

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 
Docilla Pollard	Principal	mailto:dpollard1@cps.edu
Shirley Roberson	AP	mailto:segriffin@cps.edu
Regina Ross-Ude	Other [Case Manager]	mailto:rcross1@cps.edu
Franci Boateng	Teacher Leader	mailto:fbnimpson@cps.edu
Keshanna Milsap	Teacher Leader	mailto:kymilsap@cps.edu
Roseshetta Caffie	Teacher Leader	mailto:rcaffie@cps.edu
Toni Butts	Teacher Leader	mailto:tbutts@cps.edu
Tina Williams	LSC Member	mailto:willbey7@yahoo.com
Cassandra Anglin	Parent	canglin1@cps.edu
Ava Perez	Other [Student]	
	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	7/14/23	7/14/23
Reflection: Curriculum & Instruction (Instructional Core)	7/18/23	7/21/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/18/23	7/21/23
Reflection: Connectedness & Wellbeing	7/18/23	7/21/23
Reflection: Postsecondary Success	7/18/23	7/21/23
Reflection: Partnerships & Engagement	7/18/23	7/21/23
Priorities	7/28/23	7/31/23
Root Cause	8/1/2023	8/4/23
Theory of Acton	8/9/23	8/11/23
Implementation Plans	8/22/23	8/22/23
Goals	8/23/23	8/23/23
Fund Compliance	8/24/23	8/24/23
Parent & Family Plan	8/24/23	8/24/23
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	10/25/24
Quarter 2	January 24, 2025
Quarter 3	March 27, 2025
Quarter 4	June 5, 2025

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
Partially	<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>While our curriculum is high-quality and standards-aligned (K-2; iReady & 3-8; IAR data), </p> <p>Kdg ELA - 77% are at/above grade level. Kdg Math- 52% are at/above grade level.</p> <p>1st ELA - 55% are at/above grade level. 1st Math- 32% are at/above grade level, with percentages increasing from 9% to 32% of students meeting their growth targets.</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</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>2nd ELA - 58% are at/above grade level. 2nd Math-40% are at/above grade level, with percentages increasing from 8% to 41% of students meeting their growth targets.</p> <p>3rd ELA (718): School is above district's scale score (712) and close to the state's score (723) 3rd Math (726): School is above district's scale score (720) and close to the state's score (720)</p>	<p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
No	<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>	<p>What is the feedback from your stakeholders?</p> <p>We think we know what CR curriculum is, but we need someone to come and facilitate PD on it. </p> <p>Because people may have a different understanding of CR, we need someone to confirm our thinking.</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p>
Yes	<p>The ILT leads instructional improvement through distributed leadership.</p> <p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>	<p>Universal guidelines for assessments is needed. This would be beneficial for all teachers, specifically math. "We summarize in ELA, they summarize in SS, but there is no connection between the two courses. We need to connect these dots.</p>	<p>Cultivate</p> <p>Grades</p> <p>ACCESS</p>

Partially	<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>
Partially	<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>Teachers will attend annual PD from curriculum (Envision Math) representatives, receive weekly coaching from instructional coaches, and will continue to implement small group instruction and daily centers. Teachers will adhere to the math block schedule and pacing guide, utilizing Envision Math with fidelity.</p> <p>Administrators will reintroduce the instructional core and will contact the CPS Equity office to have someone come out and facilitate a PD on Culturally Responsive Curriculum.</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.

Based on the Cultivate data, students gave the following areas low rankings as they completed self assessments. 

Social-Emotional (Caring, Communicator):
Students have the skill to nurture positive relationships with others; Conflict-resolution; active listener; I am good at helping others.

Grit (Principled):
I can finish anything I begin; I continue steading towards my goals; I am ahard worker; I don't give up easily.

[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>MTSS Integrity Memo</p> <p>MTSS Continuum</p>	<p>Staff have recently been trained on how to use the Branching Minds Platform; </p> <p>From January - June, there were 55 BOY students (15%) with Tier 2 ELA interventions and 59 EOY students (16%) .</p> <p>From January - June, there were 71 BOY students (20%) with</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p>

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


From January - June, there were 71 BOY students (20%) with Tier 3 ELA interventions and 73 EOY students (20%) .

