

CIWP Team & Schedules

Resources 

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Terri Thomas	Principal	tthomas1@cps.edu
Monique Whittington	AP	mmwhittington@cps.edu
Renee Gorski-Caine	Inclusive & Supportive Learning Lead	rmgorski@cps.edu
Latricia Porter	Teacher Leader	lporter1@cps.edu
Ellen Burns	Connectedness & Wellbeing Lead	egthompson@cps.edu
Caprice Walters	Interventionist	cwalters@cps.edu
Krystal Scott	SECA	kscott79@cps.edu
Jamica Bowers	Teacher Leader	jnbowers4@cps.edu
Charlyne Roland	Parent	croland2@cps.edu
Timothy Maynie	Teacher Leader	tmaynie@cps.edu
Adam McCullough	Teacher Leader	admccullough@cps.edu
Rhonda Taylor	LSC Member	rtaylor@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	5/22/23	5/24/23
Reflection: Curriculum & Instruction (Instructional Core)	6/8/23	6/8/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/8/23	6/26/23
Reflection: Connectedness & Wellbeing	7/13/23	7/13/23
Reflection: Postsecondary Success	7/14/23	7/14/23
Reflection: Partnerships & Engagement	7/14/23	7/14/23
Priorities	7/14/23	7/14/23
Root Cause	7/14/23	7/14/23
Theory of Acton	7/14/23	7/26/23
Implementation Plans	7/26/23	7/20/23
Goals	7/20/23	7/20/23
Fund Compliance	7/31/23	7/31/23
Parent & Family Plan	7/31/23	7/31/23
Approval	8/30/23	8/30/23

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	October 27, 2023
Quarter 2	December 22, 2023
Quarter 3	April 1, 2024
Quarter 4	May

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.
 Stakeholders are consulted for the Reflection of Foundations.
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources

[Reflection on Foundations Protocol](#)

[Return to Top](#)

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
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
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

The impact of teacher vacancies due to retirements, transfers, and FMLA, and student attendance created challenges for students and staff. The students who met or are close to meeting the standards did so partially due to Network 11 Professional Development meetings surrounding the IAR assessment, the teachers had a better understanding of the IAR assessment; scoring practices, and how the points are gained and lost by students, the types and level of questions (level 3 & 4 DOK). The teachers also had a greater understanding of how the IAR is designed, the types of questions, the blueprint and policies associated with the IAR assessment as well as access to a digital library of IAR questions and practice tests that enabled the teachers to expose the students to similar questions and review as part of daily and weekly classroom instructional practice.

What is the feedback from your stakeholders?

The seventh-grade students show great potential and are moving towards meeting expectations in math. This group of students has an attendance rating of 89.25% for the 22-23 school year. A few of the students enrolled in the Algebra program. One concern with this group of students is two students with chronic absenteeism-55% and 75%. Looking at Star 360 math students in 3-8th 43% of students met expectations in the MOY and 37% met expectations for EOY. Star 360 reading students in 3-8th were at 37% met expectations in the BOY, then 31% in the MOY and 31% for the EOY. Students seem to perform better in the MOY compared to MOY and EOY.

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?

Full adoption of K-8 Skyline Curriculum for Science and Social Studies SY24. Adoption of SAVVAS My Perspectives ELA curriculum for 6th-8th grade SY24. Expand Fine and Performing Arts Integration across all grade levels (seeking Visual Arts Teacher). Using computer-based programs (i.e. Freckle, Happy Numbers etc.) with fidelity. Middle School teachers attended Network 11 Professional Development focusing on the IAR assessment. These PD's enabled the teachers to have a better understanding of the IAR assessment; scoring practices, and how the points are gained and lost by students, the types and level of questions (level 3 & 4 DOK). The teachers also had a greater understanding of how the IAR is designed, the types of questions, the blueprint and policies associated with the IAR assessment as well as access to a digital library of IAR questions and practice tests that enabled the teachers to expose the students to similar questions and review as part of daily and weekly classroom instructional practice and assessments.

