

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.
 The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
 The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.
 The CIWP team includes parents, community members, and LSC members.
 All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name	Role	Email
Charlie McSpadden	Principal	cwmcspadden@cps.edu
Hollister Falk	AP	hfalk@cps.edu
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Darielle Dorsey	Teacher Leader	djagsdale@cps.edu
Sarah Gray	Partnerships & Engagement Lead	sgray@cps.edu
Idasha Wilson	Teacher Leader	iswilson1@cps.edu
Susan Flood	Teacher Leader	smflood@cps.edu
Gaibrial East	Parent	geast@cps.edu
Tamara Everett	LSC Member	tyeverett@cps.edu
Shirley Bester	Curriculum & Instruction Lead	smbester@cps.edu
Natalie Parenti	Postsecondary Lead	nrparenti@cps.edu
Senecca Perkins	Connectedness & Wellbeing Lead	sforbes3@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	5/24/23	8/1/23
Reflection: Curriculum & Instruction (Instructional Core)	5/24/23	5/31/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/24/23	5/31/23
Reflection: Connectedness & Wellbeing	5/24/23	5/31/23
Reflection: Postsecondary Success	5/24	5/31/23
Reflection: Partnerships & Engagement	5/24/23	5/31/23
Priorities	5/24/23	5/31/23
Root Cause	5/24/23	5/31/23
Theory of Action	5/24/23	5/31/23
Implementation Plans	5/24/23	5/31/23
Goals	5/24/23	5/31/23
Fund Compliance	5/24/23	5/31/23
Parent & Family Plan	5/24/23	5/31/23
Approval	5/24/2023	5/31/23

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	6/7/2023
Quarter 2	6/28/2023
Quarter 3	7/19/2023
Quarter 4	8/23/2023

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.




Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	CPS High Quality Curriculum Rubrics	<p>STAR Data Percentiles </p> <p>3rd Math 39% 4th Math 36% 5th Math 30% 6th Math 39% 7th Math 22% 8th Math 31% 3rd ELA 27% 4th ELA 25% 5th ELA 22% 6th ELA 16% 7th ELA 19% 8th ELA 18%</p> <p>STAR Data Takeaways: - Did not make 50th percentile in any grade level or content area - Steady decrease 3-5 math, more unglutiation in middle school Math - ELA steadily decreases across departments with one exception - This data set does not show subcategories; it is a composite of category performance - Data runs counter to national trends regarding performance in ELA and Math I-Ready ELA Kindergarten 13/24 emerging 54% 3/24 early k 12.5% 4/24 mid k 16.6% 3/24 late k 12.5% 1/24 1st grade 12.5% I-ready Data Kindergarten math Emerging-17/24 71% Early K-2/24 8% Mid K-5/24 21%</p>	<p>iAR (Math)</p> <p>iAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p>
Yes	<p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>	<p>What is the feedback from your stakeholders?</p>	<p>STAR (Reading)</p>
Yes	<p>Powerful Practices Rubric</p> <p>Learning Conditions</p>	<p>The feedback from stakeholders is that we need to provide intensive supports to our students' in ELA. Our math performance, while unsteady, is stronger than ELA overall. We are showing a steady decline in our ELA performance from intermediate grades into middle school. The message and feedback is that this requires immediate attention. Vertical planning; a focus on foundational skills in reading and math are necessary. </p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p>
Yes	<p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>		<p>Cultivate</p> <p>Grades</p> <p>ACCESS</p>
Partially	<p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</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>TS Gold</p> <p>Interim Assessment Data</p>
Partially	<p>Assessment for Learning Reference Document</p>	<p>Two improvement efforts in ELA are in motion to address this troubling decline. First, we are moving to a co-teaching model in scheduling for grades 3 - 8. This will provide extra classroom supports for teachers that will allow more time for guided reading in intermediate and middle school, along with greater time dedicated to foundational skills work in both reading and math classrooms. Research indicates that guided reading is one of, if not the, most powerful tools that can boost reading fluency and comprehension for students. Providing an </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.

Students are largely performing below grade level on standardized assessments (STAR360). Reading scores are declining as students are moving into higher grade levels which is evidenced by lower average percentile ranks per class. Not enough students are performing at grade level on I-ready assessments in grades K-2. While kindergarten students are recovering from the effects of the pandemic, our first and second grade students are still well below grade level showing less than 20% students reading at or above level.



reading, and comprehension for students. Having an additional teacher in ELA and math classrooms will grant additional time on task for guided reading and more broadly, work on foundational skills in both content areas. These strategic moves will address all student groups in Coles school -- especially those furthest from opportunity by being multiple grade levels behind.

