

CIWP Team & Schedules

Resources 🚀

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name 📌	Role 📌	Email 📌
Bud Bryant	Principal	bcbryant@cps.edu
Arthurine Beaugard	AP	adbeaugard@cps.edu
Laurie Clemons	Inclusive & Supportive Learning Lead	lclemones@cps.edu
Louvina Davis	Partnerships & Engagement Lead	ldavis57@cps.edu
Anika McGee	Connectedness & Wellbeing Lead	anmcgee1@cps.edu
Jacqueline McGee	Curriculum & Instruction Lead	jymcgee@cps.edu
Krishna Beverly	LSC Member	ktbeverly@cps.edu
Dawn Barron	Curriculum & Instruction Lead	dnbarron@cps.edu
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 📌	Planned Completion Date 📌
Team & Schedule	5/22/23	5/22/23
Reflection: Curriculum & Instruction (Instructional Core)	5/22/23	6/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/22/23	6/8/23
Reflection: Connectedness & Wellbeing	5/22/23	6/8/23
Reflection: Postsecondary Success	5/22/23	6/8/23
Reflection: Partnerships & Engagement	5/22/23	6/8/23
Priorities	7/13/23	7/13/23
Root Cause	7/13/23	7/13/23
Theory of Action	7/13/23	7/18/23
Implementation Plans	7/13/23	7/18/23
Goals	7/18/23	7/18/23
Fund Compliance	7/20/23	7/20/23
Parent & Family Plan	7/20/23	7/20/23
Approval	8/30/24	9/6/24

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	10/19/2023
Quarter 2	12/14/2023
Quarter 3	3/21/2024
Quarter 4	6/7/2024

Jump to...

[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)

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](#)

[Return to Top](#)

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	<p>*Ensure that all teachers have access to high quality curricular materials and monitor implementation of the resources. *Be intentional with incorporating culturally relevant materials. *Work on building positive relationships (student to student and student and staff) * Balanced assessment plan is in place * Implementation of assessments is needed throughout the building *Develop our MTSS process and success criteria. * Incorporate more opportunities for student voice. * Build teacher leadership capacity. * Additional supports are needed to address the inner core (identity, community, and relationships). * During data analysis, actionalbe next steps must be identified and monitored.</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Partially	Students experience grade-level, standards-aligned instruction.	<p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>		
No	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	<p>Powerful Practices Rubric</p> <p>Learning Conditions</p>	<p>What is the feedback from your stakeholders?</p> <p>*Ensure that all teachers have access to high quality curricular materials and monitor implementation of the resources. *Be intentional with incorporating culturally relevant materials. *Work on building positive relationships (student to student and student and staff) * Balanced assessment plan is in place * Implementation of assessments is needed throughout the building *Develop our MTSS process and success criteria. * Incorporate more opportunities for student voice</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p>
Partially	The ILT leads instructional improvement through distributed leadership.	<p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>		

			ACCESS
Partially	<p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p> <p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p>		TS Gold
No	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p>Assessment for Learning Reference Document</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>*Skyline ELA has been adopted for SY24 for grades K-8. * AMIRA was piloted during the Spring and adopted SY24 as an additional tool to support foundational skills (Mallon and L. Davis). * Ongoing MTSS intervention plans and progress monitoring cadence was continued during SY23 and will be fine tuned for SY24. 📝</p>	Interim Assessment Data
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>* Classroom behaviors * Inconsistent success criteria, * minimal student voice (students need to know that their opinion is valued) 📝</p>			

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and</p>	<p>MTSS Integrity Memo</p>	<p>*Identify an intervention tool and utilize with fidelity. *Allow time for collaboration between teacher and interventionist. Meet with parents and share intervention plan. *Gen. Ed teachers need support on how to accommodate and modify</p> <p>📝</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p>

Jump to...

[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)

Partially	implementation of the problem solving process to inform student and family engagement consistent with the expectations of the 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
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

the work of DLs and any students whose data indicates a need for additional supports. *SECA's are not being utilized to their full capacity.

What is the feedback from your stakeholders?

