CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name ✍	Role ✍	Email ✍
Dr. Homero Penuelas	Principal	Homero Penuelas
Jasmine Vasquez Dorner, Katie Shanovich, Alex Kmicikewyzc, Starlet Banks	APs	Jasmine Vasquez Katie Shanovich Alexander Kmicikewycz Starlet Banks Vanessa Ruiz
Lizeth Lamourt	Climate and Culture Coordinator	Lizeth Lamourt
Sharon Yu	Curriculum & Instruction Lead	Sharon Yu
Travis Pierce-Ryan	Teacher Leader (Social Science)	Travis Pierce-Ryan
Jaclyn Cassello	Teacher Leader (CIWP LEAD)	Jaclyn Cassello
Melinda Wilson	Dance Teacher (FPA)	Melinda Wilson
Dr. Maria Ovalle	Instructional Coach	Maria Ovalle
Nicole Ortman	AVID coordinator	Nicole Ortman
Sara Spachman	Teacher Leader (English)	Sara Spachman
Danielle Palomares	Parent	Danielle Palomares
Januario Palomares	LSC Member	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	5/24/2023	6/9/2023
Reflection: Curriculum & Instruction (Instructional Core)	8/2/23	8/2/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/2/23	8/2/23
Reflection: Connectedness & Wellbeing	8/2/23	8/2/23
Reflection: Postsecondary Success	8/2/23	8/2/23
Reflection: Partnerships & Engagement	8/2/23	8/9/23
Priorities	8/9/23	8/9/23
Root Cause	8/9/23	8/9/23
Theory of Acton	8/9/23	8/9/23
Implementation Plans	8/9/2023	8/9/23
Goals	8/9/23	8/9/23
Fund Compliance	8/9/23	9/12/23
Parent & Family Plan	9/12/23	9/12/23
Approval	9/12/23	9/15/23

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	9/22/23
Quarter 2	10/27/2023
Quarter 3	2/9/2024
Quarter 4	6/7/2024

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

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	*100% of all "other" 9th grade males are on track whereas 85% of "other" male sophomores are on track* *0% DL students meet/exceed SAT standards* *0% Black males meet/exceed EBRW* *Data is missing many students* *Math 66% of 9th graders were tested BOY-EOY* *Reading 52% of 9th graders were tested BOY-EOY* *Significant that started in early UI stayed in urgent intervention.* *ELL Math 19% started at or above benchmark* *ELL Math- 31% started at Intervention* *ELL Literacy- 2% started at or above* *ELL Literacy- 58% started in intervention*	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** We are assuming that 9th "other" males have access to supports, strategies, or practices to help that cohort attain 100% The same % of all Black and Latino students are coming to school, but the boys are not demonstrating mastery Attendance directly impacts academic performance Staff are not aware of SAT standards Students are not able to transfer the skills learned in class to test taking. Students are not necessarily working on grade level materials aligned to standards	
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness 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.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** Curriculum & instruction alignment is happening in pockets; however, standardized assessments does not reflect that There is some good work happening across pockets of cohorts - some of the work which can be replicated in cohorts that need more support.	

What student-centered problems have surfaced during this reflection?

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

Students need access to academic supports regardless of their DL/EL status
Students need clear procedures for scheduling meetings with their trusted adults
Students need to understand the correlation between attendance and passing rate
Students need rationale for the why of the SAT and application
Students should be able to complete tasks that is standards-aligned
Students should have the opportunity to do predictive work Students need to have greater opportunity to engage with the relevancy of what goes on in the classroom to themselves (present & future)
Students need more consistent and appropriate experiences and accommodations when being formally assessed (leading into, during, and after)
Students overall, but especially those in need of intervention, need stronger Tier 1 instruction throughout their learning and effective Tier 2-3 supports

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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	EL Students -SY23 across the board, there was a drop in student reaching proficiency on the access exam. OnTrack Data (9th/10th) -Except for Soph OT, non-EL/DL students consistently outperform our EL and DL students in measured areas -Soph OT is consistent across all groups -DL attendance is significantly lower than EL and non-EL/DL -DL 9th OT is significantly lower than EL and non-EL/DL	Unit/Lesson Inventory for Language Objectives (School Level Data) 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	
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier 1 instructional services.	EL Placement Recommendation Tool ES / EL Placement Recommendation Tool HS	
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.		