From January - June, there were 50 BOY students (14%) with Tier 2 Math interventions and 59 EOY students (16%) .

From January - June, there were 81 BOY students (23%) with Tier 3 Math interventions and 68 EOY students (19%) .


The school has a functioning BHT and CCT that consistently meets and has a form for staff to fill out to refer students.

What is the feedback from your stakeholders?

We just started the Branching Minds process, but we can be better with communicating the process with students and parents so they are aware of how our instructional decisions are informed. 

SpEd teachers have an updated schedule, provided by the Case Manager, so teachers are aware of every step of the IEP process.

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 1 teacher who currently holds a bilingual endorsement. Another teacher is trained annually on ACCESS exam. We are looking to hire an MTSS coordinator when funds become available. At this time, teachers are tasked with managing their individual MTSS within Branching Minds. 

- [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.

Currently teachers utilize the Branching Minds platform, however do students have other pathways to receive systems of support? According to ACCESS data 33% reached proficiency. 1 student reached proficiency, 2 students did not reach proficiency. We need 

reevaluate the process to see if they need to be waived from the ACCESS exam because despite results, it's not hindering their academic performance.

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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>SEL is embedded into every teachers lesson plans and additional social-emotional support is given from the clinical team. We have a functioning BHT and CCT who meets consistently and responds to referrals from teachers and parents in a timely matter. </p> <p>Students were given autonomy over the programs they wanted to engage in during OST., which includes Fall/Spring/Summer sessions. Programs ranged from Academic, Art, Health/Fitness, Music, STEAM, and Technology.</p> <p>There were students 190 registered for Fall OST, 88 students registered for Spring OST and 105 students registered for Summer OST.</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>
Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		<p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</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>We do not have a re-entry plan to re-acclimate students when they have excessive absences. Maybe we can create a protocol so that everyone can follow it. </p> <p>We have plenty of programs to offer students.</p>	<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p>

Other student interests and needs.

No Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

Staff trained on alternatives to exclusionary discipline (School Level Data)

[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.

Students with chronic absenteeism don't have any motivation to report to school. SEL supports provided are not consistently from a universal curriculum. 📌

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?

An attendance team will be created to keep track and document absences. Phone calls/home visits will take place when needed. Teachers will be held accountable for using the Second Steps curriculum model. 📌

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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 \(C4\)](#)

The counselor does meet with all 6th - 8th graders for academic check-ins. 📌

Students attend college tours, and we partner with the

[Graduation Rate](#)

No	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
No	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th). Work Based Learning Toolkit
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). ECCE Certification List
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). PLT Assessment Rubric

Students attend college tours, and we partner with the University of Chicago for various programs within our school.

The school has college signage on the stairway that are accessed by all students, specifically 6th - 8th grade students.

Some students receive rigorous inquiry-based instruction that lays the foundation for college-level coursework.

What is the feedback from your stakeholders?

We are moving in the right direction as students attended a Medical Field Trip (Project Synapse), University of Chicago Basketball Team, and the Illinois Supreme Court to learn about these fields of study. We will be more intentional about attending career oriented field trips and creating those experiences for our students. 🍌

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

Administration will meet with counselors to review the scope of their roles. 🍌

[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>	<p>their roles.</p> <p>The school will bring back Career Day, Student Shadowing, College Fairs, etc. that were hosted pre-pandemic.</p> <p>Counselor is being trained at the end of this month for School links.</p>	
<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>Students may not be exposed to life skills needed to thrive past eighth grade. Instruction schoolwide is not consistently rigorous enough to ensure all students are college and career ready. Students are also not exposed to the possibilities/pathways that align to the talents or interests that they already have. 🍌</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>Per the 5E, teachers evaluated parents' efforts to volunteer inside the schools as neutral. There was no functioning PAC until April 11, 2023. Most parents rarely attend LSC or PAC Meetings. 🍌</p> <p>100% of the teachers foster two-way communication with families and community members via REMIND/Google Classroom.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p>Reimagining With Community Toolkit</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p>


