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. Danielle Porch	Principal	dlporch@cps.edu
Ashley Digby	Curriculum & Instruction Lead	andigby@cps.edu
Tasia Dockery	Teacher Leader	tadockery@cps.edu
Levora Johnson	Teacher Leader	ljjohnson@cps.edu
Angela Robinson	Connectedness & Wellbeing Lead	arobinson@cps.edu
Velicia Dixon	Teacher Leader	vtdixon@cps.edu
Mario Warren	Other [Diverse Learner Teacher]	mhwarren2@cps.edu
Brandy Smith	Teacher Leader	bmsmith@cps.edu
	Select Role	
	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	4/18/23	4/18/23
Reflection: Curriculum & Instruction (Instructional Core)	4/19/23	5/5/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/19/23	5/5/23
Reflection: Connectedness & Wellbeing	5/3/23	5/19/23
Reflection: Postsecondary Success	5/3/23	5/19/23
Reflection: Partnerships & Engagement	5/24/23	6/9/23
Priorities	5/24/23	6/9/23
Root Cause	6/7/23	6/23/23
Theory of Acton	6/7/23	6/23/23
Implementation Plans	6/28/23	7/14/23
Goals	6/28/23	7/14/23
Fund Compliance	7/26/23	8/11/23
Parent & Family Plan	8/9/23	8/25/23
Approval	9/1/23	9/8/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/18/2023
Quarter 2	12/18/2023
Quarter 3	3/18/2024
Quarter 4	5/20/2024

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


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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Based upon IAR data in literacy and math, our students improved from the 2021-2022 school year in literacy. During the 2021-2022 school year, 34 students did not meet expectations versus 26 students not meeting in the 2022-2023 school year. There were 14 students meeting expectations during the 2022-2023 school year verus only 4 meeting expectations the prior school year. There was one student who exceeded expectations and none the previous school year. There were slight improvements in math on IAR. 38 students did not meet expectations versus the previous year where 45 did not meet expectations. There were more students who partially met expectations than the year before. Those meeting expectations remained the same from the previous school year. ✏️	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math)
Yes	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?** The feedback from our stakeholders concludes that there is a need for increased progress monitoring. This will happen with the support of our MTSS team for literacy and math. When teachers submit their 5 week assessments, the tracking form that will accompany the assessment will also include information for small group instruction to close academic deficits in reading and math. ✏️	iReady (Reading) iReady (Math) Cultivate Grades ACCESS
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		TS Gold Interim Assessment Data
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?** We currently have a freed MTSS instructor for literacy and one for math. They will collaborate with the classroom teachers to offer those students who struggle with standards, goals, and objectives to get individualized supports in a small group setting to bridge gaps. ✏️	

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.

There are lack of resources that all students can benefit from such as supplemental materials to aid with instruction. Although we have partially adopted Skyline, all teachers have not fully adopted in every content area. As a result, comprehensive curriculums are needed along with grade level appropriate materials. The lack of needed materials and resources affect all students despite the student group category. ✏️

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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**
Yes	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	More efforts need to be placed on our school-wide progress monitoring tool which will be utilized with every five week assessment, implementing MTSS small groups daily for literacy and math, and finally utilizing Branching Minds consistently is needed to bring about student growth and achievement. ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement
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		Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?** Teachers have to understand and be able to unpack the standards in order to deliver high quality instruction that follows a clear scope and sequence of learning. ✏️	EL Program Review Tool

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
No	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.	
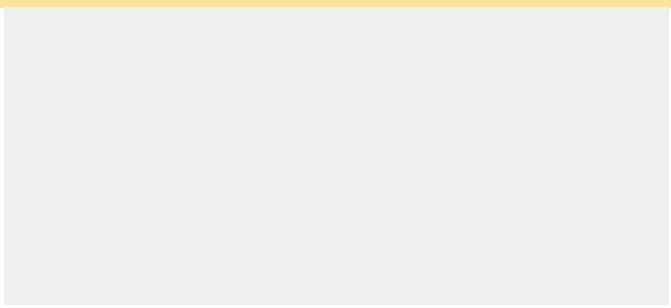
What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

Our plan and efforts will place our students on the path to academic achievement. Our comprehensive plan will remove all learning obstacles so that growth can occur.