*Identify an intervention tool and utilize with fidelity. *Allow time for collaboration between teacher and interventionist. Meet with parents and share intervention plan. *Gen. Ed teachers need support on how to accommodate and modify the work of DLs and any students whose data indicates a need for additional supports. *SECA's are not being utilized to their full capacity. 🙌


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?

* Case manager and resource teacher will meet with SECA's monthly to review IEP's and share best practices and strategies aligned to the individual student needs. *Case manager and resource teacher will provide PD during week 1 on accommodations and modifications and how to utilize SECA's in the classroom. *Establish a cadence for teacher/interventionist collaboration. *Create meeting calendar for parent PD and how they can support child at home. 🙌

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

What student-centered problems have surfaced during this reflection?

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

* Inconsistent interventions received by students. *Students receive ineffective accommodations and modifications. 

[Return to Top](#)


Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

<p>Partially <input type="radio"/></p>	<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 SEL Teaming Structure</p>	<p>*The amount of student receiving consistent interventions increased during SY23 due to having a full time interventionist. Students participated in a progress monitoring cycle and student needs were identified and interventions were implemented. *Students have opportunity to participate in OST programing such as the YMCA, as well as our academic bootcamp. Students also receives opportunites for mentorship. *We will continue to monitor daliy attendance and provide student incentives. Based on the Cultivate survey, we need to improve and work on community, affirming identities, and student voice. *We have identified student LSC member. *Based on the data, there's a need to incorporate student leaders to provide more oportunities for student voice.</p> <p></p>	<p>% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC)</p>
<p>Partially <input type="radio"/></p>	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>			<p>Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students</p>

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

What is the feedback from your stakeholders?

*Based on feedback from 5Essentials and Cultivate Survey, we are continuing to implement our ownership for learning protocols. *Administration-implement systems that support a trauma sensitive school environment; provide differentiated staff professional development aligned to instructional observations and student "off-track" data. *Staff will provide multiple tiered systems of support (MTSS) aligned to student trauma needs and progress monitoring data. *Parents will collaborate with staff to improve student attendance, achieve individual growth targets and ensure homework completion. Students will attend daily, support positive school climate and "own" learning.

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 do not consistently use Conflict resolution strategies shared during SEL. Limited strategies and support provided for those who may have trauma related issues. *Resource and equities. *Student absence is due to external factors other than intrinsic motivation. *Absences are due to lack of parental involvement or parental supervision.

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?

*Students are receiving daily SEL instruction from the school counselor. Additionally, SEL practices are intergrated within Skyline curriculum. *We have a fulltime social worker for school year 2023-2024 to address students Social Emotional needs. *As a result of attendance in terms of improvment, we have robo calls for students who have not arrived by 8:45 AM, we call home, or calls are made to students who have not arrived. As it pertains to attendance, there are many attendance incentives such as fun activities. *As a result of our 5 Essentials & Cultivate Survey we will continue to implement our ownership for learning.

[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](#)

Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)

References

What are the takeaways after the review of metrics?

Metrics

Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans
Yes	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).	
	Industry Recognized Certification Attainment is	ECCE Certification List

*Resource teacher will be responsible for assisting with the task completion of ILP for students who miss instruction in the general ed classroom. *Homeroom teachers will take an active approach in implementing Success bound Curriculum. *Counselor will partner with homeroom teachers to support implementation of the curriculum. 🖋️

What is the feedback from your stakeholders?

*Resource teacher will be responsible for assisting with the task completion of ILP for students who miss instruction in the general ed classroom. *Homeroom teachers will take an active approach in implementing Success bound Curriculum. *Counselor will partner with homeroom teachers to support implementation of the curriculum. 🖋️

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

N/A	Industry recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). 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

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?

*Resource teacher will be responsible for assisting with the task completion of ILP for students who miss instruction in the general ed classroom. *Homeroom teachers will take an active approach in implementing Success bound Curriculum. *Counselor will partner with homeroom teachers to support implementation of the curriculum. Teacher new to the grade band will be trained by the counselor. The counselor will train the teachers on how to navigate Skyline for Success Bound implementation.

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.

*Limited opportunity for student completion due to counselor being the only one to provide services once a week. *DL and students who receive intervention pullout have scheduling conflicts and limited time to complete task.