Partially	<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>Teachers should strive to get 100% of parents signed up for their Remind account. </p> <p>Teachers should ensure that students are aware of what Student Voice is and how opportunities are given for them to use it respectfully.</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)

<p style="text-align: center;">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 CIWP.</p> <p>Low participation by some parents inside the school, on Parent Portal, and on teachers' and the principal's Remind may be an indicator of below average academic performance and behavior write-ups in Aspen. </p>

<p style="text-align: center;">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>Currently, we have 41.79% of our parents connected to Parent Portal. We will aim to get over 50% of our families to sign up.  We over 50% of our families connected to REMIND; teachers will continue encouraging parents to sign up.</p> <p>All 6th - 8th grade parents will be required to join Google Classroom to receive classroom updates and engage in two-way communication with teachers.</p> <p>Teachers will utilize Google Classroom or other CPS approved platforms to highlight and showcase exemplary student work and accomplishments.</p>
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Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
No	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

While our curriculum is high-quality and standards-aligned (K-2; iReady & 3-8; IAR data),

Kdg ELA - 77% are at/above grade level.
Kdg Math- 52% are at/above grade level.

1st ELA - 55% are at/above grade level.
1st Math- 32% are at/above grade level, with percentages increasing from 9% to 32% of students meeting their growth targets.

2nd ELA - 58% are at/above grade level.
2nd Math-40% are at/above grade level, with percentages increasing from 8% to 41% of students meeting their growth targets.

3rd ELA (718): School is above district's scale score (712) and close to the state's score (723)
3rd Math (726): School is above district's scale score (720) and close to the state's score (732)

4th ELA (723): School is one point below district's scale score (724) and working towards the state's score (734)

What is the feedback from your stakeholders?

We think we know what CR curriculum is, but we need someone to come and facilitate PD on it.

Because people may have a different understanding of CR, we need someone to confirm our thinking.

Universal guidelines for assessments is needed. This would be beneficial for all teachers, specifically math. We summarize in ELA, they summarize in SS, but there is no connection between the two courses. We need to connect these dots.

What student-centered problems have surfaced during this reflection?

Based on the Cultivate data, students gave the following areas low rankings as they completed self assessments.

Social-Emotional (Caring, Communicator):
Students have the skill to nurture positive relationships with others;
Conflict-resolution; active listener; I am good at helping others.

Grit (Principled):

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?

Teachers will attend annual PD from curriculum (Envision Math) representatives, receive weekly coaching from instructional coaches, and will continue to implement small group instruction and daily centers. Teachers will adhere to the math block schedule and pacing guide, utilizing Envision Math with fidelity.

Administrators will reintroduce the instructional core and will contact the CPS Equity office to have someone come out and facilitate a PD on Culturally Responsive Curriculum.

I can finish anything I begin; I continue steading towards my goals; I am ahard worker; I don't give up easily

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

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

Resources: 

[Determine Priorities Protocol](#)

Students...

Based on the Cultivate data, students gave the following areas low rankings as they completed self assessments.

Social-Emotional (Caring, Communicator):
Students have the skill to nurture positive relationships with others; Conflict-resolution; active listener; I am good at helping others.

Crit (Disinclined)



Indicators of a Quality CIWP: Determine Priorities

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

[Return to Top](#) **Root Cause**

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

Resources: 

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

As adults in the building, we...

insufficiently use preparation time that should be used to collaborate with our colleagues and listen to learn new ways to apply best practices and skills in our classrooms.



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...

Resources: 

intentionally apply skills learned in PD to design rigorous and culturally responsive CCSS aligned Math lessons to engage students during a structured math block



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....

lessons that have a clear structure with time for students to engage in thoughtful participation, discussion, and learning tasks that includes explicit instruction of math vocabulary and small group instruction that will allow teachers to make real-time adjustments to address misunderstandings

which leads to...

an increase of student collaboration and discourse, an enhanced development of how to think about math, and an increase of students scoring at/above grade level on class and state assessments.



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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 Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/25/24	Q3	March 27, 202
Q2	January 24, 2	Q4	June 5, 2025

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1

100% of our teachers will implement the enVision Mathematics curriculum *with fidelity*.