- [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](#)

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 middle school students were utilizing a novel-based ELA curriculum that did not effectively address all aspects of the Common Core Standards. Many students including the Diverse Learners are reading below grade level. Middle School students are struggling with whole group instruction as well as the rigor of the curriculum as evidenced through pop-ins and peer walk-throughs. Middle School students also did not experience consistent instruction due to teacher leaves during the SY23 school year. Many students are lacking pre-requisite skills and knowledge of basic math facts. Students are not using math manipulatives. Students lack perseverance and stamina for rigorous tasks in a timed fashion. Students need more exposure to vocabulary and content language across curriculum. Students need more experience practicing the writing process on a daily basis.

[Return to Top](#)

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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
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The ILT does a great job of problem-solving and reviewing and analyzing student and school data. Implementing a problem-solving process to inform and institute student and family engagement is an area that needs improvement. The interventions that are implemented by teachers are not regularly and consistently entered and monitored into Branchina Minds with fidelity. Diverse Learners receive

- 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
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
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

Branching Minds with fidelity. Diverse Learners receive instruction in the Least Restrictive Environment. IEPs are reviewed and evaluated to ensure they match the student's academic needs and abilities. Language Objectives are introduced and posted in the classroom. Language Objectives are not utilized throughout the curriculum as outlined in the Content objectives for Language Arts. This is an area of weakness especially in Middle School.

What is the feedback from your stakeholders?

Our stakeholders feel that Tier II and III interventions are not implemented on a regular basis, they are not monitored with fidelity and there are a few diverse learners who have not been placed in the correct learning environment which affects the learning environment for all students at that particular grade level. Challenges with staffing all open positions have also affected the learning environment as well as "fitting" the right SECA's with the diverse learner students. SECA's need additional training in their job responsibilities and SECA's and Diverse Learner teachers need extra planning time to plan for instruction and address student needs and student intervention strategies. Classroom teachers also do not consistently follow Behavioral interventions as they are written in the BIPs. Even in classrooms where small group work is evident teachers need to rotate throughout the room between groups to "check in" with the Diverse Learners to see how they are progressing and to monitor and check on student behavior. Student redirection needs to be provided in a one-on-one/confidential manner.

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?

Teachers have made shifts towards ensuring classroom activities /tasks matched the standards that were posted on the board for the day. Small group guided instruction is more evident throughout all grade levels. Center for Literacy and Instruction Coach provided strategies for grades 1-5 for small group instructional centers as well as providing support for whole group and small group student-to-student discourse. For the 23-24 school year the Center for Literacy Coach will begin working with Middle School teachers. A literacy curriculum for Middle School has been purchased. Middle school teachers collaborated with Diverse Learner teachers to create Summative Assessments using Checkpoint. The impact has been positive in all areas where improvements have been implemented. According to the EOY STAR 360 Data most students are making gains academically even if they are not meeting their projected scale score. The new reading series enables the teacher to address common core standards and includes cultural appropriate topics, themes and stories while differentiating the texts for all students. The obstacles for students furthest from opportunity is that many of these students is that many of them are still 2 or more grade levels below their current grade level even with all of the interventions that have been provided.

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

What student-centered problems have surfaced during this reflection?

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Our Diverse Learners do not demonstrate consistent academic growth. Students who are multiple grades below their current grade level require tiered levels of support, MTSS, intervention and progress monitoring.

[Return to Top](#) **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	BHT Key Component Assessment SEL Teaming Structure	We need to develop a reentry plan for chronically absent students (Restorative Justice Reentry Tool Kit). Develop our SVC to build trust and hear the student's perspective in decision-making. Fully implement PBIS. We need to put systems in place and protocols for BHT and MTSS referrals. Develop common vocabulary using Tier I SEL curriculum and school-wide expectations. More training on restorative practices. Revisit our OST offerings for extended day learning and enrichment opportunities. Be intentional about planning incentives.	% 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
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	What is the feedback from your stakeholders?	