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	Spectrum of Inclusive Partnerships	*As a result of our 5 Essentials & Cultivate Survey we will continue to implement our ownership for learning. According to the 5E data, parent participation rates are low and we must therefore improve efforts to increase participation from parents and involve families. *Our Cultivate data indicates a need for improvement in the area of Community, Student Voice, and Affirming Identities. sub committees will be created to address these needs..	Cultivate 5 Essentials Parent Participation Rate

Jump to...

[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)

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?

We have limited parental feedback. 📝

[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.

*Students have limited support with family engagement. 📝 *Parents do not take advantage of the opportunities to participate in PAC & LSC. *Our community partner (YMCA) attempts to engage families by hosting regular parent engagement activities which usually yield a

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 continue to host our annual Back To School Bash/Open House, which provides families with the opportunity to receive free school supplies and meet their child's teacher. 📝 *We will

Jump to...

[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)

low turnout. *Limited input of student voice for decision making.

resume our curriculum nights such as Math & Literacy Night We also have Step Up program events for grades 2th, 5th, and 8th, which allows parents to celebrate their child/children as the matriculate. *We will collaborate with your community partnerships to plan quarterly family engagement events.

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.
No	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	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.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

*Ensure that all teachers have access to high quality curricular materials and monitor implementation of the resources. *Be intentional with incorporating culturally relevant materials. *Work on building positive relationships (student to student and student and staff) * Balanced assessment plan is in place * Implementation of assessments is needed throughout the building *Develop our MTSS process and success criteria. * Incorporate more opportunities for student voice. * Build teacher leadership capacity. * Additional supports are needed to address the inner core (identity, community, and relationships). * During data analysis, actionalbe next steps must be identified and monitored.

What is the feedback from your stakeholders?

*Ensure that all teachers have access to high quality curricular materials and monitor implementation of the resources. *Be intentional with incorporating culturally relevant materials. *Work on building positive relationships (student to student and student and staff) * Balanced assessment plan is in place * Implementation of assessments is needed throughout the building *Develop our MTSS process and success criteria. * Incorporate more opportunities for student voice

What student-centered problems have surfaced during this reflection?

* Classroom behaviors * Inconsistent success criteria, * minimal student voice (students need to know that their opinion is valued)

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 ELA has been adopted for SY24 for grades K-8. * AMIRA was piloted during the Spring and adopted SY24 as an additional tool to support foundational skills (Mallon and L. Davis). * Ongoing MTSS intervention plans and progress monitoring cadence was continued during SY23 and will be fine tuned for SY24.

[Jump to...](#)
[Reflection](#)

[Priority](#)
[Root Cause](#)

[TOA](#)

[Goal Setting](#)
[Implementation Plan](#)

[Progress](#)
[Monitoring](#)

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

[Return to Top](#)

Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

will take ownership for learning by taking initiative during group & independent work. Student will have the opportunity to be provided with meaningful choices, receive and leverage instant feedback, connect new skills and ideas to the real world. Student success will be monitored daily and feedback will be provided.



Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

[Return to Top](#)

Root Cause

Resources: 

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

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

As adults in the building, we...

*Provide limited opportunities to build the capacity of the parents during curriculum nights.
*Do not progress monitoring frequently such as daily exit tickets to assess immediate needs. Are the sole decision maker resulting in limited opportunities for students to make instructional choices. Teachers need professional development on how to incorporate student choice into instructional lessons (i.e. menu boards and differentiated instruction).



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: 

Effectively implement vision for student growth target achievement, reinforced by improving the instructional core



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....

Allocated resources and tiered instruction that support our most vulnerable students



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...

Students achieving EOY performance growth targets



[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

ILT/CIWP Team

Dates for Progress Monitoring Check Ins

Q1	10/19/2023	Q3	3/21/2024
Q2	12/14/2023	Q4	6/7/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1

Bridge the gap between grade levels in the area of literacy to ensure that students are reading at grade level and meeting performance targets.

