

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 
Kevin Sweetland	Regional Director	kevin.sweetland@sesischools.com
Bryson Lenon	Executive Director	bryson.lenon@sesischools.com
Joseph Gorgol	Director of Diverse Learners	joseph.gorgol@sesischools.com
Anthony Ethridge	Principal	anthony.ethridge@sesischools.com
Celeste Sulaiman	Director of Student Services	celeste.sulaiman@sesischools.com
Donika Gigger	AP	donika.gigger@sesischools.com
Ricardo Waddy	Director of Programs and Careers	ricardo.waddy@sesischools.com
Saraena Serbia	Partnerships & Engagement Lead	saraena.serbia@sesischools.com
Bianca Clark	Community Partner	bclark@superiorambulance.com
Ms. Natasha Jones (student, Terrance Clay)	Parent	
	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	6/21/23	6/21/23
Reflection: Curriculum & Instruction (Instructional Core)	10/20/23	10/31/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	10/20/23	10/31/23
Reflection: Connectedness & Wellbeing	10/20/23	10/31/23
Reflection: Postsecondary Success	10/20/23	10/31/23
Reflection: Partnerships & Engagement	10/20/23	10/31/23
Priorities	10/20/23	10/31/23
Root Cause	10/20/23	10/31/23
Theory of Acton	10/20/23	10/31/23
Implementation Plans	10/20/23	10/31/23
Goals	10/20/23	10/31/23
Fund Compliance	10/20/23	10/31/23
Parent & Family Plan	10/20/23	10/31/23
Approval	11/3/23	11/3/23

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	10/26/23
Quarter 2	1/12/24
Quarter 3	4/11/24
Quarter 4	6/11/24

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
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	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

We do not have metrics in IAR math and reading, iReady, Reading and Math, TS Gold or Skyline. 0% of 10th graders met PSAT benchmarks in the Overall category. 11% of students met or exceeded benchmarks in ELA, 6% are approaching benchmarks in ELA and 83% need strengthening in ELA benchmarks. Based on this data, we need to prioritize teaching ELA and math standards and test-taking strategies on standardized tests. For the STAR Math data, we did see a slight increase in students at or above the benchmark, however, 82% of students are not meeting benchmarks in math and 9% are on watch for not meeting benchmarks in math. This means that planning and instruction needs to prioritize strengthening math skills across the scope and sequence of the math curriculum across grade levels, depending on where individual students are struggling.

What is the feedback from your stakeholders?

The school's curriculum needs to be more fully developed and should include assessment planning for each unit in each subject. The team also needs to evaluate the curriculum's effectiveness in promoting cultural awareness and responsiveness. Life and transition skills should be included in the curriculum to include financial literacy. Not all staff are always aware of their own personal biases that are based on their own personal life experiences, culture and socio-economic status. We need to be more understanding about individual student circumstances on a daily basis. The school needs to improve its overall communication process with parents. School staff have highlighted the need to involve students and parents in decision-making regarding programs and activities. Teachers expressed the need for a communication outlet and voice outside of the established administrative process.

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?

The CIWP team is evaluating the current curriculum for needed development and improvements, including unit assessments and possible materials upgrades. Departments have worked on curriculum mapping and built out standards-aligned units for each subject taught. Teachers have access to both textbooks and web-based curriculum materials. Lesson plans are differentiated to address multiple ability levels and needs in the classroom. The school needs to develop a more comprehensive program/plan for English learners. Regarding Universal Design for Learning, teachers employ the "I Do, We Do, You Do" strategy to engage student interest, maintain student interest and foster independence and mastery. A PD has been scheduled to discuss the concepts of personal biases and actively advocating for those who may not be represented in our school story. Administration is currently working on developing better access for parents to the school's database (Edsby) to allow for easy and direct communication with staff and to inform parents of calendar events and activities. The Excel Staff is highly empathic and understanding with regard to the cultures beliefs and value of all stakeholders, including

- [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.




