CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name ✍	Role ✍	Email ✍
Elizabeth Landig	Principal	elizabeth.landig@sesischools.com
Joyce Chapman	LSC Member	joycechapman219@gmail.com
Shamika Brown	Parent	makaylah06@gmail.com
LaShonda Hartzol	Teacher Leader	lashonda.carter@sesischools.com
Gerald Chapman	Postsecondary Lead	gerald.chapman@sesischools.com
Ashanti Brooks	Partnerships & Engagement Lead	ashanti.brooks@sesischools.com
Carrie Jones	Inclusive & Supportive Learning Lead	carrie.jones@sesischools.com
Sean Holmes	Connectedness & Wellbeing Lead	sean.holmes@sesischools.com
Tyree Booker	Executive Director	tyree.booker@sesischools.com
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	5/19/23	6/9/23
Reflection: Curriculum & Instruction (Instructional Core)	6/2/23	6/23/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/2/23	6/23/23
Reflection: Connectedness & Wellbeing	6/2/23	6/23/23
Reflection: Postsecondary Success	6/2/23	6/23/23
Reflection: Partnerships & Engagement	6/2/23	6/23/23
Priorities	6/23/23	7/14/23
Root Cause	6/23/23	7/14/23
Theory of Acton	6/23/23	7/14/23
Implementation Plans	7/14/23	7/25/23
Goals	7/14/23	7/25/23
Fund Compliance	7/14/23	7/25/23
Parent & Family Plan	7/14/23	7/25/23
Approval	9/8/23	9/29/23

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	10-27-23
Quarter 2	12-22-23
Quarter 3	1-1-24
Quarter 4	6-7-24

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
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Curricular materials: Some textbooks are from 2018, others are older. We do not have textbooks for Art & Journalism, the Plato curriculum is used in these courses. The Pearson Envision textbook series "Meets expectations" for curriculum quality. The other textbooks series in the other subjects do not. ✏️	IAR (Math)
				IAR (English)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric	Excel Academy HS BOY - MOY Rigor Walk: Standards-aligned instruction: The CPS Core Walk data shows that instruction is partially meeting this standard. Teachers need to consistently post and communicate the standard, and consistently align the lesson activities and assessment with this standard.	Rigor Walk Data (School Level Data)
		Teacher Team Learning Cycle Protocols	Focus on Inner Core (identity, community, relationships): Across the years we have shown strength in this area. We earned the "Exemplary Supportive School" status.	PSAT (EBRW)
			Student Needs Survey results SY2022_23: Student surveys and feedback from this year show that students feel supported and that there is a strong sense of school connectedness for students who attend school regularly.	PSAT (Math)
			ILT leads instructional improvement: We currently do not have an ILT, due to staffing shortages this year. We plan to reinstate collegial instructional leadership.	
		Quality Indicators Of Specially Designed Instruction	Balanced assessment systems to measure student progress toward standards: Objective-Based Planning practices were implemented 4 years ago, with teacher training on curriculum mapping using "backwards planning" and implementation of the CPS Common Assessments. Mandatory assessments include research projects, oral reports, midterm and final exams. Instruction also includes quizzes with feedback at least bi-weekly.	STAR (Reading)
			Assessment for Learning Practices including multiple assessments, goal setting, and clear standards-based expectations: Teachers do implement multiple assessment types, including Exit Slip, Quizzes, Projects, Questioning, and re-engagement grouping practices. Teachers engage in backwards planning OBP practices at the start of each semester. Core Walk data shows that teachers are partially successful with standards-based expectations. We do not	
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric	**What is the feedback from your stakeholders?**	STAR (Math)
		Learning Conditions	The CIWP committee as a whole determined: Key need areas are ✏️ Improving access to quality curriculum.	iReady (Reading)
No	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness	Per staff stakeholders, key need areas are: Implementation of ILT/staff leadership practices & Continued instructional support via professional development and collegial collaboration	iReady (Math)
		Distributed Leadership	Per family/community stakeholders: Increased student-driven learning practices, including goal setting, project-based learning, and grouping.	Cultivate
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan		Grades
		ES Assessment Plan Development Guide		ACCESS
				TS Gold
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	Interim Assessment Data
			Skyline Curriculum implementation in phases: This will help with student interest/engagement and provide a more culturally relevant and rigorous program. ✏️ BHT improvements are planned, which will include access to tutoring and implementation of more effective interventions for the different Tiers of need. We continue to provide Professional Development to support improved implementation of rigorous, standards-aligned instructional practices.	