Teachers and support staff

June 2024

Select Status

Action Step 1	Provide tier 2 and tier 3 instruction aligned to deficit skills (MTSS)	Teachers/ interventionist/ support staff	September 2023	Select Status
Action Step 2	Participate in quarterly Skyline professional learning sessions	Teachers/Interventionist	July 2023	In Progress
Action Step 3	Implementation of foundational skills (daily) with fidelity with an emphasis on grades K-5.	Teachers	September 2023	Select Status
Action Step 4	Provide before/after school tutoring for students at risk	Teachers and support staff	September 2023	Select Status
Action Step 5	Establish a calendar for content area planning meetings	Teachers	August 2023	Select Status
Implementation Milestone 2	Bridge the gap between grade levels in the areas of math to ensure that students are performing at grade level and performance targets.	Teachers/Interventionist/Support Staff	June 2024	Select Status
Action Step 1	Provide tier 2 and tier 3 instruction aligned to deficit skills (MTSS)	Teachers/Interventionist	September 2023	Select Status
Action Step 2	Incorporate Math Fluency on a daily basis with fidelity for grades K-8.	Teachers	August 2023	Select Status
Action Step 3	Participate in professional development sessions (local, network, district)	Teachers/Interventionist	August 2023	Select Status
Action Step 4	Provide before/after school tutoring for students at risk	Teachers and Support Staff	September 2023	Select Status
Action Step 5	Establish a calendar for content area planning meetings	Teachers	August 2023	Select Status
Implementation Milestone 3	Build the capacity of all stakeholders to increase community ownership for learning	Administration and Teachers	June 2024	Select Status
Action Step 1	Analyze assessment data and identify teacher strengths/challenges	Principal	September 2023	In Progress
Action Step 2	Provide opportunities for individualized professional development (teachers and support staff)	Administration	August 2023 - June 2024	Select Status
Action Step 3	Schedule and conduct quarterly curriculum nights (i.e Literacy Night, Math Night, Career Day...etc)	Administration & School Staff	September 2023	Select Status
Action Step 4	Conduct quarterly family engagement activities	Administration, School Staff	August 2023 - June 2024	Select Status
Action Step 5	Conduct Parent Advisory Committee (PAC) & Local School Council (LSC) meetings	Administration, Parents, Safe Passage	August 2023 - June 2024	Select Status
Implementation Milestone 4	Implement strategies to address all components of the CPS inner core (identity, community, and relationships,)	Administration & School Staff	August 2023 - June 2024	Select Status
Action Step 1	Adopt Skyline Literacy Curriculum	Administration	April 2023	Select Status
Action Step 2	Participate in quarterly Skyline professional learning sessions	Literacy Teachers	July 2023	In Progress
Action Step 3	Implementation of Staff/Student Morning Mentoring program	Principal and Counselor	October 2023	Select Status
Action Step 4	Implementation of daily SEL instruction	Counselor	September 2023	Select Status

Action Step 5	Partner with YMCA to establish a calendar of parent/community involvement events for the year.	AP	September 2023	Select Status
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SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Bridge the gap between grade levels in the areas of literacy and math to ensure that students are performing at/above IAR meets.	
SY26 Anticipated Milestones	Bridge the gap between grade levels in the areas of literacy and math to ensure that students are performing at/above IAR meets.	

[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
70% of students (K-8) will perform at/above college readiness level on	Yes	iReady (Reading)	African American Male				

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction				
Reflection	Root Cause	Implementation Plan								
at/above college readiness level on EOY iReady reading assessment.		yes			iReady (Reading)					
70% of students (K-8) will perform at/above college readiness level on EOY iReady math assessment		Yes		iReady (Math)						
					African American Female					
					African American Male					
					African American Female					

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 📌

Specify your practice goal and identify how you will measure progress towards this goal. 📌

		SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Goal: Bridge the gap between remediation and acceleration to ensure that 70% of students (K-8) will perform at/above college readiness level Progress will be measured through learning walks, lesson plan review and quarterly progress monitoring data.	Goal: Bridge the gap between remediation and acceleration to ensure that 85% of students (K-8) will perform at/above college readiness level Progress will be measured through learning walks, lesson plan review and quarterly progress monitoring data.	Goal: Bridge the gap between remediation and acceleration to ensure that 100% of students (K-8) will perform at/above college readiness level Progress will be measured through learning walks, lesson plan review and quarterly progress monitoring data.	
C&I:4 The ILT leads instructional improvement through distributed leadership.	Goal: Empower and coach teacher leaders to effectively lead teams by establishing structures and modeling best practices. Progress will be measured according to the Continuum of ILT Effectiveness rated BOY, MOY, EOY.	Goal: Empower and coach teacher leaders to effectively lead teams by establishing structures and modeling best practices. Progress will be measured according to the Continuum of ILT Effectiveness rated BOY, MOY, EOY.	Goal: Empower and coach teacher leaders to effectively lead teams by establishing structures and modeling best practices. Progress will be measured according to the Continuum of ILT Effectiveness rated BOY, MOY, EOY.	
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.	Goal: Provide daily SEL lessons with a focus on identity, community and relationships to all students. Progress will be measured via counselor and/or teacher SEL calendar, weekly lesson plans, and weekly observation of SEL lessons.	Goal: Provide daily SEL lessons with a focus on identity, community and relationships to all students. Progress will be measured via counselor and/or teacher SEL calendar, weekly lesson plans, and weekly observation of SEL lessons.	Goal: Provide daily SEL lessons with a focus on identity, community and relationships to all students. Progress will be measured via counselor and/or teacher SEL calendar, weekly lesson plans, and weekly observation of SEL lessons.	

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
70% of students (K-8) will perform at/above college readiness level on EOY iReady reading assessment.	iReady (Reading)	African American Male			Select Status	Select Status	Select Status	Select Status
		African American Female			Select Status	Select Status	Select Status	Select Status
70% of students (K-8) will perform at/above college readiness level on EOY iReady math assessment	iReady (Math)	African American Male			Select Status	Select Status	Select Status	Select Status
		African American Female			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Goal: Bridge the gap between remediation and acceleration to ensure that 70% of students (K-8) will perform at/above college readiness level Progress will be measured through learning walks, lesson plan review and quarterly progress monitoring data.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Goal: Empower and coach teacher leaders to effectively lead teams by establishing structures and modeling best practices. Progress will be measured according to the Continuum of ILT Effectiveness rated BOY, MOY, EOY.	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.	Goal: Provide daily SEL lessons with a focus on identity, community and relationships to all students. Progress will be measured via counselor and/or teacher SEL calendar, weekly lesson plans, and weekly observation of SEL lessons.	Select Status	Select Status	Select Status	Select Status

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.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

*Identify an intervention tool and utilize with fidelity. *Allow time for collaboration between teacher and interventionist. Meet with parents and share intervention plan. *Gen. Ed teachers need support on how to accommodate and modify the work of DLs and any students whose data indicates a need for additional supports. *SECA's are not being utilized to their full capacity.

What is the feedback from your stakeholders?

*Identify an intervention tool and utilize with fidelity. *Allow time for collaboration between teacher and interventionist. Meet with parents and share intervention plan. *Gen. Ed teachers need support on how to accommodate and modify the work of DLs and any students whose data indicates a need for additional supports. *SECA's are not being utilized to their full capacity.

What student-centered problems have surfaced during this reflection?

* Inconsistent interventions received by students. *Students receive ineffective accommodations and modifications.

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?

* Case manager and resource teacher will meet with SECA's monthly to review IEP's and share best practices and strategies aligned to the individual student needs. *Case manager and resource teacher will provide PD during week 1 on accommodations and modifications and how to utilize SECA's in the classroom. *Establish a cadence for teacher/interventionist collaboration. *Create meeting calendar for parent PD and how they can support child at home.

[Jump to...](#)
[Reflection](#)

[Priority](#)
[Root Cause](#)

[TOA](#)
[Implementation Plan](#)

[Goal Setting](#)

[Progress](#)
[Monitoring](#)

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

Inclusive & Supportive Learning Environment

[Return to Top](#)


Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

Students are provided limited accommodation sand modifications to their grade level content within their classrooms. Students receive inconsistent implementations of push-in interventions. 

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

[Return to Top](#)


Root Cause

Resources: 

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

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

As adults in the building, we...