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.

At Daisy Bates we have to work more to develop our progress monitoring that will assist us with addressing gaps in learning that our students have and need to be closed. Utilizing Branching Minds consistently keeps the focus on progress monitoring and the needs of the students at the forefront.

Connectedness & Wellbeing

	Using the associated references, is this practice consistently implemented?	**References**
Partially	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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	
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 are the takeaways after the review of metrics?

At Daisy Bates we need to do a better job of keeping track and monitoring the social and emotional aspects of our students. It cannot simply be a few teachers monitoring a few students. This has to be a universal effort in order for every students to receive what they need not just academically.

What is the feedback from your stakeholders?

According to stakeholders, parents and students have to fully understand why daily attendance is critical. Students and parents have to fully grasps that chronic absenteeism widens the academic gaps and deficits and how challenging it becomes to close the gap.

Metrics

% of Students receiving Tier 2/3 interventions meeting targets

Reduction in OSS per 100

Reduction in repeated disruptive behaviors (4-6 SCC)

Access to OST

Increase Average Daily Attendance

Increased Attendance for Chronically Absent Students

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

Cultivate (Belonging & Identity)

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

Enrichment Program Participation; Enrollment & Attendance

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

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

The students at Daisy Bates who have excessive tardies and absences are the students who are off-track. Also, those same students tend to belong to the same family. We have to dive deeper into what resources those families need to ensure their students are present and in their seat daily unless they are ill or experience family emergencies such as death, etc.

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?

Beginning with the 2023-2024 school year, we will look at trends and track out students who are acquiring multiple absences and make contact with parents outside of the daily absent phone calls that are made to student's home. We will also continue with our monthly attendance challenges to promote and celebrate attendance. The attendance challenges that was implemented during the 2022-2023 school year raised our attendance rate from 83% to 84%.

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
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)	The Bates Counseling Department is implementing the Success Bound Curriculum SY2023/24 to ensure our students learn explicit goals. This will help in preparing them for high school and beyond. By doing this program, students can take ownership of their education and identify and chart their path to postsecondary success. Bates hosts a High School Fair yearly, which offers our middle school students a way to solidify their choices or to discover new paths. We annually plan out state college tours where students get to explore public, private and historically black colleges. This experience helps them gain a perspective on college life and culture. For SY23/24, we are also planning a Spring Career Fair for our k-8th grade students.	Graduation Rate
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		Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed
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		% of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track
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).		**What is the feedback from your stakeholders?** Bates parents and staff are actively involved in our efforts to support our students in accessing individualized pathways that meet students' skills and interests. The Annual High School Fairs typically are well attended by parents. The College Tours are viewed favorably by stakeholders as an opportunity to increase our young students' awareness of the college and career possibilities that may enable them to reach their full potential.	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).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**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?**	
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	The Counseling Department has had issues with scheduling and meeting with student groups. The impact for our students is that while they are able to receive guidance that is valuable, the follow through and consistency needed to fully embed knowledge is not delivered with fidelity. For SY 23/24, a schedule has been implemented with teacher input that will enable the counselors to meet with our student groups with regularity. This will ensure a supportive, and structured guidance that builds and helps to establish healthy counselor/student experiences.	

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 may be offered a wealth of information but taking ownership of their learning can be problematic. Students need to be motivated to complete tasks that do not directly impact their grades.

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	Although we do the 5E survey we will also do the Cultivate survey beginning with the 2023-2024 school year. By incorporating the Cultivate Survey, we will get a more comprehensive look into the needs and wants of our student population. Using the data from both surveys, we gain better insight into the best ways to service out student population. During the 2022-2023 school year according to the 5E, Daisy Bates fell in the neutral category in 2 areas. We will drill down and determine what steps we can put into place to move into the organized and well organized category.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

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

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 is the feedback from your stakeholders?