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 need access to high quality curricular materials implemented via high quality instructional practices. ✏️

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	MTSS effectively implemented (processes, feedback, communication): We have good procedures, including forms, team processes, communication systems, and intervention menus. The actual implementation of these processes is inconsistent, due to staffing turnover and shortages. We need updated PD on BHT, and we need a stronger schedule/system for the team to meet. We also need new PD on Restorative Practices.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
No	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	We currently do not have access to Branching Minds. DL students are educated in the LRE and staff works to provide needed supports: Services are provided according to the minutes and setting indicated in the IEPs. Bi-weekly collaboration is in place, and Lesson Plans include differentiation. IEPs developed/implemented with fidelity: Services are provided according to the minutes and setting indicated in the IEPs. Additional PD is planned to build the skills of less experienced DL staff members. EL Services: NA EL language objectives: NA	ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum
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	**What is the feedback from your stakeholders?** The CIWP committee as a whole determined key need areas are: We need access & training for the "Branching Minds" platform. We need an improved system to provide academic interventions for specific students (i.e. via tutoring or IXL, etc.). Per staff stakeholders: We need updated PD on effective implementation of MTSS & Restorative Practices/SEL, & PD to enhance implementation of services for IEP students. Per family/community stakeholders: We need to increase MTSS supports to increase attendance.	EL Program Review Tool
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**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?** Weekly grouping practices are improving, providing more individualized help. We have planned improvement in Differentiation content on lesson plans, to better support the needs of DL students. We have planned Restorative Practices PD at the start of the year, to increase attendance.	
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.			

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

The MTSS/BHT program needs to be implemented with fidelity in order to serve the needs of all students.

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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	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	SEL teams (incl BHT & Climate Culture): Weekly Team Meeting, BHT, & Resource Climate/Culture meet regularly to collect and analyze data and implement events and supports to support SEL. Tier 1 (SEL curricula, Skyline SEL instruction, restorative practices) in place: GGI provides SEL curriculum led by the counselor, RP is partially in place. We need updated RP training and access to the Skyline SEL curriculum. Access to enrichment/extracurricular programs: We plan to return to pre-pandemic levels of enrichment programs, including cheerleading, basketball, interest clubs. We have had a variety of activities to build school connectedness, including Girl and Boy luncheon events, all-school trips to movies or activity centers, Black History Bowl, Awards banquets, and College/Career Fair. Chronic absentees have an intentional re-entry plan: The counselor is specifically assigned to support students with 60-80% attendance, in order to increase their attendance rate with specific interventions. Research shows that counseling is most effective with this population. A Call Team is in place to connect with families and students with attendance below 60%. Additional supports include individual and group	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			

Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	

...Additional supports include individual and group incentives for students, staff incentives to increase attendance, "fun" activities each month, and economic supports to address attendance barriers.

Increased Attendance for Chronically Absent Students

Reconnected by 20th Day, Reconnected after 8 out of 10 days absent

Cultivate (Belonging & Identity)

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 is the feedback from your stakeholders?