Student academic ability levels in reading and math are significantly below grade level, making it difficult to use grade-level texts. Adjusting and differentiating grade-level instruction can be a disadvantage in preparing students for standardized tests, such as the PSAT/SAT and the Illinois Science Assessment. Not all teachers are making adjustments to assessment practices that allow students different ways to express their understanding of learning objectives. Student-centered, curriculum-based and growth based assessment should be considered as part of an overall plan to deliver differentiated instruction that meets the needs of all learners through tiered instruction

differentiated instruction that meets the needs of all learners through direct instruction (i.e. considering content, process and product differentiation in the curriculum and lesson planning process). Students need to learn college and career competency skills that will prepare them for either scenario and should start preparing upon entry into the program at all grade levels; 9-12.

students, parents, staff and community members. We recognize that not all staff are fully aware their own cultural biases and that we need to provide annual training on cultural bias and awareness. Through parent meetings, surveys and student government, stakeholders are given the opportunity to contribute to decisions regarding programming and activities in the school. To address teachers' desire to be heard by administration regarding their input on the operation of the school, a "Teacher's Voice" meeting was added, giving teachers a direct line of communication and influence with regard to teacher issues and administrative response. The school administration is open to critique and take constructive criticism from the district and its stakeholders, including students. We receive feedback from student government (The Bulls) on a variety of issues that are important to the students and have made corresponding changes. We have accepted feedback from our teachers, specifically, a request to include a teachers' lounge is being considered right now. We invite parents to parent meetings where they have the opportunity to provide feedback and ideas to school administration and teachers. The school stays informed of topics and issues that are important to students through daily Guided Group Intervention meetings with students, where they are given the opportunity to discuss and problem-solve real-life struggles and challenges, from relationships to violence in the community.


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Inclusive & Supportive Learning Environment

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	<p>Currently, the school utilizes the Behavioral Health team to evaluate referrals from teachers regarding behavioral and social/emotional concerns and then works collaboratively with teachers to develop intervention plans at the tier II and III levels, as well as suggestions for improved tier I interventions. The school has created an internal database to receive data on academics performance, behavioral/social-emotional functioning and attendance. Academically, students receive math and reading interventions through the IXL program so they can develop academic skills and address individual learning gaps. The school does not use or have access to the Branching Minds platform. LRE movement data is still being developed in the new database system. The school's LRE data is as follows: LRE 1 - 73.3%, LRE 2 - 23.3%, LRE 3 - 3.3%. This data indicates that we have set a high priority on placing students in the least restrictive environment and that we have the educational infrastructure and high teacher to student ratio necessary to maintain high rates of inclusion. During the 2022-2023 school year, Excel Englewood maintained 100% compliance for completion of both triennial evaluations and IEPs. All teachers have access to student IEPs and core classes are co-taught by a special education teacher. The Director of Diverse Learners holds weekly meetings to review student progress with the instructional team and to plan any needed changes or improvement to current accommodations and intervention plans. ACCESS test scores indicated that no students were performing at grade level.</p>	 <p>Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement</p>
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		<p>Annual Evaluation of Compliance (ODLSS)</p>
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	<p>What is the feedback from your stakeholders?</p> <p>The school needs to operationalize how to use the data provided in the student database on academics, behavior and attendance. Data needs to be tracked and regularly evaluated to determine next steps. The MTSS program needs to be further developed (beyond addressing learning gaps through remediation) to also address students who are struggling with curriculum-based skills and concepts. The school currently does not have an EL endorsed teacher on staff.</p>	<p>Quality Indicators of Specially Designed Curriculum  EL Program Review Tool</p>
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	<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>Departments worked at the beginning of the school year to create long-term plans by creating curriculum maps for each subject that are aligned with the Illinois Learning Standards. The school is actively recruiting current staff to pursue EL endorsement and prioritizing EL endorsement among any new hires. Currently, there is one EL student who will be enrolled in the school during the 23/24 school year. The ELL Coordinator is working with our ELL liaison to receive guidance on program implementation and to work on compliance. EL students will meet at the beginning of the year with the ELL Coordinator to go over the supports that will be in place for them. The ELL Coordinator is working on a tracking spreadsheet to monitor EL student progress and interventions. The school has developed programs, including EMR, culinary arts/Safe-Serve, CNA program opportunities and fork-lifting</p>	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.			