Daisy Bates Academy has to do a comprehensive look at the root causes of where we partially met with our partnerships and engagements with parents and community members.

What student-centered problems have surfaced during this reflection?

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

Student centered problems that have surfaced include access to rigorous instruction across all grade levels in an ongoing and continuous manner. We need to continue to keep our pulse on the needs of students not just academically but socially and emotionally as well.

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?

Barriers and obstacles that have an impact include not enough representation and input from all student groups. The gaps impede our knowledge on how to address their needs and concerns. We need to hear from all of our subgroups to effectively serve every student at Daisy Bates Academy.

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

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	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.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
No	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?

More efforts need to be placed on our school-wide progress monitoring tool which will be utilized with every five week assessment, implementing MTSS small groups daily for literacy and math, and finally utilizing Branching Minds consistently is needed to bring about student growth and achievement.

What is the feedback from your stakeholders?

Teachers have to understand and be able to unpack the standards in order to deliver high quality instruction that follows a clear scope and sequence of learning.

What student-centered problems have surfaced during this reflection?

At Daisy Bates we have to work more to develop our progress monitoring that will assist us with addressing gaps in learning that our students have and need to be closed. Utilizing Branching Minds consistently keeps the focus on progress monitoring and the needs of the students at the forefront.

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?

Our plan and efforts will place our students on the path to academic achievement. Our comprehensive plan will remove all learning obstacles so that growth can occur.

Determine Priorities

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

Students...

Students are currently performing below grade level in the areas of literacy and math due to a lack of foundational skills and student information retention.

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 feel that COVID 19 and virtual learning platforms have had a detrimental effect on student performance, engagement and participation. Students have been less motivated to focus on achieving their learning goals with an excess of stimuli within reach. Daisy Bates Academy continuously has three areas that will be the foci to improve the instruction and the overall academic progress of our students. Academic vocabulary , small group and data driven instruction in conjunction with MTSS will enhance students' understanding of the Common Core State Standards. The MTSS component will include high quality instruction and interventions that are matched to student's needs using their learning rate, time and their level of performance to inform instructional decisions. Our foci will be aligned with the District's priorities which include student learning, quality instruction and a positive learning climate. At Daisy Bates Academy, we educate our students today in preparation for their successful future.

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....

continue the cycle of gathering data from I-Ready and Star 360 to create small groups, evaluate the data to create hypotheses about strategies to improve student accomplishment, and make instructional adjustments,

then we see....

improvement in student performance and engagement. Students should respond positively to our interventions and core curriculum instruction. Teachers will make adjustments, as needed, according to student data and their level of achievement. Teachers will also be able to differentiate instruction after analyzing the most recent data on a continued basis.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

Inclusive & Supportive Learning Environment

which leads to...

Bates students meeting or exceeding the learning goals to get them at or above grade level. ✍️