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.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

Administration says that there is a lack of consistency and fidelity in implementing supports for students (MTSS / BHT / Culture and Climate). Students are saying they don't feel a sense of belonging. Students desire more student discussions and to build relationships with teachers. They feel like they are not apart of the school and are not heard. Teachers say that many students do not understand how to build appropriate relationships with their teachers and peers. Parents say that there is good home / school communication. Parents say the school has an open door policy. Parents say that they feel welcomed in the building. Parents say the school engages the students. Parents say they need more resources to support student social-emotional needs (outside agencies). Parents say they need more supports to help students academically. Middle school students voiced concerns about students who consistently disrupt learning in the classroom (chronic behavioral concerns).

- [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.

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?

Student maturity levels and an inability to utilize the SEL practices we introduce such as problem solving, and self-management are not effectively maintained by the students which ultimately leads to student-to-student conflicts and classroom disruptions which affect the learning environment and the learning process.

We will implement PBIS for all students. All students will continue to receive Tier I SEL curriculum instruction (Second Step / Calm Classroom). We will continue to provide Tier II and III SEL support through Touch of Wholeness & BHT. Staff will be trained via the Healing Centered Conference to support SEL for staff and students. Restart our SVC and provide additional opportunities for students to participate in Fine and Performing Arts incentives and experiences. Implement a weekly school-wide morning meeting. A student-to-student mentoring program Pre-Kindergarten with 4th grade, 1st grade with 5th grade, 2nd grade with 6th grade, 3rd grade with 7th grade, and 4th grade with 8th grade. The Boys to Men Male Mentoring Program will continue, and a girls mentoring program is being developed-Pink Pearls.

[Return to Top](#) **Postsecondary Success**

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	College and Career Competency Curriculum (C4)	Success Bound and Naviance are in place for Middle School students. The Work-Based Learning Tool Kit needs to be reviewed and implemented school-wide. College and Career Competency needs to extend to all grade levels. A college/career focus needs to be developed to enhance student exposure and knowledge of colleges and the career choices available to them.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Yes	Individualized Learning Plans		Learn, Plan, Succeed % of KPIs Completed (12th Grade)
No	Work Based Learning Toolkit	What is the feedback from your stakeholders? MS teachers say students need more in depth exposure to college and career (exploration). Alumni want to be more involved in supporting the school. Careers other than college-bound careers also need to be highlighted. Staff says that we did not have adequate parent participation and support for high school selection process.	College Enrollment and Persistence Rate 9th and 10th Grade On Track Cultivate (Relevance to the Future)
N/A			Freshmen Connection Programs Offered (School Level Data)
N/A	ECCE Certification List		
N/A	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? A college shirt/sweatshirt Day is currently practiced among the staff and students and a monthly college focus activity will	

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 staff and students and a monthly college focus activity will be developed and implemented. The Middle School students currently research colleges, a college door day/week is held, and students experience virtual college visits. To enhance student experiences the students will present their college information/findings to their peers, the students will be responsible for their own reserach.

What student-centered problems have surfaced during this reflection?

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Students do not see a correlation between high school and college success. Even though Success Bound is taught, some 8th graders are not taking the research seriously regarding interests, goals and high school programs. 7th graders do not fully understand that high schools look at 7th grade grades for selection. The high school selection process needs to begin in 6th grade. We need to build awareness and use student friendly language regarding college and career readiness, trades and school CC events.