The CIWP committee as a whole determined key need areas are:
We need updated RP training and access to the Skyline SEL curriculum. We need to develop a more effective system of incentives and student-staff connections in order to support the effectiveness of the Call Team in improving attendance rates for students below 60% attendance.
Per staff stakeholders:
We need to work to streamline the effectiveness of Team Meeting and BHT, so that discussions are focused on student data and analysis, and communication methods support effective implementation.
Per family/community stakeholders:
We need to increase extracurricular offerings to pre-pandemic levels, including sports and clubs.

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 need increased access to school connectedness opportunities, including extracurricular activities, restorative practices, and effective SEL teaming to increase the effectiveness of SEL interventions.

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 planning to gain access and training on the Skyline curriculum. We have scheduled PD for Restorative Practices at the start of the year. These improved SEL supports will lead to increased student attendance..

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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
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).	College and Career Competency Curriculum (C4)	C4 instruction, i.e. CPS Success Bound is in place: Seniors work on postsecondary skills and preparation via weekly structured sessions. DL students also work on postsecondary skills in structured sessions using curricular materials designed for special needs access. There is not currently a structured postsecondary curriculum being used for all students. Structures are in place for students to complete postsecondary ILPs: Structures are in place for students to complete postsecondary ILPs with staff support each week. Postsecondary CIWP docs	**Graduation Rate** **Program Inquiry: Programs/participation/attainment rates of % of ECCC** **3 - 8 On Track**
Yes	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	Work-based activity continuum is in place: Some students get career awareness instruction via Plato or DL team training. Students do complete Naviance career awareness inventories and activities. All students participate in the College/Career Fair. Groups of students have opportunities to attend college/career exploration trips via CEA or MBMH. Students have earned certification via Forklift and CNA programs. Early College courses are aligned with individual student ILPs: currently this is not in place. Certificate Attainment maps to career goals: yes, but few opportunities exist. PLT (Postsecondary Leadership Team) meets 2x a month to analyze data and plan supports: No. Due to staff shortages, this team does not currently exist. A paid "Alumni Coordinator" position is in place: No, we need more information about this.	**Learn, Plan, Succeed** **% of KPIs Completed (12th Grade)** **College Enrollment and Persistence Rate**
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** The CIWP committee as a whole determined key need areas are: We need to design a system for all students to work in the C4 Curriculum, possibly during GGI for a half credit. Per staff stakeholders: We need to determine a process and a schedule to reinstate the PLT. We need more information about the paid "Alumni Coordinator" position. Per family/community stakeholders: We need wider student access to post-secondary trips. More students should be able to attend these trips, instead of the select top students.	**9th and 10th Grade On Track** **Cultivate (Relevance to the Future)** Freshmen Connection Programs Offered (School Level Data)
No	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).			
	Industry Recognized Certification Attainment is	ECCE Certification List		

| Partially | Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). | | | |

| No | There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). | PLT Assessment Rubric | | |

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

We plan to access the C4 curriculum via Skyline. We are also planning to develop a system of offering credit for GGI, which will include post-secondary work.. ✍️

| No | Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni). | Alumni Support Initiative One Pager | | |

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 need regular, structured access to the C4 Curriculum, to provide a structured approach to preparing for post-secondary. ✍️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially — The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Proactively fostering relationships with families and community members: We have several community partners including MBMH, YAP, Phalanx Family Services, and various independent businesses. We did not have an active PAC this year, so we plan to reinstate this. ✍️ Staff-family 2-way communication: We host Parent Night Q1, Q2, & Q3. The Call Team makes ongoing contact with families. We send email and paper notices about events. We send out a Quarterly Newsletter to stakeholders. Student Voice infrastructure: Bears Student Government provides peer leadership. We have sent out student surveys at the building and classroom level several times. We need to find ways to involve these and other students in program-wide initiatives and planning.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) Formal and informal family and community feedback received locally. (School Level Data)
Partially — Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
Partially — School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric		

What is the feedback from your stakeholders?