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 ✍️

ELA and Math department teachers. MTSS ELA and Math Interventionist

Dates for Progress Monitoring Check Ins

Q1	10/18/2023	Q3	3/18/2024
Q2	12/18/2023	Q4	5/20/2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 — 100% of Teachers will effectively implement core instruction in the content areas of ELA and Math	ELA and Math Teachers, Instructional Coach	May 5, 2024	In Progress
Action Step 1 — Teachers attend monthly PLCs for their specific content areas	Instructional Coach/ ILT	May 5, 2024	In Progress
Action Step 2 — ILT members will offer feedback to teachers on their ELA and Math lesson plans to make sure that the core curriculum	Instructional Coach/ ILT	April 7, 2024	In Progress
Action Step 3 — ILT members will participate in Rigor Walks throughout the school year, offering specific feedback on teaching practices, collecting student data and core instruction	ILT	April 7, 2024	In Progress
Action Step 4 — Teachers will consistently target students for small group instruction	ELA and Math Teachers, Instructional Coach	May 5, 2024	In Progress
Action Step 5 — In addition to core instruction, for students who are not making adequate progress teachers will provide additional supplemental support using the following subscriptions AMIRA, Freckle, IXL, iReady, RazPlus, Starfall, Goal Book, Envision Math/ Savvas. Students will be placed on an individualized pathway that will target the skills that they are showing deficits in.	ELA and Math Teachers	May 5, 2024	In Progress
Implementation Milestone 2 — MTSS will provide instructions on how to use the schoolwide instructional system with a proactive and preventative focus on student success	MTSS Interventionist	August 18, 2024	Completed
Action Step 1 — The instructional coach and MTSS interventionists will attend GLT meetings monthly to discuss student growth or lack of growth and data.	Instructional Coach, MTSS Interventionist, and Teacher teams	May 28, 2024	In Progress
Action Step 2 — Teachers will be trained on how to use the Branching Minds platform and how to enter all interventions	MTSS Interventionist	August 18, 2024	Completed
Action Step 3 — MTSS Interventionist will pull Tier 2 students twice a week and Tier 3 st	MTSS Interventionist	May 28, 2024	In Progress
Action Step 4 — Teachers and interventionist will use Branching Minds to enter any int	MTSS Interventionist and ELA a	May 28, 2024	In Progress
Action Step 5 — Teachers and interventionist will progress monitor students every 6 to 8 weeks. Teachers will determine next steps after receiving the data.	MTSS Interventionist and ELA and M	May 28, 2024	In Progress
Implementation Milestone 3 — BHT and CCT will provide a schoolwide SEL and behavior system with a proactive and preventative focus on student success	CCT and BHT	August 18, 2024	Completed
Action Step 1 — The Behavioral Health and Climate and Culture Team will meet monthly to establish the schoolwide PBIS, SEL interventions and the students nominated for the check in/check out system.	CCT and BHT	May 27, 2023	In Progress
Action Step 2 — Teachers will be trained and attend a PD on the PBIS reward system	CCT	August 18, 2024	Completed
Action Step 3 — Counselors and BHT members will utilize check in/check out system fo	BHT and Counselors	May 24, 2024	In Progress
Action Step 4 — Students will be provided with badges to earn points for positive beh	Classroom Teachers	May 31, 2024	In Progress
Action Step 5 — Teachers and interventionist will use Branching Minds to enter any interventions a	Teachers and Interventionist	May 31, 2024	In Progress
Implementation Milestone 4 — Providing Diverse Learners with high quality direct instruction and supports	Diverse Learner Teachers	June 6, 2024	In Progress
Action Step 1 — Teachers will collaborate during GLT and share strategies that work for students, observe students in other classes to discover what might not be noticeable while teaching the student yourself, and keep a log of student concerns and successes to share with appropriate teachers.	Classroom Teachers and Diverse Learner Teachers	May 31, 2024	In Progress
Action Step 2 — Teachers will collaborate with parents to listen and offer support, participate in parent conferences, always maintain confidentiality, be respectful to the privacy of families, and educate parents via workshops and website resources.	Diverse Learner Teachers	May 31, 2024	In Progress
Action Step 3 — Teachers are consistently working on student goals will providing the appropriate accommodations and modifications in order to promote student achievement.	Diverse Learner Teachers	June 6, 2024	In Progress
Action Step 4 — Check in GLTs Monthly to provide support with data lead actions/steps	Classroom Teachers and	May 27, 2024	In Progress
Action Step 5 — Observe teachers supports 3x a year	ILT and Diverse Learner Teachers	April 5, 2024	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	-60% of Teachers adopting the district wide curriculum in ELA and Math - 10 to 15% increase in student performance on benchmark assessments in ELA and Math - 75% of MTSS interventions recorded in Branching Minds weekly - 80% of our students performing below grade level will receive supports through interventions given in class and with an interventionist - 70% of teachers regularly progress monitoring students weekly or biweekly depending on student tier	✍️