SAT Metrics
-0% of our EL and DL meet or exceed the math standard
- 1% of our EL and DL meet or exceed the EBRW standard
- All "other" students percentage of passing/exceeding are still low--only 15%

What is the feedback from your stakeholders?

- Our school's systems and practices are not equipping EL and DL students to meet/exceed Math or EBRW standards.
-The focus of the Bilingual and Sheltered classes are unclear - content skills or language attainment
-EL/DL 9th graders are struggling more than their non-EL/DL peers
-Are the systems we have in place working together (attendance, 360 support, BHT)? How could they be working together (or working better) for our EL and DL students?
-How are all departments ensuring that students have content-appropriate access to learning tasks that will equip them with the skills to meet or exceed the math and EBRW?

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

- We are doing appropriate things--cohorting ELL's, teaching in students' native languages, having ESL-certified teachers. However, more alignment needs to be present between grade levels with curriculum and rigor
- We need to be more adaptive to different grade level needs across our representative groups; EL and DL students continue to need more support than we are providing to ensure that their outcomes are more equitable

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

Students need to be given opportunities to master all 4 domains in class - reading, writing, listening, and speaking
Students need to work on differentiated tasks informed by WIDA standards
Students need to be aware of the length of the exam, importance of exam, the score they had and how close to meeting 4.8 composite score
9th graders need more &/or more consistent and comprehensive supports than we already have in place, especially our EL/DL students
Students need effective supports... how can we determine which supports are really working?
ELL's need to understand the SAT support opportunities offered
Students need differentiated SAT options and SAT supports
DL students need to understand that there are post-secondary supports and accommodations that exist for them

ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

Connectedness & Wellbeing

	Using the associated references, is this practice consistently implemented?	**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure	Based on the SY23 Equal Opportunity Survey, 56% of 9th graders had a trusted adult, 59% of 10th graders had a trusted adult, 66% of 11th graders had a trusted adult, 76% of 12th graders had a trusted adult. There was a 90% student response rate. % of Hispancic OSS is on the rise % of African American deceased by 7% For disruptive behaviors, 9th graders account for over 50% of suspensions across grade levels, 9th and 11th decreased by 5%, 10th increased by 4% and 12 increase 4% For disruptive behavior data, Group 1, 2, 3 increased while Group 4, 5 decreased. Group 6 increased In the 5 essentials data, all sections improved from SY22 to SY23 Emotional health did improve but it is still weak	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** Overall climate and culture of the school is improving Students are not feeling supported with their emotional health opp Instructive, Corrective Restorative Practices are working to address behavior The decrease in serious infractions correlates with restorative practices Do we have enough opportunities and support for our	Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity)

other student interests and needs.

practices Do we have enough opportunities and support for our Freshmen? Opportunities to teach them. We have to create restorative practices

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

| | Yes | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. | |

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

Students need mentors
Students need advisory
Students need opportunities to partner with trusted adults to improve school culture and climate
Students need increased awareness of available mental health supports
Students need to use the available supports
Students need opportunities to build prosocial relationships with teachers/staff
Students need intentional proactive events that have impact on their decision making.
Students need peer mentoring opportunities.
Students need opportunities
Smaller assemblies... with messages. Show with a message. Messages need to be consistent and engaging.
Students need to be made aware of the different misbehaviors and consequences
Students need support for substance abuse
Students need positive coping strategies
Students need support groups

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?