The CIWP committee as a whole determined key need areas are: ✍️
We need to reinstate the PAC and work to get this group very involved.
Per staff stakeholders:
We need to implement methods for more Bears Government leadership and involvement.
Per family/community stakeholders:
We need to re-establish a wider array of community partnerships to support additional programs for students and families.

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 engagement supports need to be increased, including PAC, Community Partner activities, and increased student leadership. ✍️

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 plan to have a PAC again in SY24; we already have one parent who stated she is willing to be the chairperson. More family involvement will improve the SEL support for students. ✍️

| Jump to... | Priority | TOA | Goal Setting | Progress |
| Reflection | Root Cause | Implementation Plan | | Monitoring |

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

Curriculum & Instruction

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.

Partially — Students experience grade-level, standards-aligned instruction.

Partially — Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.

No — 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?

Curricular materials: Some textbooks are from 2018, others are older. We do not have textbooks for Art & Journalism, the Plato curriculum is used in these courses. The Pearson Envision textbook series "Meets expectations" for curriculum quality. The other textbooks series in the other subjects do not.

Excel Academy HS BOY -

MOY Rigor Walk:
Standards-aligned instruction: The CPS Core Walk data shows that instruction is partially meeting this standard. Teachers need to consistently post and communicate the standard, and consistently align the lesson activities and assessment with this standard.

Focus on Inner Core (identity, community, relationships): Across the years we have shown strength in this area. We earned the "Exemplary Supportive School" status.

Student Needs Survey results SY2022_23:
Student surveys and feedback from this year show that students feel supported and that there is a strong sense of school connectedness for students who attend school regularly.

ILT leads instructional improvement: We currently do not have an ILT, due to staffing shortages this year. We plan to reinstate collegial instructional leadership.

Balanced assessment systems to measure student progress toward standards:
Objective-Based Planning practices were implemented 4 years ago, with teacher training on curriculum mapping using "backwards planning" and implementation of the CPS Common Assessments. Mandatory assessments include research projects, oral reports, midterm and final exams. Instruction also includes quizzes with feedback at least bi-weekly.

Assessment for Learning Practices including multiple assessments, goal setting, and clear standards-based expectations: Teachers do implement multiple assessment types, including Exit Slip, Quizzes, Projects, Questioning, and re-engagement grouping practices. Teachers engage in backwards planning OBP practices at the start of each semester. Core Walk data shows that teachers are partially successful with standards-based expectations. We do not currently have a system for individual student goal setting.

What is the feedback from your stakeholders?

The CIWP committee as a whole determined: Key need areas are
Improving access to quality curriculum.

Per staff stakeholders, key need areas are:
Implementation of ILT/staff leadership practices &
Continued instructional support via professional development and collegial collaboration

Per family/community stakeholders:
Increased student-driven learning practices, including goal setting, project-based learning, and grouping.

What student-centered problems have surfaced during this reflection?

Students need access to high quality curricular materials implemented via high quality instructional practices.

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?

Skyline Curriculum implementation in phases: This will help with student interest/engagement and provide a more culturally relevant and rigorous program.
BHT improvements are planned, which will include access to tutoring and implementation of more effective interventions for the different Tiers of need.
We continue to provide Professional Development to support improved implementation of rigorous, standards-aligned instructional practices.

Determine Priorities

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

Resources: 🚀

[Determine Priorities Protocol]

Students...

Students need access to high quality curricular materials implemented via high quality instructional practices.

✏️ **Indicators of a Quality CIWP: Determine Priorities**

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

Resources: 🚀

[5 Why's Root Cause Protocol]

As adults in the building, we...

As adults in the building, we need to implement data-based High Quality curricular materials via data-based instructional practices.

✏️ **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.

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

Curriculum & Instruction

Theory of Action

What is your Theory of Action?

If we....

If we implement curricular materials that meet the standards for High Quality Curriculum, ✏️

Resources: 🚀

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.

then we see....

Then we see improved student achievement on mastering grade level standards ✏️

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

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

which leads to...