Inclusive & Supportive Learning Environment

SY26 Anticipated Milestones
- 70 % of Teachers adopting the district wide curriculum in ELA and Math - 20% increase in student performance on benchmark assessments in ELA and Math - 90% of MTSS interventions recorded in Branching Minds weekly -100% of our students performing below grade level will receive supports through interventions given in class and with an interventionist - 100% of teachers regularly progress monitoring students weekly or biweekly depending on student tier -

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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	SY24	SY25	SY26
70% of Tier 2 and 3 students will be identified to receive interventions 2 to 3 times per week with their classroom teacher and an interventionist. Students will work on targeted skills in domains where they are performing 2 or more levels below grade level to move students closer to grade level. The goal is for fewer students being identified as scoring below grade level	Yes	STAR (Reading)	Overall	75% of Tier 2 and 3 students receive interventions 2 times per week	70%	65%	60%
			Overall				
Move students 20% closer to their grade level by SY26.	Yes	STAR (Math)	Overall	IReady data shows 31% one grade level below, 32% two or more grade levels below, and 14% three or more grade levels below	22%	17%	12%
			Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
I&S: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.	All teachers will receive quality training on how to accurately monitor diverse learners to determine student placement. Teachers will learn how to progress monitor and take anecdotal notes including inputting data into Branching Minds.	All teachers have access to students' accommodations and modifications. Teachers are consistently meeting in GLT to discuss student progress in order to determine the student least restrictive environment.	Most teachers will use progress monitoring and anecdotal records in order to assist with determining students with IEPs appropriate environment.
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	ILT members will conduct check in visits with all teachers to observe areas in Domain 3 for instruction. ILT will then choose a target skill to focus on during the Rigor Walks. Rigor Walks will be conducted quarterly to assure that high quality instruction and curriculum are being offered to students.	Rigor Walks will be conducted bi monthly to assure that high quality instruction and curriculum are being offered to students. Teachers that require additional support will meet with ILT to focus on one skill to assure that students are being offered high quality Instruction.	Rigor Walks will be conducted monthly to assure that high quality instruction and curriculum are being offered to students. Teachers that require additional support will meet with ILT to focus on one skill to assure that students are being offered high quality Instruction.
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.	Teachers will begin to create intervention groups based on the data from Branching Minds. Teachers will progress monitor every 6-8 weeks. Based on the results of the monitoring progress, they will either move students to less intensive groups or begin to refer them to the interventionalist.	Most teachers will use the Branching Minds platform to create groups for interventions. They will progress monitor the identified students every 6-8 weeks and refer students who need more intensive support to the interventionalist.	All teachers will use the Branching Minds program with fidelity to create and progress monitor the students identified as needing extra supports. They will refer all students identified as needed more intensive supports to the MTSS interventionalist.

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SY24 Progress Monitoring

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
70% of Tier 2 and 3 students will be identified to receive interventions 2 to 3 times per week with their classroom teacher and an interventionist. Students will work on targeted skills in domains where they are performing 2	STAR (Reading)	Overall	75% of Tier 2 and 3 students receive interventions 2 times per week	70%	On Track	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

or more levels below grade level to move students closer to grade level. The goal is for fewer students being identified as scoring below grade level		Overall			On Track	Select Status	Select Status	Select Status
Move students 20% closer to their grade level by SY26.	STAR (Math)	Overall	IReady data shows 31% one grade level below, 32% two or more grade levels below, and 14% three or more grade levels below	22%	On Track	Select Status	Select Status	Select Status
		Overall			On Track	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S: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.	All teachers will receive quality training on how to accurately monitor diverse learners to determine student placement. Teachers will learn how to progress monitor and take anecdotal notes including inputting data into Branching Minds.	On Track	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	ILT members will conduct check in visits with all teachers to observe areas in Domain 3 for instruction. ILT will then choose a target skill to focus on during the Rigor Walks. Rigor Walks will be conducted quarterly to assure that high quality instruction and curriculum are being offered to students.	On Track	Select Status	Select Status	Select Status
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.	Teachers will begin to create intervention groups based on the data from Branching Minds. Teachers will progress monitor every 6-8 weeks. Based on the results of the monitoring progress, they will either move students to less intensive groups or begin to refer them to the interventionalist.	On Track	Select Status	Select Status	Select Status

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
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 are the takeaways after the review of metrics?