* As adults in the building, we do not consistently modify and accommodate for students needs. Additionally, teachers are not planning with a SECA in mind to support students with an IEP. There is limited co-teaching capacity or knowledge. Professional development is needed in the area of properly identifying acommodations, modifications, differentiation, and co-teaching. 

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: 

Inclusive & Supportive Learning Environment

Establish a culture for learning and address our Cultivate Learning Conditions (Survey Data)

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

Students actively engaged in tasks aligned to progress monitoring needs and MTSS efforts

which leads to...

An improved community ownership for learning; evidenced by students performing at college readiness levels

[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

ILT

Dates for Progress Monitoring Check Ins

Q1 10/19/2023	Q3 3/21/2024
Q2 12/14/2023	Q4 6/7/2024

	Who	By When	Progress Monitoring
Implementation Milestone 1 Create a positive, safe, student-led, and productive classroom community, and learning environment	Administration, Teachers	August 2023 - June 2023	<i>Select Status</i>

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

Inclusive & Supportive Learning Environment

Action Step 1	Facilitate student-led daily check-ins	Teachers & Students	August 2023 - June 2023	Select Status
Action Step 2	Encourage collaboration towards common goals/rewards	Teachers & Students	August 2023 - June 2023	Select Status
Action Step 3	Create student-led classroom agreements aligned to expectations	Teachers & Students	August 2023 - June 2023	Select Status
Action Step 4	Allow students to build positive relationships through team building & student projects	Teachers & Students	August 2023 - June 2023	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Amplify student voice to allow educators to create an inclusive environment, resulting in increased student engagement, a stronger school culture, and an improved education equity.	Administration & School Staff	August 2023 - June 2023	Select Status
Action Step 1	Utilize student surveys to elevate student voice to garner student insight (project base learning)	Administration, Teachers	August 2023 - June 2023	Select Status
Action Step 2	Create classroom opportunities for daily check-ins and other welcoming activities.	Teachers	August 2023 - June 2023	Select Status
Action Step 3	Create opportunities for independent and collaborative explorations	Teachers	August 2023 - June 2023	Select Status
Action Step 4	Provide opportunities to engage in student leadership (i.e, BETA Club & LSC Student rep, Student Council)	Administration, Teachers	August 2023 - June 2023	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Affirming Identities -Provide opportunities for students to engage in activities that integrate students' personal and social identities; identify their emotions; express their values and beliefs; and develop their sense of purpose, self-efficacy, and growth mindset.	Administration & School Staff	August 2023 - June 2023	Select Status
Action Step 1	Administer daily SEL check-in	Teachers	August 2023 - June 2023	Select Status
Action Step 2	Create identify affirming projects for students.	Teachers & Students	August 2023 - June 2023	Select Status
Action Step 3	Provide time for teachers to attend and collaborate on professional development teachers related to student identity via CPS Safe School Workshops	Administration & School Staff	August 2023	Select Status
Action Step 4	Create a culture that embraces diversity through visual displays throughout the school.	Administration & School Staff	August 2023 - June 2023	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 continue to foster positive learning environments, amplify student voices, and affirm identities by providing engagement activities for students that intergrate personal and social identities. 📌

SY26 Anticipated Milestones We will continue to foster positive learning environments, amplify student voices, and affirm identities by providing engagement activities for students that intergrate personal and social identities. 📌

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)	Numerical Targets [Optional] 📌			
				Baseline 📌	SY24	SY25	SY26
70% of students (K-8) will perform at/above college readiness level on EOY iReady reading assessment.	Yes	iReady (Reading)	African American Male				
			African American Female				

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

70% of students (K-8) will perform at/above college readiness level on EOY iReady math assessment	Yes	iReady (Math)	African American Female				
			African American Male				