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 CIWR.

We need to do a better job of identifying which students need MTSS interventions and of tracking individual student progress and movement between tiers to facilitate effective academic interventions in a timely manner. **Students who are struggling at different points throughout the school year are not consistently being assessed and identified so that adequate MTSS interventions can be planned and implemented.** 


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Connectedness & Wellbeing


Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>BHT Key Component Assessment</p> <p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>SEL Teaming Structure</p>	<p>Based on data in the BHT database, 100% of students receiving interventions were able to transition back to tier I.  The school offers programs in EMR, Culinary/Safe-Serve, CNA and fork-lifting for OST. The school did not meet its CIWP goal of 73% overall attendance rate for 2023. Dashboard indicates a current overall attendance rate of 70.7%. The school has set up structures to address attendance problems, including a truancy officer, home visits, ASN programming and a reentry program, all of which are designed to work with student and family issues that are obstacles to consistent attendance. The school has developed an Enrichment program designed to engage students in a learning process of self-reflection and social skills attainment in lieu of more restrictive, exclusionary disciplinary practices. Students in the program are given the opportunity work with staff to complete assignments and reflection exercises. Multiple student voice surveys are administered to students, including the 5 Essentials survey, the Barriers Survey, the Climate Survey. The school has a student government program (The Bulls) that allows student representation/collective perspectives and decision making in the school. There is no data available currently on EOY dropout rate. Excel Englewood uses Ori Learning for its SEL curriculum, not Skyline. Students meet in groups daily through the Guided Group Intervention program to work on social/emotional skills using the Ori SEL curriculum. The school offers a variety of after-school programs that are student-centered, including EMR, Chicago Academy (Walmart).</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p>
Yes	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p>
Yes	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	<p>What is the feedback from your stakeholders? </p> <p>The school needs to collect dropout rate data through its reentry program efforts throughout the school year. The Ori Learning program needs to be implemented on a more consistent basis and data collected needs to be used to improve the program. The school currently does not have any academically-based after-school programs.</p>	<p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		

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 often miss school due to real-life financial and other challenges. They often get jobs that interfere with school. Students and parents often move and change phone numbers without informing the school, making it difficult to locate/contact students regarding truancy issues. Some students don't qualify for STLS, but still have problems traveling to school for various reasons. 

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?

The school is currently working on developing a more formalized, intentional reentry plan for each student. More consistent implementation of Ori learning is being discussed and planned for the 2023-2024 school year. We need to do an internal audit to make sure the data in Dashboard regarding OSS matches data in Aspen. 

[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	<p>College and Career Competency Curriculum (C4)</p> <p>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).</p>	<p>Once students are identified as seniors (identified as students who are eligible to graduate, per their enrollment date) receive an outline of senior requirements. Seniors apply to three or more institutions of higher education, enlist in the military, or apply to gain meaningful fulltime employment. The graduation rate has been maintained at 90% or higher in the 10 years the school has been in operation. The school currently offers early college credit for qualifying students (based on City College requirements that include minimum attendance rates, GPA and SAT score). For the 22/23 school year, 9 out of 10 students targeted to complete the program successfully did so. All seniors completed the Learn, Plan, Succeed metrics. 100% of seniors completed the KPI requirements. </p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p>
Yes	<p>Individualized Learning Plans</p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		

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

What is the feedback from your stakeholders?

The school currently does not have annual plans for non-seniors. 📌

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?