Some peer mentoring opportunities are in place - figuring out how to extend those to other cohorts. need peer mentoring opportunities.
10th to 12th grade seems to have more understanding of infractions and restorative justice. Student voice committee and student council are places where student voice can be heard

Postsecondary Success

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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)	- College application in SY23 increased (96.3%) - More scholarship money in SY23 - A lot more students planned to attend 4 year college - More seniors in SY23 (618), 95% graduation rate - A very small number of students move into apprenticeships and trade schools (we wonder why given our CTE programs)	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)
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		
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	**What is the feedback from your stakeholders?** - Teachers and faculty assist students with field trips, university connections, auditions, and scholarships. - Additional dual credit classes were offered but not put into the data. More access to advanced level courses help students see themselves successfully completing 4yr college. - The systems for tracking scholarship dollars improved - There are clear systems for incentivizing FAFSA completion - The majority of our students believe that college is possible.	
Partially	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).			
Partially	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** - SY23 numbers are strong; we wonder about consistency and whether these strong numbers indication systems and will continue to lead to future class success/numbers - How do we increase the number of internship/pathway opportunities for the CTE Cohort of students. - Continue to examine advanced courses and sequence	
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and	Alumni Support Initiative One Pager		

winter/spring (12th-Alumni).

Continue to examine advanced courses and sequence across department and programs to identify gaps to access for students (ie: More Dual Credit, opporutnities for the seal biliteracy, etc).

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

Students need to be exposed to other post-secondary options
Students need skills that will help in college persistence and success

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	- 5ES data show that SY23 is stronger than SY22, but not as strong as SY21 and prior on most 5E measures - Academic Engagement is the strongest 5Es area - Perception of Ambitious Instruction and Academic Engagement have been consistent - Supportive Environment and Supportive Teaching are both need areas based on ratings - Classroom Community and Emotional Health seem to overlap in focus and in high need - Cultivate learning conditions align with the 5Es supplemental measures	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) Formal and informal family and community feedback received locally. (School Level Data)
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
No	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?** It is possible that students don't know what encompasses emotional health Time needs to be built in the school day to allow teachers to observe and visit each other Staff needs to be made aware of how each category of the 5E are being met The overall foundation 'status' is a fairly accurate assessment of how we are working to recover from the pandemic	

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

Students need centralized and individual attention and stronger connections to more adults within academic and non-academic contexts to increase a more collaborative community and build stronger partnerships.
Students need teachers who will collaborate
Students need teachers who offer feedback for growth
Students need classroom environments that feel like communal
Students need teachers who incorporate SEL and restorative practices
Students need more opportunities to collaborate and to learn how to collaborate across their school day (to build listening and peer support skills).

Students need individual attention and stronger connections to more adults w/in academic and non-academic contexts

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

There are places where teachers are collaborating and students are collaborating. Weekly time is given for teacher collaboration.

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

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
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.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

100% of all "other" 9th grade males are on track whereas 85% of "other" male sophomores are on track
0% DL students meet/exceed SAT standards
0% Black males meet/exceed EBRW
Data is missing many students
Math 66% of 9th graders were tested BOY-EOY
Reading 52% of 9th graders were tested BOY-EOY
Significant that started in early UI stayed in urgent intervention.
ELL Math 19% started at or above benchmark
ELL Math- 31% started at Intervention
ELL Literacy- 2% started at or above
ELL Literacy- 58% started in intervention

What is the feedback from your stakeholders?

We are assuming that 9th "other" males have access to supports, strategies, or practices to help that cohort attain 100%
The same % of all Black and Latino students are coming to school, but the boys are not demonstrating mastery
Attendance directly impacts academic performance
Staff are not aware of SAT standards
Students are not able to transfer the skills learned in class to test taking.
Students are not necessarily working on grade level materials aligned to standards

What student-centered problems have surfaced during this reflection?