IB & Gifted Coordinators/
Instructional Coach/ILT Team

April 19, 2025

Select Status

Action Step 1	All teachers will attend the enVision Mathematics professional development provided by SAVVAS.	Coordinators/Coach, respectively for their team	September 22, 2024	<input type="button" value="Not Started"/>
Action Step 2	100% of the teachers will implement all components of the lesson structure for EnVision Math- Solve & Share/Guided Practice (Teacher-Student and Student-Student)/Independent Work	Coordinators/Coach, respectively for their team	September 22, 2024	<input type="button" value="Not Started"/>
Action Step 3	Leadership Team will conduct "snapshot visit" to observe, collect data, and provide feedback for Math components.	Leadership Team	October 2-6, 2024	<input type="button" value="Not Started"/>
Action Step 4	Teachers will receive professional development for math learning centers provided by instructional coaches.	Coordinators/Coach, respectively for their team	September 15, 2024	<input type="button" value="Not Started"/>
Action Step 5	Identify tier 2 & 3 teachers and contact the ISL to create a plan of support with the teachers.	Coordinators/Coach, respectively for their team	October 10, 2024	<input type="button" value="Not Started"/>
Implementation Milestone 2	Provide ongoing MTSS (Branching Minds) professional development.	Administrators	May 24, 2025	<input type="button" value="Not Started"/>
Action Step 1	Leadership Team will review BOY I-Ready and Branching Mind data to locate trends in Math.	ILT	September 18, 2024	<input type="button" value="Not Started"/>
Action Step 2	Leadership Team will review data with classroom teachers to identify next steps.	Coordinators/Coach, respectively for their team	September 19, 2024	<input type="button" value="Not Started"/>
Action Step 3	School will schedule Patrick Kelly, N9 MTSS ISL to facilitate a BM PD on creating goals, progress monitoring, and intervention plans.	Assistant Principal	September 26, 2024	<input type="button" value="Not Started"/>
Action Step 4	Teachers will create goals, intervention plans, and a progress monitoring schedule for Tier 2 and Tier 3 students.	Coordinators/Coach, respectively for their team	October 3, 2024	<input type="button" value="Not Started"/>
Action Step 5	Leadership Team will monitor and provide feedback for Tier 2/Tier 3 goals, progress monitoring and interventions plans.	ILT	June 4, 2024	<input type="button" value="Not Started"/>
Implementation Milestone 3				<input type="button" value="Select Status"/>
Action Step 1				<input type="button" value="Select Status"/>
Action Step 2				<input type="button" value="Select Status"/>
Action Step 3				<input type="button" value="Select Status"/>
Action Step 4				<input type="button" value="Select Status"/>
Action Step 5				<input type="button" value="Select Status"/>
Implementation Milestone 4				<input type="button" value="Select Status"/>
Action Step 1				<input type="button" value="Select Status"/>
Action Step 2				<input type="button" value="Select Status"/>
Action Step 3				<input type="button" value="Select Status"/>
Action Step 4				<input type="button" value="Select Status"/>
Action Step 5				<input type="button" value="Select Status"/>

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

50% of teachers will implement a balanced approach to teaching the math curriculum. This includes having Branching Minds set up to provide targeted support for Tier 2 and Tier 3 students.



SY26 Anticipated Milestones

100% of teachers will implement Envision Math with fidelity. This includes the Solve and Share (Critique and Explain), Visual Learning, Guided Practice, and Independent Practice. 100% of Tier 2 and Tier 3 students will have Branching Minds plans with supports from their core teachers to differentiate instruction to meet each of their students' needs.