PLT is working to implement that all students receive an early college course and or certification throughout their high school career. The school is currently working on adding to its available certification programs to improve opportunities for students post-graduation, such as EMR added as an elective Safe Serve, nursing certification and fork-lift certification. 📌

College Enrollment and Persistence Rate
9th and 10th Grade On Track
Cultivate (Relevance to the Future)
Freshmen Connection Programs Offered (School Level Data)

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

Students need to be able to visualize the benefits of enrolling in a certification plan, college or early college credit course. Students often choose "quick-fix" solutions by getting minimum wage jobs to deal with immediate family and financial needs. 📌

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Using the associated references, is this practice consistently implemented?	References
Yes	Spectrum of Inclusive Partnerships
Yes	Reimagining With Community Toolkit
Partially	Student Voice Infrastructure Rubric

What are the takeaways after the review of metrics?

The school has an active Parent Advisory Committee (PAC) that meets monthly. This group is informed regarding Title I funding and is given the opportunity to provide input and suggestions regarding school climate and culture, attendance, programming and post-secondary preparation. The school has fostered productive and student-centered partnerships with many community members, including Westcare rehab and counseling services, Dovetail parent training, Youth Advocacy Program (SPARCS), Becoming a Man (BAM), Focus Fairies mentoring program, church groups, Superior Ambulance (they also work with our parents). Parents are informed about school events, programs and meetings and are always given the opportunity to contribute and voice their concerns. There are ample volunteer opportunities in the school, as long as parents complete the CPS volunteer process. The school supports a student government (known as The Bulls). Students who are Bulls meet several times per week and discuss changes they want implemented in the school, events they would like to plan and general school improvements. 📌

What is the feedback from your stakeholders?

There needs to be a more clear rubric/path for student leadership opportunities and roles. A plan needs to be developed to give students more opportunities to have an impact on the community and society as a whole. 📌

Metrics
Cultivate
5 Essentials Parent Participation Rate
5E: Involved Families
5E: Supportive Environment
Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)
Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Formal and informal family and community feedback received locally. (School Level Data)

What student-centered problems have surfaced during this reflection?

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

Students are slow, or reluctant to buy in to various programs and resources that we have to offer, such as rehab, counseling and training programs. The school has historically low parent participation in school-related functions and school-involvement. Parents are reluctant to complete the CPS volunteer process. 📌

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?

The student government program model is being revisited to determine needed improvements that will foster leadership, character and opportunities for growth for all members. 📌

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Currently, the school utilizes the Behavioral Health team to evaluate referrals from teachers regarding behavioral and social/emotional concerns and then works collaboratively with teachers to develop intervention plans at the tier II and III levels, as well as suggestions for improved tier I interventions. The school has created an internal database to receive data on academics performance, behavioral/social-emotional functioning and attendance. Academically, students receive math and reading interventions through the IXL program so they can develop academic skills and address individual learning gaps. The school does not use or have access to the Branching Minds platform. LRE movement data is still being developed in the new database system. The school's LRE data is as follows: LRE 1 - 73.3%, LRE 2 - 23.3%, LRE 3 - 3.3%. This data indicates that we have set a high priority on placing students in the least restrictive environment and that we have the educational infrastructure and high teacher to student ratio necessary to maintain high rates of inclusion. During the 2022-2023 school year, Excel Englewood maintained 100% compliance for completion of both triennial evaluations and IEPs. All teachers have access to student IEPs and core classes are co-taught by a special education teacher. The Director of Diverse Learners holds weekly meetings to review student progress with the instructional team and to plan any needed changes or improvement to current accommodations and intervention plans. ACCESS test scores indicated that no students were performing at grade level.

What is the feedback from your stakeholders?

The school needs to operationalize how to use the data provided in the student database on academics, behavior and attendance. Data needs to be tracked and regularly evaluated to determine next steps. The MTSS program needs to be further developed (beyond addressing learning gaps through remediation) to also address students who are struggling with curriculum-based skills and concepts. The school currently does not have an EL endorsed teacher on staff.

What student-centered problems have surfaced during this reflection?

We need to do a better job of identifying which students need MTSS interventions and of tracking individual student progress and movement between tiers to facilitate effective academic interventions in a timely manner. Students who are struggling at different points throughout the school year are not consistently being assessed and identified so that adequate MTSS interventions can be planned and implemented.