Students need access to academic supports regardless of their DL/EL status
Students need clear procedures for scheduling meetings with their trusted adults
Students need to understand the correlation between attendance and passing rate
Students need rationale for the why of the SAT and application
Students should be able to complete tasks that is standards-aligned
Students should have the opportunity to do predictive work Students need to have greater opportunity to engage with the relevancy of what goes on in the classroom to themselves (present & future)
Students need more consistent and appropriate experiences and accommodations when being formally assessed (leading into, during, and after)
Students overall, but especially those in need of intervention, need stronger Tier 1 instruction throughout their learning and effective Tier 2-3 supports

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

Curriculum & instruction alignment is happening in pockets; however, standardized assessments does not reflect that
There is some good work happening across pockets of cohorts - some of the work which can be replicated in cohorts that need more support.

Determine Priorities

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

Students...

Students need consistent standards-aligned, thought-provoking, and inclusive instruction coupled with clear tiered academic supports.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

As adults in the building, we are seeing inconsistent access to grade level curriculum. Student supports such as differentiation and acceleration opportunities are not common or shared among course teams, grade leveks. Staff needs support to connect and align student task to standards, including accomodations and interventions that can help student engage with grade level curriculum.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

If we foster a culture of reflective teacher learning focused on acceleration, differentiation, and integration of s

then we see....

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.

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

Curriculum & Instruction

then we will see increased staff and student efficacy, collaboration, and innovation

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

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

which leads to...

which will lead to data-informed instructional adjustments and improved academic outcomes. (ILT, DCs, CTLs)

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/Department Chairs, Course Team Leads

Dates for Progress Monitoring Check Ins

Q1	9/22/23	Q3	2/9/2024
Q2	10/27/2023	Q4	6/7/2024

	SY24 Implementation Milestones & Action Steps ✍️	✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100% of department chairs will be able to use common tools to lead course teams in completing 2 Curie Learning Cycles focused on student discussion and discourse.	Department Chairs	May 23rd, 2024	In Progress
Action Step 1	ILT will collaborate together to develop agenda templates for department and course team use	ILT/Dept Chairs/CTLs	May 23rd, 2024	In Progress
Action Step 2	All Departments will have their student participate in the Cultivate Survey and will review the data results in their departments.	Teachers	May 23rd, 2024	In Progress
Action Step 3	Department chairs will use ILT developed observation tools and Protocols such as our Look-Fors document to assess student discussion and discourse.	ILT/Dept Chairs/CTLs	May 23rd, 2024	In Progress
Action Step 4	Department chairs will learn, use and introduce checkpoint to their course teams to gather data as part of our Curie Learning Cycle.	ILT/Dept Chairs/CTLs	May 23rd, 2024	In Progress
Action Step 5	Course Teams will be able to identify whether student work/tasks provide opportunities for discussion discourse	ILT/Dept Chairs/CTLs	May 23rd, 2024	In Progress
Implementation Milestone 2	Departments will have horizontally aligned curricula with focus on the Inner Core and content area standards,P/SAT standards, and IL SEL standards.	Department Chairs	May 23rd, 2024	In Progress
Action Step 1	All department Chairs will understand the components of the instructional core and how it connects to grade-level standards and instruction.	Department Chairs	May 23rd, 2024	In Progress
Action Step 2	ILT and CTL will use the Curie graduate profile to backward design curricula.	ILT/Dept Chairs/CTLs	May 23rd, 2024	In Progress
Action Step 3	The Climate, Culture, and Equity Team will develop professional development for staff that further embed the inner core - identity, relationships and community.	CCE Team	May 23rd, 2024	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

Curriculum & Instruction

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	100% of course teams will be able to use common tools to lead course teams in completing 3 Curie Learning Cycles focused on student discussion and discourse focused on inquiry and action.	✍
SY26 Anticipated Milestones	All teachers will use common tools to complete 5 week Curie Learning Cycles focused on student discussion and discourse focused on inquiry and action.	✍

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

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-	Baseline ✍	Numerical Targets [Optional] ✍		
					SY24	SY25	SY26
B's or better	Yes	Grades	Overall	48%	55%	65%	70%
			African American Male	35%	50%	60%	70%
We will be able to see an increase in ambitious instruction on the 5Essentials for student responses.	Yes	Other (5Es Ambitious Instruction)	Overall	55%	60%	65%	70%
			NA				