At Daisy Bates we need to do a better job of keeping track and monitoring the social and emotional aspects of our students. It cannot simply be a few teachers monitoring a few students. This has to be a universal effort in order for every students to receive what they need not just academically.

What is the feedback from your stakeholders?

According to stakeholders, parents and students have to fully understand why daily attendance is critical. Students and parents have to fully grasps that chronic absenteeism widens the academic gaps and deficits and how challenging it becomes to close the gap.

What student-centered problems have surfaced during this reflection?

The students at Daisy Bates who have excessive tardies and absences are the students who are off-track. Also, those same students tend to belong to the same family. We have to dive deeper into what resources those families need to ensure their students are present and in their seat daily unless they are ill or experience family emergencies such as death, etc.

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?

Beginning with the 2023-2024 school year, we will look at trends and track out students who are acquiring multiple absences and make contact with parents outside of the daily absent phone calls that are made to student's home. We will also continue with our monthly attendance challenges to promote and celebrate attendance. The attendance challenges that was implemented during the 2022-2023 school year raised our attendance rate from 83% to 84%.

Determine Priorities

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

Students...

Due to chronic absences and tardies, students have gaps in their learning, are missing foundational skills, and are off-track.

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...

We have not implemented a plan to meet the needs of students who are missing instructional minutes due to chronic absences and tardies.

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....

create an intervention plan to target families of students with chronic absences and tardies, we can identify the hidden causes

then we see....

how we can assist families and provide resources to help support students who are off track

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

which leads to...

an increase in attendance and potentially close the gap in instructional loss. 🖊

Implementation Plan

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Indicators of a Quality CIWP: Implementation Planning

Resources: 🚀

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 🖊

Daisy Bates' Attendance Committee and Ms. Davis/Ms. Brothers

Dates for Progress Monitoring Check Ins

Q1	10/18/2023	Q3	3/18/2024
Q2	12/18/2023	Q4	5/20/2024

SY24 Implementation Milestones & Action Steps 🖊	Who 🖊	By When 🖊	Progress Monitoring
Implementation Milestone 1 — All students will attend school at least 95% of the attendance days.	Ms. Davis/Ms. Brothers	May 31, 2024	Select Status
Action Step 1 — Identify the target families who need support.	Attendance Committee	September 8, 2023	In Progress
Action Step 2 — Schedule and meet with identified families to determine needed resources.	Attendance Committee/School Counselor	September 15, 2023	In Progress
Action Step 3 — Acquire resources based on the needs of the identified families.	School Counselor	September 22, 2023	In Progress
Action Step 4 — Schedule and meet with the families to disseminate the resources.	School Counselor	September 29, 2023	In Progress
Action Step 5 — Check in with targeted students and the families .	School Counselor/ Attendance Committee	October 13, 2023	In Progress
Implementation Milestone 2 — All students will attend school at least 90% of the attendance days.	Ms. Davis/Ms. Brothers	December 18, 2023	Select Status
Action Step 1 — Reevaluate the needs of the families and identify new concerns.	Attendance Committee/ School Counselor	October 27, 2023	In Progress
Action Step 2 — Determine the needed resources.	School Counselor	November 3, 2023	In Progress
Action Step 3 — Distribute resources	School Counselor	November 10, 2023	In Progress
Action Step 4 — Check in with student and families	Attendance Committee	November 17, 2023	In Progress
Action Step 5 — Check in with student and families	School Counselor	November 30, 2023	In Progress
Implementation Milestone 3 — All students will attend school at least 90% of the attendance days.	Ms. Davis/ Ms. Brothers	March 18, 2024	Select Status
Action Step 1 — Reevaluate the needs of the families and identify new concerns	Attendance Committee/School Counselor	December 6, 2023	In Progress
Action Step 2 — Determine the needed resources	School Counselor	December 13, 2023	In Progress
Action Step 3 — Distribute resources	School Counselor	December 20, 2023	In Progress
Action Step 4 — Check in with student and families	Attendance Committee	December 22, 2023	In Progress
Action Step 5 — Check in with student and families	School Counselor	January 8, 2024	In Progress
Implementation Milestone 4 — All students will attend school at least 93% of the attendance days.	Ms. Davis/ Ms. Brothers	May 20, 2024	Select Status
Action Step 1 — Check in with all previously identified families and provide supports as needed.	Attendance Committee/School Counselor	January 16, 2024	Select Status
Action Step 2 — Identify and provide additional supports as needed	School Counselor	January 22, 2024	In Progress
Action Step 3 — Identify the class in each department with the highest percentage of attendance to participate in a educational attendance challenge	Attendance Committee	March 11, 2024	Select Status
Action Step 4 — Stage 2 of Identifying the class in each department with the highest percentage of attendance to participate in an educational obstacle course	Attendance Committee	May 6, 2024	Select Status
Action Step 5 — Celebrate students with 90% or better attendance for the school year.	Attendance Committee	May 28, 2024	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones — Students will attend school at least 95% of the time. 🖊