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?

Departments worked at the beginning of the school year to create long-term plans by creating curriculum maps for each subject that are aligned with the Illinois Learning Standards. The school is actively recruiting current staff to pursue EL endorsement and prioritizing EL endorsement among any new hires. Currently, there is one EL student who will be enrolled in the school during the 23/24 school year. The ELL Coordinator is working with our ELL liaison to receive guidance on program implementation and to work on compliance. EL students will meet at the beginning of the year with the ELL Coordinator to go over the supports that will be in place for them. The ELL Coordinator is working on a tracking spreadsheet to monitor EL student progress and interventions. The school has developed programs, including EMR, culinary arts/Safe-Serve, CNA program opportunities and fork-lifting

Return to Top Determine Priorities

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

Students...
We need to do a better job of identifying which students need MTSS interventions and track individual student progress and movement between tiers to facilitate effective academic interventions in a timely manner. Students who are struggling at different points throughout the school year are not consistently being assessed and identified so that adequate MTSS interventions can be planned and implemented.

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.

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

As adults in the building, we...
We have not prescribed for teachers the process by which they should identify students who need academic interventions, the types of interventions they require, how long the interventions should be implemented before determining their appropriate MTSS tier and how students should be assessed for this purpose throughout the MTSS process.

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.

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What is your Theory of Action?

If we....
If we work together as a team to develop an agreed upon, standardized process of MTSS assessment, intervention (including type and duration) and tier determination for each student in need

then we see....
Then we see appropriate and timely support for students who have been accurately assessed and identified for individual relevant interventions

which leads to...
Improved performance on identified skills deficits and understanding of learning objectives.

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.

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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
Anthony Ethridge, Principal



Dates for Progress Monitoring Check Ins

Q1 10/26/23 Q3 4/11/24
Q2 1/12/24 Q4 6/11/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Develop an assessment plan, expectations and procedures for teachers to ensure students are identified as needing MTSS interventions and criteria for determining if/when a student moves from one tier to the next and/or no longer requires interventions	Ethridge, with the support of the school's leadership team (Resource Team), teachers, behaviors staff and Behavioral Health Team.	10/26/23	In Progress
Action Step 1	Meet with stakeholders during Common Planning Time to discuss this priority and establish a common understanding of objectives, as well as next steps.	Ethridge, with the support of the school's leadership team (Resource Team), teachers, behaviors staff and Behavioral Health Team.	10/19/23	In Progress
Action Step 2	Meet with stakeholders during Common Planning Time to determine criteria that will be used to determine a student's need for Tier II interventions, including assessments and interventions to be used, length of interventions and criteria for returning to Tier I or moving to Tier III, as well as determine any professional development needed by teaching staff regarding assessment and/or interventions	Ethridge, with the support of the school's leadership team (Resource Team), teachers, behaviors staff and Behavioral Health Team.	10/19/23	In Progress
Action Step 3	Present MTSS plans developed in steps 1 and 2 to the CIWP team for input and any suggested changes	Ethridge	9/15/23	Not Started
Action Step 4	Finalize the MTSS plan and create a plan to address professional development needs identified in Step 2	Entire CIWP team	10/26/23	Not Started
Action Step 5	Document MTSS plan in a written manual describing MTSS program and practices	CIWP Team	10/31/23	Select Status
Implementation Milestone 2	Develop an intervention resource bank of best practices for teachers to access, add to and implement at different MTSS tiers.	Ethridge	11/17/23	Not Started
Action Step 1	Research the most effective interventions for skills development in each subject across the scope/sequence of the respective curricula/state standards	Ethridge	10/26/23	Not Started
Action Step 2	Create electronic database for teachers to contribute shared interventions/resources that have worked for them	Ethridge	10/20/23	Not Started
Action Step 3	Purchase any new resources and interventions needed	Ethridge	11/9/23	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status


Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones




SY25 Anticipated Milestones	In 2025, we anticipate the further development of the MTSS program with the improvement of, consistent use of and training for our shared database for the tracking of student progress across MTSS tiers. 
SY26 Anticipated Milestones	In 2026, we anticipate using the school's electronic database and reports to conduct regular assessments of the overall quality of the MTSS program be evaluating student performance and trends over time and to develop a system for program improvement. 