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:4 The ILT leads instructional improvement through distributed leadership.	ILT (Department Chairs) engages in the self-assessment and progress monitoring of their ILT effectiveness.	ILT continues to grow as referenced in their effectiveness tool. Additionally, more staff will step into leadership through either course teams, school wide teams or committees.	ILT lead CTL in the development of school and department PDs where DCs/CTL lead and plan staff professional development during Principal Directed time.
C&I:2 Students experience grade-level, standards-aligned instruction.	Some teachers are using assessments aligned to the Common Core Speaking & Listening standards.	Most teachers are using assessments aligned to the Common Core Speaking & Listening standards.	All teachers are using assessments aligned to the Common Core Speaking & Listening standards.
Select a Practice			

Return to Top   **SY24 Progress Monitoring**

Resources: 🚀

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

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

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

Curriculum & Instruction

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
B's or better	Grades	Overall	48%	55%	Select Status	Select Status	Select Status	Select Status
		African American Male	35%	50%	Select Status	Select Status	Select Status	Select Status
We will be able to see an increase in ambitious instruction on the 5Essentials for student responses.	Other (5Es Ambitious Instruction)	Overall	55%	60%	Select Status	Select Status	Select Status	Select Status
		NA			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:4 The ILT leads instructional improvement through distributed leadership.	ILT (Department Chairs) engages in the self-assessment and progress monitoring of their ILT effectiveness.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Some teachers are using assessments aligned to the Common Core Speaking & Listening standards.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

What are the takeaways after the review of metrics?

EL Students
-SY23 across the board, there was a drop in student reaching proficiency on the access exam.
OnTrack Data (9th/10th)
-Except for Soph OT, non-EL/DL students consistently outperform our EL and DL students in measured areas
-Soph OT is consistent across all groups
-DL attendance is significantly lower than EL and non-EL/DL
-DL 9th OT is significantly lower than EL and non-EL/DL
SAT Metrics
-0% of our EL and DL meet or exceed the math standard
- 1% of our EL and DL meet or exceed the EBRW standard
- All "other" students percentage of passing/exceeding are still low—only 15%

What is the feedback from your stakeholders?

- Our school's systems and practices are not equipping EL and DL students to meet/exceed Math or EBRW standards.
-The focus of the Bilingual and Sheltered classes are unclear - content skills or language attainment
-EL/DL 9th graders are struggling more than their non-EL/DL peers
-Are the systems we have in place working together (attendance, 360 support, BHT)? How could they be working together (or working better) for our EL and DL students?
-How are all departments ensuring that students have content-appropriate access to learning tasks that will equip them with the skills to meet or exceed the math and EBRW?

What student-centered problems have surfaced during this reflection?

Students need to be given opportunities to master all 4 domains in class - reading, writing, listening, and speaking
Students need to work on differentiated tasks informed by WIDA standards
Students need to be aware of the length of the exam, importance of exam, the score they had and how close to meeting 4.8 composite score
9th graders need more &/or more consistent and comprehensive supports than we already have in place, especially our EL/DL students
Students need effective supports... how can we determine which supports are really working?
ELL's need to understand the SAT support opportunities offered
Students need differentiated SAT options and SAT supports
DL students need to understand that there are post-secondary supports and accommodations that exist for them

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

- We are doing appropriate things—cohorting ELL's, teaching in students' native languages, having ESL-certified teachers. However, more alignment needs to be present between grade levels with curriculum and rigor
- We need to be more adaptive to different grade level needs across our representative groups; EL and DL students continue to need more support than we are providing to ensure that their outcomes are more equitable

Determine Priorities

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

Students...

All students (DL, ELs, etc) need intentional and targeted support to access grade level material and mediums to progress monitor their growth, so that they are able to reach mastery of content and skills.