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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
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
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Partially	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 1 instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

- 4 out of 5 students in tier 3 for reading received a D or an F
- 15% falling within tier 2 for reading
- Less students falling into tier 3 in math than in reading
- Diverse learners are performing better in math than in reading
- Time allotted for MTSS is important
- Why are students performing better in math than reading all across the board?
- Regarding MTSS, teachers liked that they had the hour at end of day for MTSS.
- All online programs with the computer or was all instruction in small group, focusing more on reading or math? Questions linger about effectiveness of digital interventions given the school performance and the fact that so much time was spent on digital intervention tools.
- Various modes of resources to implement MTSS (kids are interested in the game portion of some of these digital intervention tools; will move away from IXL as an intervention so much on this CIWP)
- Be strategic and tactful with resources and learning



- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)
- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)

What is the feedback from your stakeholders?

- 9th period rotating interventions would be helpful in primary department for addressing MTSS
- Time needed in middle school to bridge gaps and move students (additional blocks of time for ELA and math)
- Better performance in math than reading
- Missing DL position in intermediate grades has an impact (hired for the position this year)
- Class switching based on tiers might be helpful in implementation (rotating intervention period for 9th grade)
- We need to focus on students who are meeting and exceeding standards as well and keep pushing their learning forward so that they don't backslide.



- [EL Program Review Tool](#)

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?

Attendance rates for many students are a barrier to success; and if not their attendance their tardiness. City Year is used starting this school year to engage families in stronger efforts to improve attendance. Phone calls/home visits/and on-track incentives are assisting efforts that we're engaged in to improve efforts to bring select student groups closer to opportunity.



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.

Why weren't some diverse learners were not tiered for tier 2 or 3? Diverse learners are doing better in math than reading. As well as all students across the board doing better in math. We need after school year round. Every grade level should be able to teach after school with their intensive students. IL-Empower will help us address this by opening teacher buckets to pay for longer, more intensive and targeted after school interventions.



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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
Partially	<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>We reduced our misconducts by over 50% from school year 21-22. The severity of misconducts has decreased during this time as well. The tracking spreadsheet linked to all teachers looping in the Dean to follow through with infractions has served as a great communication tool that has contributed to the reduction in infractions with the increase of time-on-task.</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p>
Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p>
Yes	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	<p>What is the feedback from your stakeholders?</p> <p>Efforts at reducing misconducts are proving successful. The climate of the building is much stronger than it was when we were coming fresh out of the pandemic. However, we are only as successful as the individuals who implemented C&W initiatives and support our students. Staffing continues to be a concern.</p>	<p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</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 CIWP.</p> <p>One of the key student centered issues that can surface is when, as a staff, we become stretched too thin in terms of helping to meet the needs of our students. When we maintain a strong level of discipline in the building we are able to respond more effectively to the students' needs.</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>We have a Dean of students along with two counselors who help to maintain the climate in the building and address the needs of our students. The misconduct tracking sheets have created better visibility on student behavior and is also successful in engaging the proper levels of support within the school to support misconduct-prone students to get back on track.</p>	

[Return to Top](#) **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
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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).	College and Career Competency Curriculum (C4)
No	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager

We want to increase the number of our students who apply to and are accepted to selective enrollment high schools. We also want to increase visibility of the importance and process of high school selection to our middle school students and provide more awareness and motivation to excel in the application process. 🍌

What is the feedback from your stakeholders?

More visibility and awareness of students going through the high school selection process may increase our success in getting more students energized and motivated to compete for spots at selective enrollment high schools. We are planning more "hype up" events along with accompanying coursework to give our students the best possibilities for acceptance into SE high schools. 🍌

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?

Recent barriers included the pandemic but we're working our way out of those challenges now. We have the Pathways to Success program for 8th grade students that engages them in efforts that focus their attention on life after high school. This program is in partnership with an external partnership who trained our staff on how to engage our students with this vision. 🍌

- [Graduation Rate](#)
- [Program Inquiry: Programs/participation/attainment rates of % of ECCE](#)
- [3 - 8 On Track](#)
- [Learn, Plan, Succeed](#)
- [% of KPIs Completed \(12th Grade\)](#)
- [College Enrollment and Persistence Rate](#)
- [9th and 10th Grade On Track](#)
- [Cultivate \(Relevance to the Future\)](#)
- Freshmen Connection Programs Offered (School Level Data)

What student-centered problems have surfaced during this reflection?