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>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.</p> <p>Spectrum of Inclusive Partnerships</p>	<p>SVC is a priority. More parent participation is needed.</p> <p>What is the feedback from your stakeholders?</p> <p>Staff says that we have established partnerships with fine arts organizations (MAI and FMC), CLI for literacy and Touch of Wholeness for SEL. We need to expand our network of partnerships to offer more options for students and families. We need to build partnerships with outside organizations for parent resources and programming. We need to build partnerships for student mentoring. We need to find ways in which to engage parents to support academic initiatives.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p> <p>Formal and informal family and community feedback received locally. (School Level Data)</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p>Reimagining With Community Toolkit</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Quarterly parent workshops. Build relationships with outside agency to support our SEL efforts. Expand our Fine and Performing Arts offerings with additional arts partners. Engage our alumni in support of our academic and SEL goals. Hired a staff member for SY24 Parent Outreach and Engagement.</p>	
No	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p>Student Voice Infrastructure Rubric</p>		
<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students feel their voices have not been heard. Parent engagement is lacking.</p>			

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?

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Return to Top Determine Priorities

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

Students... are lacking knowledge of foundational and prerequisite skills to be successful with mastering grade level content.

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we... need to create systems and structures for addressing students needing additional support for mastery

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we.... Consistently progress monitor student growth and mastery of grade level content using classroom assessments, Checkpoint and Freckle (ELA & Math); assess and reteach students who show deficits in the area of prerequisite skills school-wide

Resources:

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

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

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

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

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

then we see....
Student transference of skills and an increase in overall student academic performance on grade level content.

which leads to...
Student mastery and transference of skills at grade level and application to real-world scenarios.

[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

Instructional Leadership & MTSS Teams


Dates for Progress Monitoring Check Ins

Q1 [October 27, 2](#) Q3 [April 1, 2024](#)
Q2 [December 22](#) Q4 [May](#)

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Establish MTSS Team, Process and Protocols	ILT	Ongoing	Not Started
Action Step 1	Establish MTSS Team	MTSS Lead / Interventionists	August 17, 2023	Completed
Action Step 2	Identify resources for MTSS and Intervention support	MTSS Lead / Interventionists	September 8, 2023	In Progress
Action Step 3	Review SY23 EOY / SY24 BOY Data to identify students in need of intensive support	All staff	September 15, 2023	Completed
Action Step 4	Establish criteria and process (forms, protocols and progress monitoring cadence etc.) for MTSS / Intervention supports	MTSS Lead / Interventionists	September 10, 2023	In Progress
Action Step 5				Select Status
Implementation Milestone 2	Provide Professional Development for MTSS	ILT	September 30, 2023	In Progress
Action Step 1	Make provision for staff to attend N11 and District led PD sessions	ILT	August 21, 2023-May 31, 2024	In Progress
Action Step 2	MTSS Lead and Interventionists lead PD for staff	MTSS Lead / Interventionists	September 22, 2023	Not Started
Action Step 3	Provide planning and collaboration time for MTSS Team, Interventionists, and Teacher Leaders	ILT	Fridays beginning 9/1/2023	In Progress
Action Step 4	Progress monitoring mastery of skills	Interventionist / ILT	September 15, 2023	Not Started
Action Step 5				Select Status
Implementation Milestone 3	Progress Monitoring for student mastery			Select Status
Action Step 1	Create an assessment calendar for teachers for chapter, unit and interim assessments (Schedule reminders via Google calendar)	ILT	September 12, 2023	Not Started
Action Step 2	Set goals and expectations for teachers to monitor assessment data (i.e. schedule for deep dive data review)	ILT	September 12, 2023	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Complete buy-in from staff, curriculum implementation with fidelity, perfect systems implemented in year SY24, increase frequency of progress monitoring as an assessment to guide instruction, staff fully trained in the MTSS and Intervention process and procedures, improved teacher practice

SY26 Anticipated Milestones Increase in student growth and attainment as a result of the MTSS process, staff fully vested in the MTSS and Intervention system/process 

[Return to Top](#) **Goal Setting**




Indicators of a Quality CIWP: Goal Setting

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



Resources: 