Which leads to increased assessment scores on Star Tests by 2 GE levels between BOY and EOY for students with at least 60% attendance. ✏️

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 ✏️

Resource Team

Dates for Progress Monitoring Check Ins

Q1	10-27-23	Q3	1-1-24
Q2	12-22-23	Q4	6-7-24

	SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1	After getting access and training on Skyline Curriculum, teachers will effectively implement this data-based high quality curriculum in English classes, as measured by improved scores on EOY assessments.	Landig	6-7-24	In Progress
Action Step 1	Provide materials and training for English staff on Skyline Curriculum.	Landig	12-22-23	In Progress
Action Step 2	ILT members conduct rigor walks to observe, collect data, and provide feedback on implementation of Skyline curriculum, monthly.	Landig	2-1-24	In Progress
Action Step 3	Record and analyze student data to compare assessment scores for English students using Pearson Curriculum versus Skyline Curriculum.	Landig	6-1-24	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	After getting access and training on Skyline Curriculum, teachers will effectively implement this data-based high quality curriculum in Math classes, as measured by improved scores on EOY assessments.	Landig	6-7-25	Not Started
Action Step 1	Provide materials and training for Math staff on Skyline Curriculum. Fall 2024	Landig	12-22-24	Not Started
Action Step 2	ILT members conduct rigor walks to observe, collect data, and provide feedback on implementation of Skyline curriculum, monthly.	Landig	2-1-25	Not Started
Action Step 3	Record and analyze student data to compare assessment scores for Math students using Pearson Curriculum versus Skyline Curriculum.	Landig	6-7-25	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status

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

Curriculum & Instruction

Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Implement a data-based high quality curriculum in all English and Math courses.	✍️
SY26 Anticipated Milestones	Implement a data-based high quality curriculum in all Core courses.	✍️

Goal Setting

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Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

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
For students participating in the Skyline Curriculum, student achievement on STAR Reading will increase by at least 1.5 GE between BOY and EOY.	Yes	STAR (Reading)	Students with at least 60% attendance	5.2			
			Select Group or Overall				
For students participating in the Skyline Curriculum, student achievement on STAR Math will increase by at least 1.5 GE between BOY and EOY.	Yes	STAR (Math)	Students with at least 60% attendance	5.3			
			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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All English teachers will implement the Skyline Curriculum with fidelity, asmeasured by classroom observation data.	Algebra teachers will implement the Skyline Curriculum with fidelity, as measured by classroom observation data.	Geometry teachers will implement the Skyline Curriculum with fidelity, as measured by classroom observation data.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	All teachers will provide a daily objective assessment that directly aligns with the learning target, as measured by informal obervation rubric data.	Teachers will include the assessment method and level of expectations in the daily objective., as measured by informal observation rubric data.	The daily objective assessment will require a rigorous level of student achievement, as measured by informal observation rubric data.
C&I:2 Students experience grade-level, standards-aligned instruction.	Students will be able to articulate the specific grade level standard skill they are expected to demonstrate for each lesson, as measured by informal observation rubric data.	Lesson activities will be directly aligned with grade-level standards, as measured by informal observation rubric data.	Lessons will engage students in a rigorous level of expected achievement, as measured by informal observation rubric data.

SY24 Progress Monitoring

Return to Top

Resources: 🚀

Below are the goals for this Theory of Action that were created

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

Curriculum & Instruction

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
For students participating in the Skyline Curriculum, student achievement on STAR Reading will increase by at least 1.5 GE between BOY and EOY.	STAR (Reading)	Students with at least 60% attendance	5.2		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
For students participating in the Skyline Curriculum, student achievement on STAR Math will increase by at least 1.5 GE between BOY and EOY.	STAR (Math)	Students with at least 60% attendance	5.3		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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All English teachers will implement the Skyline Curriculum with fidelity, asmeasured by classroom observation data.	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	All teachers will provide a daily objective assessment that directly aligns with the learning target, as measured by informal obervation rubric data.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Students will be able to articulate the specific grade level standard skill they are expeted to demonstrate for each lesson, as measured by informal observation rubric data.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes
Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.