Resources: 🚀

[Determine Priorities Protocol]

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

We have not centered the development of staff on gaining the knowledge and skills to be able consistently differentiate for all of their students as part of their grade level curriculum and content standards. Additionally there is inconsistent alignment to the WIDA, SEL standards that would provide targeted support to our DL and EL students.

Resources: 🚀

[5 Why's Root Cause Protocol]

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

If school teams create clear, student-centered systems, routines and artifacts for staff to partner with students to set goals, implement appropriate supports and interventions, and monitor progress towards goals

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Inclusive & Supportive Learning Environment

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....

then we will see improved academic and social emotional outcomes ✍️

which leads to...

along with increased levels of collective responsibility. ✍️

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 ✍️

Academic MTSS Team and the Behavior Health Team

Dates for Progress Monitoring Check Ins

Q1	9/22/23	Q3	2/9/2024
Q2	10/27/2023	Q4	6/7/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Staff will receive professional development on the Tiered Academic Supports and Interventions available, and will engage with a common problem solving protocol to develop Tiered SAcademic Support Plans for students.	Grade Level Teams	On correspondong PD days 9/22/23. 10/27/23, 12/21/23	In Progress
Action Step 1	Tier 1 Academic MTSS: Teacher will be provided professional development on facilitating BOY/MOY/EOY goal setting lessons as a Tier 1 support for all students.	Teachers by Grade Level	9/22/23	In Progress
Action Step 2	Staff will be priovided training on the Tier 1,2,3 Academic Supports and Interventions available, along with the referral process.	All Staff	10/27/23	Not Started
Action Step 3	Teachers will use the problem solving protocol monthly to develop tiered academic support plans for students.	All Staff	12/21/23	Not Started
Action Step 4		All Staff	2/9/23	Not Started
Action Step 5				Select Status
Implementation Milestone 2	Tier 2 and 3 Academic MTSS - Students who are identified as Urgent Intervention or Intervention based on their BOY Star Math and Reading scores, will receive researched based interventions including:Mathia,SAGA, Lexia Power Up, Wilson Reading, Just Words, and Freckle supports through the following: structured literacy classes, RLA, Creative, ESL, SAGA along with Self-Contained English and Math classes, and their progress will be monitored using Branching Minds.	MTSS Academic Committee	Monthly during committees, daily through the saga, literacy and self-contained classes.	In Progress
Action Step 1	Structured Literacy Teachers will be provided ongoing professional development on Wilson Reading and Just Words through Dept. of Literacy PLCs	Interventionist, Case Manager		In Progress
Action Step 2	Teachers in targeted classrooms will be provided ongoing training and support with implementing Freckle, and Lexia PowerUp.	MTSS Academic Committee		In Progress
Action Step 3	Teachers in targeted classrooms will be provided ongoing training and support with implementing Branching Minds for goals setting and progress monitoring.			Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Tier 2 and 3 Behavioral/SEL MTSS - Students who are identified as in need of Tier 2 or 3 based on BHT referrals, will receive researched based interventions including:BAM, WOW, and other small group SEL interventions and their progress will be monitored on Branching Minds.	BHT Team	BHT Team	In Progress
Action Step 1	BHT service providers will assign students to research based interventions using the SBISS assessement	BHT Team	Ongoing	In Progress
Action Step 2	BHT service providors will be provided ongoing training and support with implementing Branching Minds for goals setting and progress monitoring	BHT Team	Ongoing during BHT meetings	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

| 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

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

All staff will continue to receive professional development on the Tiered Academic and Social Emotional Supports and Interventions available for students

-Course teams will embed goal setting lessons are embedded throughout each units
-Instructional Coach and ELPT will present to course team on tiered specifically to their subject and grade level

SY26 Anticipated Milestones

Staff will run professional development on the Tiered Academic and Social Emotional Supports and Interventions available for students

-Course teams will continue to embed goal setting lessons are embedded throughout each units
-Instructional Coach and ELPT push-in to classes to support instruction and provide feedback.