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

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
Establish MTSS Team with systems and structure for effect monitoring of student academic growth. (Strategic and urgent)	Yes <input type="checkbox"/>	MTSS Academic Tier Movement	Overall <input type="text"/>				
			Other [Specify] <input type="text"/>				
100% of teachers implementing high quality curriculum and Tier I instruction in all four core subject areas with fidelity.	Yes <input type="checkbox"/>	3 - 8 On Track <input type="text"/>	Overall <input type="text"/>	50	100	100	100
			NA <input type="text"/>				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 	Specify your practice goal and identify how you will measure progress towards this goal. 		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Adoption of myPerspectives 6-8 and Skyline Science & Social Science K-8	Majority of teachers implementing Science and Social Science curriculum with fidelity as evident by annotated lesson plans and instructional learning walks.	All teachers implementing Science and Social Science curriculum with fidelity as evidenced by increased student achievement and engagement.
C&I:2 Students experience grade-level, standards-aligned instruction.	Frequent monitoring and observation of teacher implementation of high quality curriculum via instructional core walks and feedback forms.	Majority of teachers implementing high quality curriculum with fidelity	All teachers implementing high quality curriculum with fidelity as evidence through increase growth and attainment (3-8 on track).
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Team will create and implement the MTSS process and identify interventions in the Branching Minds platform	MTSS Team and all teachers are creating and implementing the interventions in the Branching Minds platform	MTSS Team and all teachers are collaborating, progress monitoring and adjusting instruction based on interventions and multiple data sources.

[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
Establish MTSS Team with systems and structure for effect monitoring of	MTSS Academic Tier	Overall			Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Curriculum & Instruction					
Reflection	Root Cause	Implementation Plan	MTSS Academic Tier	Other [Specify]			Select Status	Select Status	Select Status	Select Status
and structure for effective monitoring of student academic growth. (Strategic and urgent)			Movement	Overall	50	100	Select Status	Select Status	Select Status	Select Status
100% of teachers implementing high quality curriculum and Tier I instruction in all four core subject areas with fidelity.			3 - 8 On Track	NA			Select Status	Select Status	Select Status	Select Status

Identified Practices	Practice Goals	SY24	Progress Monitoring			
			Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Adoption of myPerspectives 6-8 and Skyline Science & Social Science K-8		Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Frequent monitoring and observation of teacher implementation of high quality curriculum via instructional core walks and feedback forms.		Select Status	Select Status	Select Status	Select Status
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Team will create and implement the MTSS process and identify interventions in the Branching Minds platform		Select Status	Select Status	Select Status	Select Status

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.
Yes	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.
No	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?

We need to develop a reentry plan for chronically absent students (Restorative Justice Reentry Tool Kit). Develop our SVC to build trust and hear the student's perspective in decision-making. Fully implement PBIS. We need to put systems in place and protocols for BHT and MTSS referrals. Develop common vocabulary using Tier I SEL curriculum and school-wide expectations. More training on restorative practices. Revisit our OST offerings for extended day learning and enrichment opportunities. Be intentional about planning incentives.

What is the feedback from your stakeholders?

Administration says that there is a lack of consistency and fidelity in implementing supports for students (MTSS / BHT / Culture and Climate). Students are saying they don't feel a sense of belonging. Students desire more student discussions and to build relationships with teachers. They feel like they are not apart of the school and are not heard. Teachers say that many students do not understand how to build appropriate relationships with their teachers and peers. Parents say that there is good home / school communication. Parents say the school has an open door policy. Parents say that they feel welcomed in the building. Parents say the school engages the students. Parents say they need more resources to support student social-emotional needs (outside agencies). Parents say they need more supports to help students academically. Middle school students voiced concerns about students who consistently disrupt learning in the classroom (chronic behavioral concerns).

What student-centered problems have surfaced during this reflection?

Student maturity levels and an inability to utilize the SEL practices we introduce such as problem solving, and self-management are not effectively maintained by the students which ultimately leads to student-to-student conflicts and classroom disruptions which affect the learning environment and the learning process.