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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
% of students with C's or better	Yes	Grades	Overall				
			Select Group or Overall				

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction			
Reflection	Root Cause	Implementation Plan							
Increase the percent of students receiving Tier 2 & Tier 3 interventions who are meeting targets to 80%.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Students with an IEP						
			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:2 Students experience grade-level, standards-aligned instruction.	All teachers will be observed using the rigor walk rubric to evaluate teacher effectiveness in their efforts to align their instructional practices with Marzano's Taxonomy.	Most teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.	All teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.
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.	All teachers will be observed using the Learning Walk rubric to identify our opportunities for growth in cultural responsiveness.	Some of the teachers are implementing core curriculum that allows for cultural responsive project opportunities.	All of the teachers are implementing core curriculum that allows for cultural responsive project opportunities.
Select a Practice			

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
% of students with C's or better	Grades	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase the percent of students receiving Tier 2 & Tier 3 interventions who are meeting targets to 80%.	% of Students receiving Tier 2/3 interventions meeting targets	Students with an IEP			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:2 Students experience grade-level, standards-aligned instruction.	All teachers will be observed using the rigor walk rubric to evaluate teacher effectiveness in their efforts to align their instructional practices with Marzano's Taxonomy.	Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers will be observed using the Learning Walk rubric to identify our oportunitites for growth in cultural responsiveness.	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?

No	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).
No	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).
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).
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).
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).

What are the takeaways after the review of metrics?

The counselor does meet with all 6th - 8th graders for academic check-ins.

Students attend college tours, and we partner with the University of Chicago for various programs within our school.

The school has college signage on the stairway that are accessed by all students, specifically 6th - 8th grade students.

Some students receive rigorous inquiry-based instruction that lays the foundation for college-level coursework.

What is the feedback from your stakeholders?

We are moving in the right direction as students attended a Medical Field Trip (Project Synapse), University of Chicago Basketball Team, and the Illinois Supreme Court to learn about these fields of study. We will be more intentional about attending career oriented field trips and creating those experiences for our students.

What student-centered problems have surfaced during this reflection?

Students may not be exposed to life skills needed to thrive past eighth grade. Instruction schoolwide is not consistently rigorous enough to ensure all students are college and career ready. Students are also not exposed to the possibilities/pathways that align to the talents or interests that they already have.

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?

Administration will meet with counselors to review the scope of their roles.

The school will bring bring back Career Day, Student Shadowing, College Fairs, etc. that were hosted pre-pandemic.

Counselor is being trained at the end of this month for School links.

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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...

may not be exposed to life skills needed to thrive past eighth grade. Instruction schoolwide is not consistently rigorous enough to ensure all students are college and career ready. Students are also not exposed to the possibilities/pathways that align to the talents or interests that they already have.



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...

allowed Covid to hinder our ability to expose students to opportunities to learn career readiness skills.



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?

Resources: 

If we...

collaborate as a team to identify evidence based practices to expose students to post secondary options



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 attending field trips focused on post secondary opportunities, program implementation such as shadow days, project based activities, partnerships with various companies, and exposure to speakers that represent multiple fields



which leads to...

students having a wealth of experiences to not only spark their curiosity in a variety of fields but also give them an understanding of what it entails, to assist with finding their niche.



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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 