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

Some families of students are reticent to send their students to high school based upon their academic performance, and instead opt for schools that are in the vicinity because of their own comfort level with the school. We plan to leverage the pathways program to help students assuage their families concern in some of these instances to let their ambition drive where they should go to high school; and not just parent level of comfort. 🍌

[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

Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships
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Coles is Partially Organized for improvement based off the 5Essentials survey data. However, there are 3 of the 5 sections with incomplete data so we don't have a great picture of the responses. 🍌

- [Cultivate](#)
- [5 Essentials Parent Participation Rate](#)

<p>Yes</p>	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p style="text-align: right;">Reimagining With Community Toolkit</p>
<p>Yes</p>	<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>

What is the feedback from your stakeholders?

The feedback we did receive on the survey indicated that we had a weak supportive environment neutrally ambitious instruction. The other feedback areas were not given. 📌

[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)

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 difficulty in engaging parents over the last several years has had a ripple effect on 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?

Because of the challenges in the last several years stemming from the pandemic, we've moved away from engagement events. Now, we want to re-engage families to come back to Coles for in-person events. We started with the first back to school event on Coles campus in several years. City Year is also engaging families in these efforts, along with our partnership with the MSI. We have family math and science nights planned to bring families back into the fold. 📌

Jump to... [Priority Reflection](#) [TOA Root Cause](#) [GOAL Setting Implementation Plan](#) [Progress Monitoring](#)

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

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

STAR Data Percentiles
3rd Math 39%
4th Math 36%
5th Math 30%
6th Math 39%
7th Math 22%
8th Math 31%
3rd ELA 27%
4th ELA 25%
5th ELA 22%
6th ELA 16%
7th ELA 19%
8th ELA 18%
STAR Data Takeaways:
- Did not make 50th percentile in any grade level or content area
- Steady decrease 3-5 math, more ungulation in middle school Math

What is the feedback from your stakeholders?

The feedback from stakeholders is that we need to provide intensive supports to our students' in ELA. Our math performance, while unsteady, is stronger than ELA overall. We are showing a steady decline in our ELA performance from intermediate grades into middle school. The message and feedback is that this requires immediate attention. Vertical planning; a focus on foundational skills in reading and math are necessary.

What student-centered problems have surfaced during this reflection?

Students are largely performing below grade level on standardized assessments (STAR360). Reading scores are declining as students are moving into higher grade levels which is evidenced by lower average percentile ranks per class. Not enough students are performing at grade level on I-ready assessments in grades K-2. While kindergarten students are recovering from the effects of the pandemic, our first and second grade students are still well below grade level showing less than 20% students reading at or above level.

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?

Two improvement efforts in ELA are in motion to address this troubling decline. First, we are moving to a co-teaching model in scheduling for grades 3 - 8. This will provide extra classroom supports for teachers that will allow more time for guided reading in intermediate and middle school, along with greater time dedicated to foundational skills work in both reading and math classrooms. Research indicates that guided reading is one of, if not the, most powerful tools that can boost reading fluency and comprehension for students. Providing an additional teacher in ELA and math classrooms will grant additional time on task for guided reading and more broadly, work on foundational skills in both content areas. These strategic moves will address all student groups in Coles school -- especially those furthest from opportunity by being multiple grade levels behind.


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Determine Priorities

Resources: 

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

Students...

Students are outperforming in math versus reading (reading scores significantly worse than math). We have higher than desired averages of students in multiple grade levels performing below grade level expectations on standardized assessments. 

[Determine Priorities Protocol](#)

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


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Root Cause

Resources: 

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

As adults in the building, we...



[5 Whys 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.

A combination of a new curriculum, with variations in pacing, staffing challenges, and instruction, lead to uneven results whereby some students thrive and others fall behind.

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

Use co-teaching model (with training) to support Implementation of curriculum with fidelity from K through 8th grade...



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.

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....

Stronger and more meaningful teacher collaboration, faster and more effective reactions to student data that lead to better teaching, and engaging in the work with fidelity then



which leads to...