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>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.</i>	Goal: Provide tier 2 and tier 3 quarterly interventions in reading and math for K-8 students, which will be measured by iReady. Progress will be measured by learning walks, lesson plan review and quarterly progress monitoring data via Branching Minds.	Goal: Provide tier 2 and tier 3 quarterly interventions in reading and math for K-8 students, which will be measured by iReady. Progress will be measured by learning walks, lesson plan review and quarterly progress monitoring data via Branching Minds.	Goal: Provide tier 2 and tier 3 quarterly interventions in reading and math for K-8 students, which will be measured by iReady. Progress will be measured by learning walks, lesson plan review and quarterly progress monitoring data via Branching Minds.
<i>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.</i>	Goal - Increase the amount of time Diverse Learners are in the general education setting. Staff will include student accommodations and modifications when creating their lesson plans to allow the DL students success. Diverse Learners will also have support in the general education setting using paraprofessionals when necessary. This will be measured by student iREADY data student work samples analyzed by the general education and special education teachers.	Goal - Increase the amount of time Diverse Learners are in the general education setting. Staff will include student accommodations and modifications when creating their lesson plans to allow the DL students success. Diverse Learners will also have support in the general education setting using paraprofessionals when necessary. This will be measured by student iREADY data student work samples analyzed by the general education and special education teachers.	Goal - Increase the amount of time Diverse Learners are in the general education setting. Staff will include student accommodations and modifications when creating their lesson plans to allow the DL students success. Diverse Learners will also have support in the general education setting using paraprofessionals when necessary. This will be measured by student iREADY data student work samples analyzed by the general education and special education teachers.
<i>I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</i>	Special education teachers will continue to use iREADY, district, and state assessments to create IEP goals based on the students' individual learning targets. Individual student success will be progress monitored through the goal benchmark data of their IEP and iREADY data.	Special education teachers will continue to use iREADY, district, and state assessments to create IEP goals based on the students' individual learning targets. Individual student success will be progress monitored through the goal benchmark data of their IEP and iREADY data.	Special education teachers will continue to use iREADY, district, and state assessments to create IEP goals based on the students' individual learning targets. Individual student success will be progress monitored through the goal benchmark data of their IEP and iREADY data.

[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
70% of students (K-8) will perform at/above college readiness level on EOY iReady reading assessment.	iReady (Reading)	African American Male			Select Status	Select Status	Select Status	Select Status
		African American Female			Select Status	Select Status	Select Status	Select Status
70% of students (K-8) will perform at/above college readiness level on EOY iReady math assessment	iReady (Math)	African American Female			Select Status	Select Status	Select Status	Select Status
		African American Male			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Goal: Provide tier 2 and tier 3 quarterly interventions in reading and math for K-8 students, which will be measured by iReady. Progress will be measured by learning walks, lesson plan review and quarterly progress monitoring data via Branching Minds.	Select Status	Select Status	Select Status	Select Status
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.	Goal - Increase the amount of time Diverse Learners are in the general education setting. Staff will include student accommodations and modifications when creating their lesson plans to allow the DL students success. Diverse Learners will also have support in the general education setting using paraprofessionals when necessary.	Select Status	Select Status	Select Status	Select Status

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

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

Inclusive & Supportive Learning Environment

I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.

Special education teachers will continue to use iREADY, district, and state assessments to create IEP goals based on the students' individual learning targets. Individual student success will be progress monitored through the goal benchmark data of their IEP and iREADY data.

Select Status	Select Status	Select Status	Select Status
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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)**





<p data-bbox="699 580 1715 616">Select a Goal</p>					
<p data-bbox="699 802 1715 838">Select a Goal</p>					
<p data-bbox="699 1024 1715 1060">Select a Goal</p>					

Parent and Family Plan

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



Our school is a Title I school operating a Schoolwide Program

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

If Checked:
No action needed



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

SCHOOL & FAMILY ENGAGEMENT POLICY

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



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



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



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



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



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



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



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



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



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

SCHOOL & FAMILY COMPACT

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



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



The school will hold parent-teacher conferences.



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



The school will provide parents reasonable access to staff.

- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

Cullen's Parent and Family Engagement budget (\$3230) will be dedicated to CIWP priority #2 - Inclusive and supporting Learning Environment. With these funds, we will focus on our "parent" Ownership for Learning goal - Collaborate with staff to improve student attendance, achieve individual growth targets and ensure homework completion. We will facilitate these efforts by providing parent workshops throughout the 2023 - 2024 school year. 🖋️

In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...

- Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)
- Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures
- Assure that funds impact the majority of parents or focus on parents with students most at academic risk
- Provide up to date monthly fund reports to PAC officers
- Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration
- Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support