ILT & Counselors

Dates for Progress Monitoring Check Ins

Q1 10/25/24


Q3 March 27, 202

Q2 January 24, 2

Q4 June 5, 2025

SY24 Implementation Milestones & Action Steps



Who 

By When 

Progress Monitoring

Jump to...	Priority	TOA	Goal Setting	Progress				
Reflection	Root Cause	Implementation Plan	Monitoring	Select the Priority Foundation to pull over your Reflections here =>				Postsecondary Success
Implementation Milestone 1	100% of students are exposed to post-secondary opportunities (career/military/trades).				Mrs. Avery-Jones & Mr. Ishimaru; Counselors	June 2025		Not Started
Action Step 1	Counselors will plan a calendar of career related activities for the 2024-25 school year.				Counselors	9/27/24		Not Started
Action Step 2	All 6th-8th grade students have active accounts on School Links.				Counselors	10/25/24		Not Started
Action Step 3	Students will complete a Career Interest Survey to initiate partnerships.				Coaches & Coordinators	9/1/24		Not Started
Action Step 4	The first college and career readiness event will be planned and executed.				Counselors	10/25/24		Not Started
Action Step 5	Students will complete a post career event survey.				Coaches & Coordinators	10/26/24		Not Started
Implementation Milestone 2	Increasing rigor through The New Taxonomy of Educational Objectives professional read.					June 2025		Select Status
Action Step 1	Teams of teachers will be tasked to read, analyze and present the findings.				School Staff	June 2025		Select Status
Action Step 2	ILT Team will lead learning cycles to ensure teachers are including Marzano's taxonomy of educational objectives in their instruction.				ILT	August 2024- June 2025		Select Status
Action Step 3	ILT Team will debrief to find glows and grows within the taxonomy levels and provide feedback to teachers.				ILT	August 2024- June 2025		Select Status
Action Step 4	Teachers will create an Action Plan, and adjust teaching to reflect next step actions. Coaches will revisit classrooms to provide feedback and support.				Teachers	October 2025-June 2026		Select Status
Action Step 5	Use IL-POWER grant funds to secure a PD facilitated by Marzano.				Administration	August 2025		Select Status
Implementation Milestone 3								Select Status
Action Step 1								Select Status
Action Step 2								Select Status
Action Step 3								Select Status
Action Step 4								Select Status
Action Step 5								Select Status
Implementation Milestone 4								Select Status
Action Step 1								Select Status
Action Step 2								Select Status
Action Step 3								Select Status
Action Step 4								Select Status

Action Step 5

Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 50% of our 6th-8th grade students will experience at least 1 Shadow Day to expose them to college/military/trade and career readiness.
 50% of our teachers will complete learning cycles which include observation, data collection, feedback, coaching, and professional development.

SY26 Anticipated Milestones
 100% of our 6th-8th grade students will experience at least 1 Shadow Day to expose them to college/military/trade and career readiness.
 100% of our teachers will complete learning cycles which include observation, data collection, feedback, coaching, and professional development.

[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
Teachers will garner student feedback to obtain relevance.	Yes	Cultivate (Relevance to the Future)	Other [All 6th -8th grade Students] <i>Select Group or Overall</i>				

Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Postsecondary Success			
Increase the number of students meeting and/or exceeding IAR expectations.		Yes	IAR (Math)	Other [3rd - 8th grade students]					
					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
PS:1 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).	Counselors will develop an annual plan to provide College and Career Competency through CPS Success Bound/Partner Curriculum.	Counselor will pilot the C4 curriculum with 50% 6th-8th students.	Counselor will pilot the C4 curriculum with all 6th-8th students.
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	All 6th Graders will access and complete the Find Your Path assessment. All 7th grades will complete the Top Skills Assessment, High School Fit Factor and High School List form. All 8th graders will review High School List w/ counselor, complete the Would You Rather survey and will favorite at least 3 careers via the Career Center or Would You Rather survey results.	All 6th graders will complete the Learning Styles Assessment and Find a High School community form. All 7th graders will complete a High School list form. All 8th graders will complete the Preparing for High School form.	All 6th-8th grade students will self-report in at least one Career Experience in the Experience Tracker.
Select a Practice			

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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
Teachers will garner student feedback to obtain relevance.	Cultivate (Relevance to the Future)	Other [All 6th -8th grade Students]			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase the number of students meeting and/or exceeding IAR expectations.	IAR (Math)	Other [3rd - 8th grade students]			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
PS:1 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).	Counselors will develop an annual plan to provide College and Career	Select Status	Select Status	Select Status	Select Status
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	All 6th Graders will access and complete the Find Your Path assess	Select Status	Select Status	Select Status	Select Status
Select a Practice		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**
- Required Reading Goal**
- Optional Goal**

Student Groups	Baseline	SY24	SY25	SY26
Students with an IEP				
Select Group or Overall				
Overall				
Select Group or Overall				

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.

Our mission is to provide our student body with high quality student-centered teaching and learning through challenging curriculum and rigorous assessments. We, the staff and parents, are also committed to encouraging children to take educational risks without fear of failure and become creative producers and critical thinkers. The PAC resources will be aligned with the school's mission and vision statements and priority one and two goals. The PAC will provide parental support in the areas of mathematics and SEL that will include: Understanding My Child's Test Scores, Mathematics, IEP, and SEL parent workshops led by the case manager, counselor, teacher lead, administrator or outside external partner. It is the PAC's desire to host parent workshops quarterly throughout each school year.



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