More time on task, engagement, and agency in the classroom with improved student outcomes on 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

Admin/ILT/GLT Team

Dates for Progress Monitoring Check Ins

Q1 6/7/2023

Q3 7/19/2023

Q2 6/28/2023

Q4 8/23/2023

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1

By the end of SY24 we should see 50% of all students reading on level based on Iready and Star360 data (Part 1)

ILT and Admin will progress monitor skyline implementation and curriculum usage fidelity thru learning rounds and cycles of improvement.

6/2/24

Select Status

Action Step 1

Level setting expectations around testing environment for standardized assessments. Teachers present their intentions and protocols for testing at each window and these are checked with by admin to see if support is needed

ILT

8/23/23

Completed

Action Step 2

Learning round conducted by ILT to view the foundational skills component of each classroom to ensure that Skyline is being followed with fidelity and the component is being used for foundations as prescribed by the curriculum

ILT

9/27/23

In Progress

Action Step 3

Learning round conducted by ILT to ensure that instruction is aligned with CCSS

ILT

10/25/23

In Progress

Action Step 4

ILT will conduct a scripting and REACH rating of co-teaching in the classroom at Coles, then bring results back to the ILT. ILT will examine the data from the observations and make recommendations for improving the quality of co-teaching.

ILT

11/15/23

Select Status

Action Step 5

Follow-up round on co-teaching at Coles after time given to improve the effective implementation of recommendations.



Admin & ILT

12/13/23

Select Status

Implementation Milestone 2	By the end of SY24 we should see 50% of all students reading on level based on Iready and Star360 data (Part 2)	Admin/ILT & ELA common planning team	6/2/24	Select Status
Action Step 1	Level setting expectations around testing environment for standardized assessments. Teachers present their intentions and protocols for testing at each window and these are checked by admin to see if support is needed (Every testing window)	ILT	1/24/24	Select Status
Action Step 2	Learning round conducted by ILT to view the foundational skills component of each classroom, this time with data present to measure for differentiation	ILT	2/28/24	Select Status
Action Step 3	CCSS alignment learning round	ILT	3/20/24	Select Status
Action Step 4	Round 2 observation of co-teaching at Coles to monitor quality and make corrective implementations	ILT	4/24/24	Select Status
Action Step 5	Follow-up on ILT rubric of co-teaching	ILT	5/22/24	Select Status
Implementation Milestone 3	By the end of SY24, 80% of Coles co-teachers will meet the standards of proficient co-teaching practice set forth by the ILT	Admin/ILT & ELA common planning team	6/2/24	Select Status
Action Step 1	ILT will discuss the development of a Coles co-teaching rubric	ILT	9/27/23	Select Status
Action Step 2	GLT will discuss and revise the Coles co-teaching rubric	GLT	10/6/23	Select Status
Action Step 3	ILT will finalize the recommendations from GLT's and begin to implement	ILT	10/15/23	Select Status
Action Step 4	Co-teaching MOY learning round	ILT	12/15/23	Select Status
Action Step 5	Co-teaching EOY learning round	ILT	5/1/24	Select Status
Implementation Milestone 4	By the end of SY24, all Coles teachers will participant in a reflective data review cycle with the ILT that will inform their instruction moving foward	ILT	6/2/24	Select Status
Action Step 1	Establish data meeting protocols for review of BOY, MOY, and EOY data	ILT	9/27/23	Select Status
Action Step 2	BOY Data Review	ILT	10/6/23	Select Status
Action Step 3	MOY Data Review	ILT	2/23/24	Select Status
Action Step 4	EOY Data Review	ILT	6/7/24	Select Status
Action Step 5	Vertical Planning Data review -- meet with teachers to review data of incoming students	Department Teams, Vertical Planning teams	6/7/24	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	By the end of SY25 we should see 60% of all students reading on level based on Iready and Star360 data.	
SY26 Anticipated Milestones	By the end of SY26 we should see 75% of all students reading on level based on Iready and Star360 data.	