Return to Top
Goal Setting

Resources:

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional]

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	SY24	SY25	SY26
Number of students on urgent intervention (STAR Math) decreases by at least 5pts for (EL) students and the rest of the school.	Yes	STAR (Reading)	English Learners	75%	70%	65%	60%
			Overall	50%	45%	40%	35%
Number of students on urgent intervention decreases by at least 5pts for (EL) students as they move toward intervention by EOY and 3 pts for (all) Students.	Yes	STAR (Math)	English Learners	29.00%	24%	19%	14%
			Overall	14%	11%	8%	5%

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: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.	Train Service Providers on using Branching Minds for SEL Tier 2 and 3, and Academic Tier 2 and 3 students. SEL Tier and 3 Providers will pilot its use with at least 1 group of students, all Academic Tier 2 and 3 service providers will use Branching Minds to progress monitor academic intervention	SEL and Academic Tier 2 and 3 Providers will use Branching Minds to set goals and, progress monitor intervention plans.	Classroom teachers will be trained on using Branching Minds to set goals and monitor the progress for students who fall in the On Watch Tier of Star360 Math/Reading.
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Teachers of EL students (sheltered and spanish) will provided traning and supports from our Instructional Coach (EL/DL Certified) and our ELPT to meet the Tier 1 needs of students in those classes.	All course teams will provided traning and supports from our Instructional Coach (EL/DL Certified) and our ELPT to meet the Tier 1 needs of students in all classes.	Instructional Coach and ELPT will be pushing-in to classes to provide instructional supports to staff as well as feedback.
Select a Practice			

Return to Top
SY24 Progress Monitoring

Resources:

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

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

Inclusive & Supportive Learning Environment

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Number of students on urgent intervention (STAR Math) decreases by at least 5pts for (EL) students and the rest of the school.	STAR (Reading)	English Learners	75%	70%	Select Status	Select Status	Select Status	Select Status
		Overall	50%	45%	Select Status	Select Status	Select Status	Select Status
Number of students on urgent intervention decreases by at least 5pts for (EL) students as they move toward intervention by EOY and 3 pts for (all) Students.	STAR (Math)	English Learners	29.00%	24%	Select Status	Select Status	Select Status	Select Status
		Overall	14%	11%	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.	Train Service Providers on using Branching Minds for SEL Tier 2 and 3, and Academic Tier 2 and 3 students. SEL Tier and 3 Providers will pilot its use with at least 1 group of students, all Academic Tier 2 and 3 service providers will use Branching Minds to progress monitor academic intervention plans.	Select Status	Select Status	Select Status	Select Status
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Teachers of EL students (sheltered and spanish) will provided traning and supports from our Instructional Coach (EL/DL Certified) and our ELPT to meet the Tier 1 needs of students in those classes.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:	☑	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**
Complete IL-Empower Section below		This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.
If Checked:	☐	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).** **(Continue to Parent & Family Plan)**
No action needed		

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

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

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

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

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

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

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

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

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

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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target	**Select a Goal Below**	**Student Groups**	**Baseline**	**SY24**	**SY25**	**SY26**
Required Math Goal	STAR (Reading): Number of students on urgent intervention (STAR Mat...	English Learners	0.7514	0.7	0.65	0.6
		Overall	0.5	0.45	0.4	0.35
Required Reading Goal	STAR (Math): Number of students on urgent intervention decreases by at...	English Learners	0.29	0.24	0.19	0.14
		Overall	0.14	0.11	0.08	0.05
Optional Goal	Select a Goal					

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

The school will organize and host a NCLB PAC meeting in September in which the NCLB Title I school parental involvement plan and policy will be discussed. Materials will be available in both English and Spanish in order to accommodate the language needs of the parents and help them understand the process of school improvement.
Parents will be notified of the meeting in a variety of ways including flyers sent home with students, robocalls home, and a posting on our website and social media.

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