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
Every student identified as needing MTSS intervention in English/Language Arts who maintains at least a 70% attendance rate will make at least one grade level of growth in reading fluency, comprehension and written expression as measured by IXL assessment measures after being enrolled for at least two semesters.	Yes <input type="checkbox"/>	Other <input type="text"/>	Other [Specify] Students in MTSS Tier II and III	10	40	60	80
			Select Group or Overall				
Every student identified as needing MTSS interventions in math who maintains at least a 70% attendance rate will make at least one grade level of growth in math computation and problem-solving, as measured by IXL assessment measures after being enrolled for at least two semesters.	Yes <input type="checkbox"/>	Other <input type="text"/>	Other [Specify] Students in MTSS Tier II and III	10	40	60	80
			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
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The CIWP team will work collaboratively with stakeholders to improve the school's MTSS program by standardizing processes, procedures and expectations for assessment, identification and intervention practices for students struggling in academics and/or	The CIWP team will work collaboratively with stakeholders to further develop the MTSS program with the improvement of, consistent use of and training for our shared database for the tracking of student progress across MTSS tiers, as measured by a written manual	The CIWP team, will have an established quality management system in place for the assessment of the school's MTSS practices, as measured by an MTSS program Rubric developed by the CIWP team.
<input type="text"/>			
Select a Practice			

Return to Top **SY24 Progress Monitoring**

Resources: 

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Every student identified as needing MTSS intervention in English/Language Arts who maintains at least a 70% attendance rate will make at least one grade level of growth in reading fluency, comprehension and written expression as measured by IXL assessment measures after being enrolled for at least two semesters.	Other	Other [Specify] Students in MTSS Tier II and III	10	40	No Progress	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Every student identified as needing MTSS interventions in math who maintains at least a 70% attendance rate will make at least one grade level of growth in math computation and problem-solving, as measured by IXL assessment measures after being enrolled for at least two semesters.	Other	Other [Specify] Students in MTSS Tier II and III	10	40	No Progress	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
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The CIWP team will work collaboratively with stakeholders to improve the school's MTSS program by standardizing processes, procedures and expectations for assessment, identification and intervention practices for students struggling in academics and/or behavioral/social-emotional realms, as measured by a written plan, rubric or manual describing the school's MTSS program.	Limited Progress	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	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.
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?

Based on data in the BHT database, 100% of students receiving interventions were able to transition back to tier I. The school offers programs in EMR, Culinary/Safe-Serve, CNA and fork-lifting for OST. The school did not meet its CIWP goal of 73% overall attendance rate for 2023. Dashboard indicates a current overall attendance rate of 70.7%. The school has set up structures to address attendance problems, including a truancy officer, home visits, ASN programming and a reentry program, all of which are designed to work with student and family issues that are obstacles to consistent attendance. The school has developed an Enrichment program designed to engage students in a learning process of self-reflection and social skills attainment in lieu of more restrictive, exclusionary disciplinary practices. Students in the program are given the opportunity work with staff to complete assignments and reflection exercises. Multiple student voice surveys are administered to students, including the 5 Essentials survey, the Barriers Survey, the Climate Survey. The school has a student government program (The Bulls) that allows student representation/collective perspectives and decision making in the school. There is no data available currently on EOY dropout rate. Excel Englewood uses Ori Learning for its SEL curriculum, not Skyline. Students meet in groups daily through the Guided Group Intervention program to work on social/emotional skills using the Ori SEL curriculum. The school offers a variety of after-school programs that are student-centered, including EMR, Chicago Academy (Walmart).

What is the feedback from your stakeholders?