Return to Top **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

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



Resources: 

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] 

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	SY24	SY25	SY26
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By the end of SY26, 75% of Coles students will read on grade-level in grades K-2	Yes	iReady (Reading)	Overall	27	50	60	75
			Select Group or Overall				
By the end of SY26, 75% of Coles students will be on grade-level in grades 3-8 in math	Yes	STAR (Math)	Overall	27	50	60	75
			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.	By the end of SY24, 75% of teachers at Coles will have access and utilize high quality curricular materials, foundational skills materials, and standards-aligned/culturally responsive materials.	By the end of SY25, 85% of teachers at Coles will have access and utilize high quality curricular materials, foundational skills materials, and standards-aligned/culturally responsive materials.	By the end of SY26, 100% of teachers at Coles will have access and utilize high quality curricular materials, foundational skills materials, and standards-aligned/culturally responsive materials.
C&I:2 Students experience grade-level, standards-aligned instruction.	By the end of SY24, 80% of students observed will experience grade-level, standards-aligned instruction.	By the end of SY25, 90% of students observed will experience grade-level, standards-aligned instruction.	By the end of SY26, 100% of students observed will experience grade-level, standards-aligned instruction.
C&I:4 The ILT leads instructional improvement through distributed leadership.	By the end of SY24, the ILT will complete a BOY, MOY and EOY learning round focused on improving instruction	By the end of SY25, the ILT will complete a quarterly learning round with teachers focused on improving instruction	By the end of SY26, teachers will assume responsibility for completion of the quarterly learning rounds and present findings to the ILT and receive feedback

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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
By the end of SY26, 75% of Coles students will read on grade-level in grades K-2	iReady (Reading)	Overall	27	50	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By the end of SY26, 75% of Coles students will be on grade-level in grades 3-8 in math	STAR (Math)	Overall	27	50	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

<p>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.</p>	<p>By the end of SY24, 75% of teachers at Coles will have access and utilize high quality curricular materials, foundational skills materials, and standards-aligned/culturally responsive materials.</p>	<p>On Track</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>C&I:2 Students experience grade-level, standards-aligned instruction.</p>	<p>By the end of SY24, 80% of students observed will experience grade-level, standards-aligned instruction.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>C&I:4 The ILT leads instructional improvement through distributed leadership.</p>	<p>By the end of SY24, the ILT will complete a BOY, MOY and EOY learning round focused on improving instruction</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#)
[Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#)

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

- 4 out of 5 students in tier 3 for reading received a D or an F
- 15% falling within tier 2 for reading
- Less students falling into tier 3 in math than in reading
- Diverse learners are performing better in math than in reading
- Time allotted for MTSS is important
- Why are students performing better in math than reading all across the board?
- Regarding MTSS, teachers liked that they had the hour at end of day for MTSS.
- All online programs with the computer or was all instruction in small group, focusing more on reading or math? Questions linger about effectiveness of digital interventions given the school performance and the fact that so much time was spent on digital intervention tools.
- Various modes of resources to implement MTSS (kids are interested in the game portion of some of these digital intervention tools; will move away from IXL as an intervention so much on this CIWP)
- Be strategic and tactful with resoures and learning experiences for afterschool learning and not only technology.
- Use data that is analyzed every 5 weeks by observation and assessment; practice data important not just outcomes.

What is the feedback from your stakeholders?

- 9th period rotating interventions would be helpful in primary department for addressing MTSS
- Time needed in middle school to bridge gaps and move students (additional blocks of time for ELA and math)
- Better performance in math than reading
- Missing DL position in intermediate grades has an impact (hired for the position this year)
- Class switching based on tiers might be helpful in implementation (rotating intervention period for 9th grade)
- We need to focus on students who are meeting and exceeding standards as well and keep pushing their learning forward so that they don't backslide.

What student-centered problems have surfaced during this reflection?

Why weren't some diverse learners were not tiered for tier 2 or 3?
 Diverse learners are doing better in math than reading. As well as all students across the board doing better in math
 We need after school year round. Every grade level should be able to teach after school with their intensive students. IL-Empower will help us address this by opening teacher buckets to pay for longer, more intensive and targeted after school 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?

Attendance rates for many students are a barrier to success; and if not their attendance their tardiness. City Year is used starting this school year to engage families in stronger efforts to improve attendance. Phone calls/home visits/and on-track incentives are asissting efforts that we're engaged in to improve efforts to bring select student groups closer to opportunity.

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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...

Students are not moving tiers at an acceptable rate. Our students in tier 3 tend to remain there instead of showing growth that drives them higher



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...

Students are not making adequate growth as indicated by their tiers in branching minds -- Why?



Indicators of a Quality CIWP: Root Cause Analysis

Why?
 We are not correcting their deficits adequately
 Why?
 We are doing a combination of the wrong interventions and having inadequate structures in place to address the root causes
 Why?
 We haven't been rotating students to priority needs areas in MTSS
 Why?
 We did this prior to the pandemic but haven't returned to it

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...
 - Communicate student needs to parents
 - Support teachers implementing MTSS with PLC's that show how its done effectively
 - Utilize goal-setting and data trackers



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.