Partially
Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.

Partially
All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

Yes
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?

SEL teams (incl BHT & Climate Culture): Weekly Team Meeting, BHT, & Resource Climate/Culture meet regularly to collect and analyze data and implement events and supports to support SEL. Tier 1 (SEL curricula, Skyline SEL instruction, restorative practices) in place: GGI provides SEL curriculum led by the counselor, RP is partially in place. We need updated RP training and access to the Skyline SEL curriculum.

Access to enrichment/extracurricular programs: We plan to return to pre-pandemic levels of enrichment programs, including cheerleading, basketball, interest clubs. We have had a variety of activities to build school connectedness, including Girl and Boy luncheon events, all-school trips to movies or activity centers, Black History Bowl, Awards banquets, and College/Career Fair.

Chronic absentees have an intentional re-entry plan: The counselor is specifically assigned to support students with 60-80% attendance, in order to increase their attendance rate with specific interventions. Research shows that counseling is most effective with this population. A Call Team is in place to connect with families and students with attendance below 60%. Additional supports include individual and group incentives for students, staff incentives to increase attendance, "fun" activities each month, and economic supports to address attendance barriers.

What is the feedback from your stakeholders?

The CIWP committee as a whole determined key need areas are:
We need updated RP training and access to the Skyline SEL curriculum. We need to develop a more effective system of incentives and student-staff connections in order to support the effectiveness of the Call Team in improving attendance rates for students below 60% attendance.
Per staff stakeholders:
We need to work to streamline the effectiveness of Team Meeting and BHT, so that discussions are focused on student data and analysis, and communication methods support effective implementation.
Per family/community stakeholders:
We need to increase extracurricular offerings to pre-pandemic levels, including sports and clubs.

What student-centered problems have surfaced during this reflection?

Students need increased access to school connectedness opportunities, including extracurricular activities, restorative practices, and effective SEL teaming to increase the effectiveness of SEL interventions.

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

We are planning to gain access and training on the Skyline curriculum. We have scheduled PD for Restorative Practices at the start of the year. These improved SEL supports will lead to increased student attendance..

Return to Top   **Determine Priorities**

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

Students...

Students need increased access to school connectedness opportunities, including extracurricular activities, restorative practices, and effective SEL teaming to increase the effectiveness of SEL interventions.

Resources: 🚀

[Determine Priorities Protocol]

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

Return to Top   **Root Cause**

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

As adults in the building, we...

As adults in the building, we need to provide ongoing professional development to help staff provide effective SEL supports and programming.

Resources: 🚀

[5 Why's Root Cause Protocol]

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

Return to Top   **Theory of Action**

What is your Theory of Action?

If we....

Resources: 🚀

| Jump to... | Priority | TOA | Goal Setting | Progress |
| Reflection | Root Cause | Implementation Plan | Monitoring |

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

Connectedness & Wellbeing

implement Professional Development based on the Trauma-Informed SEL Action Plan developed via our work with OSEL and Lurie's Children's Hospital, ✍️

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.

then we see....

effective implementation of Restorative Practices ✍️

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

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

which leads to...

increased amounts of SEL and School Connectedness interventions and improved scores on SEL survey data. ✍️

Return to Top | **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning
Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.
Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.
Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.
Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.
Action steps are inclusive of stakeholder groups and priority student groups.
Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Resource Team

