pull over your Reflections here =>		
Reflection	Root Cause	Implementation Plan	Monitoring				
Action Step 3	Identify teachers needing additional support				Instructional Coach/Principal	9/1/23	In Progress
Action Step 4	Planning HUBS (vertical and horizontal)				GLT's	8/30/23	Completed
Action Step 5	On-going PD on the SAVVAS and Realize platform				GLT's/ILT	8/14/23	In Progress
Implementation Milestone 2	Identify students needing additional support				Interventionist/ILT/MTSS	8/21/23	In Progress
Action Step 1	Overview of BrM				Interventionist/MTSS Team	8/18/23	Completed
Action Step 2	Ensure that all teachers are providing and documents interventions in BrM				Interventionist/MTSS Team	On going	In Progress
Action Step 3	Provide ongoing PD on BrM				Interventionist/MTSS Team	On going	In Progress
Action Step 4	Collaborate with Attendance Team to address any truancy issues				ILT, GLT, Attendance Team	On going	In Progress
Action Step 5	Creation of Personalized Learning Plans for students who are				Principal/Teachers	10/1/23	In Progress
Implementation Milestone 3	Increased coherence via "hands on", "field experiences" and/or thematic instruction for students				Teachers	On going	In Progress
Action Step 1	Continue lesson planning collaboration and Best Practice sharing				Teachers	On going	In Progress
Action Step 2	Increase Field Experiences for students to occur on a monthly basis				Teachers	On going	In Progress
Action Step 3	Increase "hands on" activities within lessons				Teachers	On going	In Progress
Action Step 4	Share learning from P.D.				Teachers	On going	In Progress
Action Step 5	Ensuring that Grade Level instruction is Tier 1 instruction				Teachers	On Going	In Progress
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**

Increase in student voice opportunities. Shift in student thinking and view as learners. More teacher faciliation within the classrooms.



SY26 Anticipated Milestones Teacher as facilitator...use of Skyline or another more advance curriculum as students will have progressed beyond SAVVAS. 

[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.
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 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
We will increase student attainment by 10% each year in iReady for K-2 and Star 360 for 3-8	Yes <input type="checkbox"/>	Reading Attainment	Other [K-2]	50	60	70	80
			Other [3-8]	7.55	17.55	27.55	37.55
We will increase student attainment by 10% each year in iReady for K-2 and Star 360 for 3-8	Yes <input type="checkbox"/>	Math Attainment	Other [K-2]	47.6	57.6	67.6	77.6
			Other [3-8]	8.2	18.2	28.2	38.2

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>C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</i>	SAVVAS, iReady (intervention), Classroom Libraries with dedicated time for students to read, Implementation of the Balanced Reading Block with GRR	SAVVAS, iReady (intervention), Classroom Libraries with dedicated time for students to read, Implementation of the Balanced Reading Block with GRR	Progression to Skyline
<i>C&I:2 Students experience grade-level, standards-aligned instruction.</i>	Provide Grade Level instruction at Tier 1 (all students receive Tier 1 instruction then scaffold down if necessary). Small group, differentiation, DOK, HOTS. Task analysis, data review and data analysis,	Provide Grade Level instruction at Tier 1 (all students receive Tier 1 instruction then scaffold down if necessary). Small group, differentiation, DOK, HOTS. Task analysis, data review and data analysis,	Progression to Skyline
<i>C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</i>	Universal screener system, assessment calendars, review of data, use of curriculum embedded unit assessments with fidelity.	Universal screener system, assessment calendars, review of data, use of curriculum embedded unit assessments with fidelity.	Progression to Skyline

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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
We will increase student attainment by 10% each year in iReady for K-2 and Star 360 for 3-8	Reading Attainment	Other [K-2]	50	60	Select Status	Select Status	Select Status	Select Status
		Other [3-8]	7.55	17.55	Select Status	Select Status	Select Status	Select Status

Curriculum & Instruction

Jump to...	Priority	TOA	Goal Setting	Progress				
Reflection	Root Cause	Implementation Plan	Monitoring	Select the Priority Foundation to pull over your Reflections here =>				
We will increase student attainment by 10% each year in iReady for K-2 and Star 360 for 3-8	Math Attainment	Other [K-2]	47.6	57.6	Select Status	Select Status	Select Status	Select Status
		Other [3-8]	8.2	18.2	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	SAVVAS, iReady (intervention), Classroom Libraries with dedicated time for students to read, Implementation of the Balanced Reading Block with GRR	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Provide Grade Level instruction at Tier 1 (all students receive Tier 1 instruction then scaffold down if necessary). Small group, differentiation, DOK, HOTS. Task analysis, data review and data analysis,	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Universal screener system, assessment calendars, review of data, use of curriculum embedded unit assessments with fidelity.	Select Status	Select Status	Select Status	Select Status

If Checked:



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

Complete
IL-Empower
Section below

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:



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

No action needed

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

Reading Attainment: We will increase student attainment by 10% each year in iReady for K-2 and Star 360 for 3-8

Required Reading Goal

Math Attainment: We will increase student attainment by 10% each year in iReady for K-2 and Star 360 for 3-8

Optional Goal

Reduction in repeated disruptive behaviors (4-6 SCC): Reduce the number of students demonstrating oppositional and defiant behavior throughout the day.

Student Groups	Baseline	SY24	SY25	SY26
Other [K-2]	50	60	70	80
Other [3-8]	7.55	17.55	27.55	37.55
Other [K-2]	47.6	57.6	67.6	77.6
Other [3-8]	8.2	18.2	28.2	38.2
Overall	152	<25 (114)	<25 (85.5)	<25 (64.1)
4th-8th	80.3	70	60.3	50.3

Selected District Supports

The below lists represent the District supports that your school has opted into that have required registration.
If you have not yet filled out the survey, you can do so here: [School names A-G](#), [School names H-O](#), [School names P-Z](#).

	Program Name	Program Description	Start	End
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SY24 Universal Professional Learning Plan

Required for ALL schools

As a district, we are focused on our Instructional Core Vision, and ensuring that every student is actively engaged in culturally responsive, grade-level curriculum and instruction. While all schools will be working towards this unified goal, each will take a different approach based on the unique needs of their school community. To support this, the universal professional learning plan will offer three distinct pathways for schools to impact their highest leverage improvement strategy as identified during the CIWP process. These pathways will focus on supporting schools to:

- Increase student access to high quality, culturally responsive curriculum (*Curriculum Implementation*)
- Increase fidelity of implementation of grade-level curriculum and instruction (*Instructional Practice*)
- Build the ILT's capacity to lead instructional improvement through distributed leadership (*Distributed Leadership*)

Using your Curriculum & Instruction Foundation reflection, please select the pathway most connected to your school's development needs and CIWP. The Universal PL Plan ILT Institutes and Instructional Summits will be differentiated to meet your needs.

Review Curriculum and ILT Ratings to decide which Universal PL Plan pathway is most appropriate for your school. Supports and guidance will be provided at Summer Leadership Institute and Summer ILT Institute to help inform your decision. Selections are due by 7/13

Resources

Review your Curriculum and ILT Ratings....

Choose a PL Pathway

PL Plan Pathways Overview

[SY24 School Professional Learning Plan Calendar](#)

Parent and Family Plan

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



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.

If Checked:
No action needed



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

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.

Workshops and Trainings, Field Experiences with the FACE Department at Dyett High School, and supplies.



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