Resources:

then we see...
 Teachers implementing tiered and structured intervention and supports based on student tiers, meeting with students to conduct goal-setting; intervention plans inputting into Branching Minds platform



which leads to...
 Increase in student achievement and performance on tests and more students moving up towards tier 1



[Return to Top](#) **Implementation Plan**

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.

Resources:

Team/Individual Responsible for Implementation Plan

ILT



Dates for Progress Monitoring Check Ins

Q1 6/7/2023 Q3 7/19/2023
 Q2 6/28/2023 Q4 8/23/2023

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	By the end of SY24, the 9th period learning rounds will be implemented with fidelity and contribute to students moving out of lower tiers	Instructional Coach/ILT	8/23/23	In Progress
Action Step 1	BOY learning round focused on expectations for intervention periods and teacher practice	ILT	8/23/23	In Progress
Action Step 2	Bring back results from BOY learning round and adjust for MOY learning round	ILT	9/27/23	In Progress
Action Step 3	Analyze Tiering after BOY testing and make necessary adjustments	MTSS team	10/25/23	Not Started
Action Step 4	Provide professional development on Branching Minds documentations	MTSS team	11/15/23	Select Status
Action Step 5	Monitoring of quality of interventions by ILT/MTSS team	ILT/ MTSS	12/13/23	Select Status
Implementation Milestone 2	By the end of SY24, all Coles teachers will effectively implement interventions	Instructional Coach	10/1/23	In Progress
Action Step 1	Provide professional development on SMART goals	ILT	8/28/23	Completed
Action Step 2	MTSS team is monitoring implementation of intervention plans	ILT/Instructional Coach	8/14/23	Completed
Action Step 3	Provide PD on inputting Progress monitoring	ILT	8/16/23	Completed

Action Step 4	Ensure that progress monitoring is inputted weekly	ILT	8/28/23	In Progress
Action Step 5	Vertical planning meeting time dedicated to MTSS support each month	ILT	10/1/23	Completed
Implementation Milestone 3	By the end of SY24, 100% of Coles teachers are improving access to support diverse learners	MTSS LEAD	8/28/23	In Progress
Action Step 1	BOY PD on intervention plans versus IEPs for diverse learners	MTSS LEAD	9/7/23	In Progress
Action Step 2	Development of intervention plans working session for diverse learners where applicable	MTSS LEAD ILT	10/27/23	Select Status
Action Step 3	Work with DL team in GLT meetings to improve access for DL students	DL Team	1/18/24	Select Status
Action Step 4	ILT focused learning round on IEP students with plans in branching minds	ILT	3/11/24	Completed
Action Step 5	Data review from ILT learning round analysis and planning for next year	ILT	5/15/24	In Progress
Implementation Milestone 4	100 % of our teachers will focus on student engagement and discourse	GLT	8/21/23	In Progress
Action Step 1	ILT will create a rubric for student engagement and student discourse	ILT	8/14/23	In Progress
Action Step 2	Teachers will review the rubric and implement within the scope of their lesson plans	GLT	9/1/23	Select Status
Action Step 3	Ensure personnel regularly interacting with student are providing opportunities for engagement and discourse	ILT	8/14/23	Completed
Action Step 4	ILT members review and provide feedback on teachers lesson/unit plans to ensure use of the core curriculum during GLTs, weekly	ILT	8/28/23	In Progress
Action Step 5	ILT members conduct rigorwalks to observe, collect data, provide feedback during GLTs on implementation of core curriculum, monthly	ILT	8/28/23	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	<p>"80% of teachers differentiating core instruction -OPERATIONAL components of high quality, well-documented student support and support plans: 100% of interventions are within the CPS curated list, 100% of interventions are documented and monitored within the Branching Minds Platform, 60% of student support plans and supports implemented with fidelity -DEVELOPED components of supplemental intervention: progress monitoring; MTSS team and 60% of teachers regularly progress monitor and implement actions in BMs, using multiple data points"</p>	
SY26 Anticipated Milestones	<p>"-100% of teachers effectively differentiating core instruction -Maintain OPERATIONAL components of high quality, well-documented students support and support plans: 100% of student support plans and supports implemented with fidelity -FULLY OPERATIONAL on supplemental intervention: 100% of teachers progress monitoring and adjusting interventions and supports based on data, -FULLY OPERATIONAL on Interpret Data and Adjust Instruction from MTSS Continuum"</p>	