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 will implement PBIS for all students. All students will continue to receive Tier I SEL curriculum instruction (Second Step / Calm Classroom). We will continue to provide Tier II and III SEL support through Touch of Wholeness & BHT. Staff will be trained via the Healing Centered Conference to support SEL for staff and students. Restart our SVC and provide additional opportunities for students to participate in Fine and Performing Arts incentives and experiences. Implement a weekly school-wide morning meeting. A student-to-student mentoring program Pre-Kindergarten with 4th grade, 1st grade with 5th grade, 2nd grade with 6th grade, 3rd grade with 7th grade, and 4th grade with 8th grade. The Boys to Men Male Mentoring Program will continue, and a girls mentoring program is being developed-Pink Pearls.

Determine Priorities

[Return to Top](#)

Determine Priorities

Resources: 

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

Students...
 are not understanding the purpose and benefits of internalizing Tier I SEL practices and implementing the strategies taught.

[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

[Return to Top](#)

Root Cause

Resources: 

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

As adults in the building, we...
 do not have a system in place to effectively implement Tier II and III interventions for students who demonstrate the need for intensive behavioral support and need all school staff to implement Tier I practices with fidelity.

[5 Whys Root Cause Protocol](#)

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

[Return to Top](#)

Theory of Action

What is your Theory of Action?

If we...
 embed SEL practices in everyday instruction as evidenced via lesson plans (Morning Meetings, Second Step, Calm Classroom, Champions), use the SEL language school-wide and

Resources: 
Indicators of a Quality CIWP: Theory of Action

build relational trust between teachers and students

then we see....

a more conducive environment for learning, more positive peer to peer interactions, increased student self-regulation skills, improved relations between teacher / students, less class interruptions and an increase in students feeling a sense of belonging



which leads to...

a decrease in the number of discipline referrals, more restorative practices, greater joy and engagement while attending school leading to positive classroom culture and climate conducive for learning.



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.

[Return to Top](#)

Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

ILT / BHT / MTSS

Dates for Progress Monitoring Check Ins

Q1 October 27, 2

Q3 April 1, 2024

Q2 December 22

Q4 May

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Professional Development on Tier I, II and III supports			In Progress
Action Step 1	Evidence of Tier I practices throughout the building	All staff	September 26, 2023	In Progress
Action Step 2	System and structures for student referrals	ILT / MTSS	August 25, 2023	In Progress
Action Step 3	N11 SEL ISL training	Brianna N.	TBA	Not Started
Action Step 4	PD on Tier II and III supports	Burns / Walters / Olitzky	September 26, 2023	Not Started
Action Step 5	Second Step Self-Paced training	Teachers	August 14,15, 18, 2023	In Progress
Implementation Milestone 2	PBIS Implementation	Whittington / Burns	On-going	Completed
Action Step 1	PBIS Training	Whittington	August 17, 2023	Completed
Action Step 2	Set up PBIS store	ILT	8/25 ongoing	Completed
Action Step 3	PBIS student orientation / SVC / ASB implementation	Teachers	August 21-25, 2023	In Progress
Action Step 4	Weekly morning meetings w/ students	Burns	August 25 / ongoing	Completed
Action Step 5	Parent engagement Workshops	ILT	September / ongoing	Not Started
Implementation Milestone 3	Attendance	Attendance Team	On-Going	In Progress
Action Step 1	Attendance Team Identified and roles assigned	Admin	August 18, 2023	Completed
Action Step 2	Attendance outreach for start of school	Outreach Coord. / Student Advocates	August 14th-Aug. 18th	Completed
Action Step 3	Week 1 Attendance Plan implementation	Attendance Team	Aug. 21st-25th	Completed
Action Step 4	Weekly Attendance Incentives	Attendance Team	Aug. - June	In Progress
Action Step 5	Bi-Weekly Attendance Meetings and data review	Attendance Team	Aug-June	In Progress
Implementation Milestone 4	Evers Champions Mentoring Program			In Progress
Action Step 1	All staff assigned 4-5 students to mentor as their school Champion		August 28, 2023	Completed
Action Step 2	Evers Champions will check-in with their students weekly		Beginning September 5, 2023	In Progress
Action Step 3	New Student Reception			Completed
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Cultivate survey responses regarding the student experience will change from less negative to more positive. Increase in Student Voice representation in decision making. More evidence of Tier I implementation in classroom lesson.