The school needs to collect dropout rate data through its reentry program efforts throughout the school year. The Ori Learning program needs to be implemented on a more consistent basis and data collected needs to be used to improve the program. The school currently does not have any academically-based after-school programs.

What student-centered problems have surfaced during this reflection?

Students often miss school due to real-life financial and other challenges. They often get jobs that interfere with school. Students and parents often move and change phone numbers without informing the school, making it difficult to locate/contact students regarding truancy issues. Some students don't qualify for STLS, but still have problems traveling to school for various reasons.

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?

The school is currently working on developing a more formalized, intentional reentry plan for each student. More consistent implementation of Ori learning is being discussed and planned for the 2023-2024 school year. We need to do an internal audit to make sure the data in Dashboard regarding OSS matches data in Aspen.

Determine Priorities

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Resources: 

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

Students...
 Students often miss school due to real-life financial and other social challenges. They often get jobs that interfere with school. Students and parents often move and change phone numbers without informing the school, making it difficult to locate/contact students regarding truancy issues. Some students don't qualify for STLS, but still have problems traveling to school for various reasons. As a school, we are still working on addressing the basic life skill needs for our students as well as academic needs.

[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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Resources: 

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

As adults in the building, we...
 Students are slow, or reluctant to buy in to various programs and resources that we have to offer, such as rehab, counseling and training programs. The school has historically low parent participation in school-related functions and school-involvement. Parents are reluctant to complete the CPS volunteer process. We struggle with sufficient staff support due to staffing shortages. Some programs were not adequately supported due to these shortages. Also staff are required to multitask and some programs lacked consistency which led to poor student engagement.

[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?

Resources:

If we....
analyze and evaluate data collected from student surveys pertaining to programming needs based upon student interest. Then we can support effective programs by creating a schedule that will align with our current staff so that our community partners and students are supported.

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....
improved student attendance, staff participation and productive programming that will address students academic and social emotional needs.

which leads to...
quality programming, improved academic performance, improve on post secondary outcomes, increased employee engagement

[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
Climate Team Chair, Director of Programing

Dates for Progress Monitoring Check Ins
Q1 10/26/23 Q3 4/11/24
Q2 1/12/24 Q4 6/11/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Provide a program quality assessment survey to students			Completed
Action Step 1	We created the Barriers survey for students to complete			Completed
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Evaluate and Analyze Data			In Progress
Action Step 1	We are still implementing the survey			Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Create programming schedule			In Progress
Action Step 1	Director of programing is collecting data on all programs to create a schedule			In Progress
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Provide program expectations and standards to new and returning programs.			In Progress
Action Step 1	Director of programing is scheduling meetings with program leads to determine program expectation			In Progress
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
To continue to work on maintaining high quality programs versus quantity.

SY26 Anticipated Milestones

[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]



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

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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
Improve student attendance rating	Yes	Increase Average Daily Attendance	Overall				
			Overall				
	Select Answer	Select Metric	Select Group or 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&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Based on the results of the survey given to students, we will implement the suggested changes by student to help improve engagement and attendance.		
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.	Continue to be fair firm consistent with the implementation of our model and to address student SEL needs.		
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Improve student attendance rating	Increase Average Daily Attendance	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status

[Jump to...](#)
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[Progress Monitoring](#)

[Reflection](#)
[Root Cause](#)
[Implementation Plan](#)
[Select metric](#)

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

Select Group or Overall

Connectedness & Wellbeing

Select Status

Select Status

Select Status

Select Status

Practice Goals

Progress Monitoring

Identified Practices

SY24

Quarter 1

Quarter 2

Quarter 3

Quarter 4

C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.

Based on the results of the survey given to students , we will implement the suggested changes by student to help improve engagement and attendance.

On Track

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.

Continue to be fair firm consistent with the implementation of our model and to address student SEL needs.

On Track

Select Status

Select Status

Select Status

Select a Practice

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

Required Reading Goal

Select a Goal

Optional Goal

Select a Goal

Student Groups	Baseline	SY24	SY25	SY26

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.



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