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
The MTSS team will conduct BOY/MOY/EOY learning rounds focusing on departmental	Yes	MTSS Academic Tier	Overall	25	50	60	75

intervention periods; and the selection and effectiveness of intervention tools	Yes	Movement	Overall				
By the end of SY24, Coles will have implemented a BOY/MOY/EOY dedicated GLT meeting focused on continually improving access to support Diverse Learners.	Yes	Other	Students with an IEP	25	50	60	75
			Students with an IEP				

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.	The MTSS team will conduct BOY/MOY/EOY learning rounds focusing on departmental intervention periods; and the selection and effectiveness of intervention tools	The MTSS team will conduct quarterly learning rounds focusing on departmental intervention periods; and the selection and effectiveness of intervention tools	The MTSS team will conduct 5-week learning rounds focusing on departmental intervention periods; and the selection and effectiveness of intervention tools
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	By the end of SY24, the MTSS team will conduct learning rounds at BOY/MOY/EOY that monitor the creation and implementation of classroom interventions	By the end of SY25, the MTSS team will conduct quarterly learning rounds that monitor the creation and implementation of classroom interventions	By the end of SY26, the MTSS team will conduct learning rounds after each unit that monitors the creation and implementation of classroom interventions
I&S:3 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.	By the end of SY24, Coles will have implemented a BOY/MOY/EOY dedicated GLT meeting focused on continually improving access to support Diverse Learners.	By the end of SY25, Coles will have implemented a quarterly dedicated GLT meeting focused on continually improving access to support Diverse Learners.	By the end of SY26, all Coles teachers will be proficient in ways to improve access to support diverse learners in their classrooms.

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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
The MTSS team will conduct BOY/MOY/EOY learning rounds focusing on departmental intervention periods; and the selection and effectiveness of intervention tools	MTSS Academic Tier Movement	Overall	25	50	On Track	Select Status	Select Status	Select Status
		Overall			On Track	Select Status	Select Status	Select Status
By the end of SY24, Coles will have implemented a BOY/MOY/EOY dedicated GLT meeting focused on continually improving access to support Diverse Learners.	Other	Students with an IEP	25	50	On Track	Select Status	Select Status	Select Status
		Students with an IEP			On Track	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.	The MTSS team will conduct BOY/MOY/EOY learning rounds focusing on departmental intervention periods; and the selection and effectiveness of intervention tools	On Track	Select Status	Select Status	Select Status

<p>I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p>	<p>By the end of SY24, the MTSS team will conduct learning rounds at BOY/MOY/EOY that monitor the creation and implementation of classroom interventions</p>	<p>On Track</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>I&S:3 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.</p>	<p>By the end of SY24, Coles will have implemented a BOY/MOY/EOY dedicated GLT meeting focused on continually improving access to support Diverse Learners.</p>	<p>On Track</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

- The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).
- The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.
- Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
 - a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
 - b) Contracting for professional services from State-Approved Learning Partners
 - c) Conducting school-level needs assessments
 - d) Analyzing data
 - e) Identifying resource inequities
 - f) Researching and implementing evidence-based interventions
 - g) Purchasing standards-aligned curriculum and materials
 - h) Purchasing and administering local assessments for progress monitoring
- Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.
- School Improvement Reports (SIR) are due on a triannual basis.
- Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.
- As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.
- As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Student Groups	Baseline	SY24	SY25	SY26
Overall	27	50	60	75
Select Group or Overall				
Overall	27	50	60	75
Select Group or Overall				

Required Math Goal

STAR (Math): By the end of SY26, 75% of Coles students will be on grade-level in grades 3-8 in math

Required Reading Goal

iReady (Reading): By the end of SY26, 75% of Coles students will read on grade-level in grades K-2

Optional Goal

Select a Goal

Parent and Family Plan

If Checked:

**Our school is a Title I school operating a Schoolwide Program**

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

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

If Checked:

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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.


SCHOOL & FAMILY COMPACT

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

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

Funds will be used for the following goals: Increase parents aptitude on formative assessment by offering workshops, increase parents knowledge of the MTSS intervention process and allow them to gain insight on Tier I and Tier II performance and intervention information. Create a vessel for parent communication and support especially for our growing ELL and STLS population. 

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