SY26 Anticipated Milestones Positive Culture and climate shifts, decreased referrals, higher percentage of stakeholder engagement (student, parent, staff and community) Increased student achievement.

[Return to Top](#) **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Increase outreach efforts to support students with arriving to school on time and the reporting / documenting of absences.	Yes <input type="checkbox"/>	Increase Average Daily Attendance	Overall <input type="text"/>				
			Students with an IEP <input type="text"/>				
Decrease the number of behavioral referrals stemming from the classroom and increase behavioral interventions and SEL supports for students exhibiting chronic behavioral concerns (SCC levels 3-6)	Yes <input type="checkbox"/>	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall <input type="text"/>				
			African American Male <input type="text"/>				

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.	Hire Attendance and Family Engagement Coordinator to lead attendance tracking and increase the level of parent participation.	Decrease the number of chronic and familial absences across grade levels.	Increase parent engagement for report card pick-up and school-sponsored events focused on
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Teachers teaching Tier I SEL curriculum a minimum of one day per week using Second Step and integrating SEL practices across all content areas.	Fully operational BHT to provide guidance and support for teachers, students and parents	Build partnerships with organizations to provide additional supports for students, staff and parents.
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Identify teaming structures and provide professional development and training for all staff. Establish regular meeting schedule and cadence for BHT, Attendance, Student Voice and Culture & Climate teams.	Distributive leadership within the BHT, Attendance and Culture & Climate school to support connectness and well-being school-wide.	Active student participation (Student Voice, Student Council, Student LSC Representative) and increased participation in the OST Program to positively impact classroom community.

[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
Increase outreach efforts to support students with arriving to school on time and the reporting / documenting of absences.	Increase Average Daily Attendance	Overall			<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		Students with an IEP			<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
Decrease the number of behavioral referrals stemming from the classroom and increase behavioral interventions	Reduction in repeated disruptive behaviors (4-6	Overall			<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="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 =>

Connectedness & Wellbeing

and SEL supports for students exhibiting chronic behavioral concerns (SCC levels 3-6)	disruptive behaviors (4-6 SCC)	African American Male			Select Status	Select Status	Select Status	Select Status
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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.	Hire Attendance and Family Engagement Coordinator to lead attendance tracking and increase the level of parent participation.	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Teachers teaching Tier I SEL curriculum a minimum of one day per week using Second Step and integrating SEL practices across all content areas.	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Identify teaming structures and provide professional development and training for all staff. Establish regular meeting schedule and cadence for BHT, Attendance, Student Voice and Culture & Climate teams.	Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below



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

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

If Checked:
No action needed



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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Student Groups

Baseline

SY24

SY25

SY26

Required Math Goal

Select a Goal

Student Groups	Baseline	SY24	SY25	SY26

Required Reading Goal

Select a Goal

Optional Goal

Select a Goal

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Medgar Evers will prepare a rigorous pathway to college/career success. The mission is to provide and maintain a creative climate wherein all students can develop intellectually, emotionally, artistically and socially to the fullest potential. The determination will be accomplished with ensuring that all students are using high quality curriculum with fidelity and increasing rigor across all content areas. Evers will ensure that students that fall in the range of strategic and intensive will receive the interventions that are necessary in order for them to be successful academically, mentally and socially. Our goal is to enhance the total student experience with planning for MTSS to increase academic achievement, establishing guidelines, systems and structures in support of teachers and students.. The focal will align with Curriculum/Instruction and Connectedness and Wellbeing.



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