SY26 Anticipated Milestones — Students will attend school at least 95% of the time. 🖊

Goal Setting

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Indicators of a Quality CIWP: Goal Setting

Resources: 🚀

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.

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 priority are measurable

Connectedness & Wellbeing

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 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
Students will attend school at least 90% of the attendance days.	Yes	Increase Average Daily Attendance	Overall	88.9	90	93	95
			Select Group or Overall				
Students will be on time for school 80% of the attendance.	Yes	Increase Average Daily Attendance	Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Students will receive the necessary supports so that they are not off-track in their grades.	Students will receive the necessary supports so that they are not off-track in their grades.	Students will receive the necessary supports so that they are not off-track in their grades.
P&E:1 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.	Staff will meet with parents to provide information necessary to support students attendance goals	Staff will meet with parents to provide information necessary to support students' attendance goals	Staff will meet with parents to provide information necessary to support students' attendance goals
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Staff will engage with parents and students in activities that promote and encourage attendance	Staff will engage with parents and students in activities that promote and encourage attendance.	Staff will offer opportunities to parents to engage with students in activities that promote and encourage attendance

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
Students will attend school at least 90% of the attendance days.	Increase Average Daily Attendance	Overall	88.9	90	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Students will be on time for school 80% of the attendance.	Increase Average Daily Attendance	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals   Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Students will receive the necessary supports so that they are not off-track in their grades.	On Track	Select Status	Select Status	Select Status
P&E:1 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.	Staff will meet with parents to provide information necessary to support students attendance goals	Limited Progress	Select Status	Select Status	Select Status
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Staff will engage with parents and students in activities that promote and encourage attendance	Limited Progress	Select Status	Select Status	Select Status

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

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

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

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

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

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

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

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

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

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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	STAR (Math): Move students 20% closer to their grade level by SY26.	Overall	IReady data shows 31% one grade level below, 32% two or more grade levels below, and 14% three or more grade levels below	0.22	0.17	0.12
		Overall				
Required Reading Goal	STAR (Reading): 70% of Tier 2 and 3 students will be identified to receive interventions 2 to 3 times per week with their classroom teacher and an interventionist. Students will work on targeted skills in domains where they are performing 2 or more levels below grade level to move students closer to grade level. The goal is for fewer students being identified as scoring below grade level	Overall	75% of Tier 2 and 3 students receive interventions 2 times per week	0.7	0.65	0.6
		Overall				
Optional Goal	Increase Average Daily Attendance: Students will attend school at least 90% of the attendance days.	Overall	88.9	90	93	95
		Select Group or Overall				

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 by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

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

☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

> Funds will be allocated in order to purchase refreshments and/or materials needed for monthly Parent Advisory Council meetings. Funds will also be used to contract guest speakers to offer support with future development and family engagement.

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