Dates for Progress Monitoring Check Ins

Q1	10-27-23	Q3	1-1-24
Q2	12-22-23	Q4	6-7-24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	After staff training on Restorative Practices, the BHT will implement an effective system of Restorative Practices, as measured by improved scores on SEL Connectedness surveys.	Holmes	6-7-24	In Progress
Action Step 1	Train staff on Restorative Practices	Holmes	12-22-23	In Progress
Action Step 2	Communicate and implement a clear RP procedure	Holmes	2-7-24	Not Started
Action Step 3	Streamline SEL Teaming practices to improve data collection and analysis practices.	Holmes	4-7-24	In Progress
Action Step 4	Survey students regarding SEL School Connectedness.	Holmes	6-7-24	In Progress
Action Step 5				Select Status
Implementation Milestone 2	Staff will implement increased activities and programs to increase School Connectedness as measured by improved scores on SEL Connectedness surveys.	Chapman	6-7-24	In Progress
Action Step 1	We will implement proactive attendance supports, including Call Team, incentives, and special events	Chapman	11-7-23	In Progress
Action Step 2	We will reinstate the Parent Advisory Committee	Chapman	2-7-24	Not Started
Action Step 3	Staff will reinstate quarterly activities to build school culture, including Family Fun Nights and extracurricular activities.	Chapman	4-7-24	In Progress
Action Step 4	We will survey students and staff to determine our program's level of SEL School Connectedness.	Chapman	6-7-24	In Progress
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	We will implement a program of building leadership by the Bears Club Government.	✍️

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

Connectedness & Wellbeing

SY26 Anticipated Milestones	The Bears student leaders will help to lead the Restorative Practices and SEL programs at CEA.	✏️

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
Average Daily Attendance will consistently stay above 75%	Yes	Increase Average Daily Attendance	Male	71	72	74	76
			Female	71	72	74	76
Data on SEL Connectedness Surveys will show improved scores from BOY to EOY.	Yes	Formal and informal family and community feedback received locally. (School Level Data)	FRL Eligble	71	72	74	76
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
I&S:1 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.	BHT data will be collected bi-weekly with fidelity, as measured by completed data trackers and complete records of student progress.	MTSS processes will operate smoothly, as measured by staff and student survey data.	MTSS data will show consistent improvement in student progress as a result of tiered interventions.
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.	Staff will add at least two additional community partner programs to support the overall wellness of students.	Staff will implement at least 2 extracurricular activities for students to increase School Connectedness.	We will develop a strong Parent Advisory Committee, with at least 5 members who consistnetly participate and help to drive school SEL initiatives.
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Staff will implement weekly Peace Circles with fidelity, as measured by informal observations of GGI.	Staff will implement Restorative Writing with consistency and fidelity, as measured by feeback by OSEL partners on RP documentation.	The BHT will implement Restorative Practices for all 3 MTSS intervention tiers with fidelity, as measured by feedback by OSEL partners on RP documentaion.

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
Average Daily Attendance will consistently stay above 75%	Increase Average Daily Attendance	Male	71	72	Select Status	Select Status	Select Status	Select Status
		Female	71	72	Select Status	Select Status	Select Status	Select Status

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

Connectedness & Wellbeing

Data on SEL Connectedness Surveys will show improved scores from BOY to EOY.	Formal and informal family and community feedback received locally. (School Level Data)	FRL Eligble	71	72	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 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.	BHT data will be collected bi-weekly with fidelity, as measured by completed data trackers and complete records of student progress.	Select Status	Select Status	Select Status	Select Status
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.	Staff will add at least two additional community partner programs to support the overall wellness of students.	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Staff will implement weekly Peace Circles with fidelity, as measured by informal observations of GGI.	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).**
No action needed		**(Continue to Parent & Family Plan)**

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

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

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

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

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

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

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

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

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

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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	STAR (Math): For students participating in the Skyline Curriculum, stud...	dents with at least 60% attenda	5.3			
		Select Group or Overall				
Required Reading Goal	STAR (Reading): For students participating in the Skyline Curriculum, s...	dents with at least 60% attenda	5.2			
		Select Group or Overall				
Optional Goal	Select a Goal					

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

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

☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

> We will provide family engagement activities quarterly.

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