CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name 👍	Role 👍	Email 👍
Eileen Treacy	Curriculum & Instruction Lead	ettreacy@cps.edu
Balssam Tommalieh	Inclusive & Supportive Learning Lead	bmalhas2@cps.edu
Mary Gosche	Inclusive & Supportive Learning Lead	mgosche@cps.edu
Leon Mangum	Connectedness & Wellbeing Lead	lmangum@cps.edu
Pamela Guy	Postsecondary Lead	pguy@cps.edu
Jessica Keirns	LSC Member	jlkeirns@gmail.com
Nestor Garces	Curriculum & Instruction Lead	nagarces@cps.edu
Liz VanderLaan	Partnerships & Engagement Lead	evanderlaan@youth-guidance.org
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David Stachowiak	AP	dtstachowiak@cps.edu
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	5/25/23	5/25/23
Reflection: Curriculum & Instruction (Instructional Core)	6/5/23	6/5/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/27/23	6/27/23
Reflection: Connectedness & Wellbeing	6/27/23	6/27/23
Reflection: Postsecondary Success	6/27/23	6/27/23
Reflection: Partnerships & Engagement	6/27/23	6/27/23
Priorities	7/18/23	7/25/23
Root Cause	7/18/23	7/25/23
Theory of Acton	7/18/23	7/25/23
Implementation Plans	8/1/23	8/8/23
Goals	8/1/23	8/8/23
Fund Compliance	8/15/23	8/22/23
Parent & Family Plan	8/15/23	8/22/23
Approval	8/22/23	8/31/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✏️	
Quarter 1	9/21/2023
Quarter 2	11/17/2023
Quarter 3	2/8/2024
Quarter 4	5/3/2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	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	STAR 🖌 11th grade Reading scores dropped from beginning to end of this year by 10 points. looking at reading, all GLs at benchmark are low Reading is an issue across network. Maybe network needs new approach/supports for reading. With reading -- yellow & red is above 75% (need for intervention - last year and this year - and haven't been able to lower it)	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	Trending up in math each year at each GL Looking at SY22-23 STAR 360 Math, 9th grade, by the spring improvement w/ at above benchmark 10th & 11th relatively no change 12th- begin & end in a similar spot, dip in the middle Looking at SY22-23 STAR 360 ELA 9th & 12th relatively no change 10th - similar, but by the spring movement from urgent intervention to intervention 11th grade - worse across the year GRADE DISTRIBUTION Passing rates in WL are significantly lower than other courses (under 80%) PASS RATES Pass rates - (generally 80% and up regardless of content or GL) EXCEPT English -lowest is 10th grade 77.73% / fine arts - lowest is 11th grade 70.59% / world lang - 9th 75% & 10th 66.67% Overall passing rate - 9th 89.25% / 10th 82.93% / 11th 83.29% / seniors 92.69% AREAS OF NEED → 10th & 11th ATTENDANCE Grades by attendance --> we have students who have an 80% - 100% attendance rate (they're in class) --> 79 students with Fs 0-60% attendance rate -- 41 with A FOT/SOT 9th graders -- largest numbers of Ds and Fs English & science 10th graders -- largest numbers of Ds and Fs world lang high rate of failing in non-DL/non-EL black males students not close to the standard (according to star 360) in ELA are still getting relatively good grades co-taught- students are doing worse than those taught indiv by teacher Highest number of As and highest number of Fs for non-core for 10th graders Would be interested in on-pace data & GL specific attendance data 10th graders - black males & females highest number of Ds and Fs than anyone else ACCESS District-wide 10% & at Foreman 11% in making 60% growth Influx of newcomers Missing a breakdown by domain (typically do better in reading & writing VS listening & speaking)	STAR (Reading)
No	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** Academic Press 🖌 Overall agree/most of the time in all areas Highest disagree & strongly disagree/once in a while & never is in: "this class challenges me" "this class requires me to work hard to do well" "teacher asks difficult questions in class" "teacher asks difficult questions on test" In line with learning walk data w/ a need for differentiation for challenges St to St discourse is needed English instruction/curriculum is flat lined across → skyline for all 4 levels According to p16 inconsistency w/ curriculum & instruction	STAR (Math) iReady (Reading) iReady (Math) Cultivate
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Grades ACCESS TS Gold
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 Guide		Interim Assessment Data

Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

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

Related Efforts In Progress
CRT initiative from ILT
MTSS and GLT structure supports instruction, targeted interventions
ILT PDs /learning walks centered on differentiation
Some staff trained on CRT practices through student engagement and civics office.

More than training, need follow-through, accountability, and ensure they understand the value
Differentiation for staff PDs

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.

1. Students are not receiving the supports they need in reading or may be stuggling in other classes because they are not at grade level in reading. 2. Students need additional support in English and Science because this is where most Ds and Fs are occurring. 3. Non-DL/EL black males need additional support because they have the highest failure rate. 4. Need support for black males and females in 10th grade becuase they have the highest failure rate as a demographic.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	DL/IEP *21% of our students have IEPs *Similar percentage of students with IEPs across grades 9-11 (19%/20%) with our 12th grade class 30% *We have a larger population of students with IEPs (and a greater need for students who require LRE3) than the district (due to our cluster program) *Through IEPs, placement for LRE is determined (between case manager & all of the student's teachers) MTSS *All goals have an aspect or more touched upon *Most subgoals have been touched upon *Systems and structures in place for individual teachers, GLTs, and departments to provide student supports *PSP and progress monitoring implemented individually and built out through GLTs (and reflected upon per quarter) *All goals related to BrM are completed and/or started. *Need more accountability to see what staff members are doing and be able to measure progress, and determine if there has been a response to the interventions & next steps EL *Based on the attached data, it shows all of the ELs listed in the spreadsheet have at least one BIL/ESL certified teacher, but it isn't clear if they are part-time or full-time or if each students' schedule is in compliance *Through our EL coordinator and her evidence w/ OLCE, students are in compliance *No data on use of language-objectives in content areas	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?** BASED ON 5 ESSENTIALS ACADEMIC PRESS *Academic Press (Teachers expect students to do their best and to meet academic demands) rated weak across the past three years (2019, 2021, 2022) *2022 rated the lowest *Highest scores for "never" or "once in a while" were for the class "challeging" them, "require them to work hard to do well," or being "asked difficult questions" in class or on tests	
Partially	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	**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?** EFFORTS IN PROGRESS *MTSS - Responses of staff of interventions implemented, but don't have progress monitoring as a result of indiv interventions. Working on progress being made by the intervention through the increase of usage of Branching Minds next school year. New MTSS interventionist position. *EL - Large influx of EL newcomers. Principal has requested and is requiring all core area teachers (English, Math, Science and Social Science) that do not hold an EL endorsement to enroll in a Bilingual or ESL endorsement program within 6 months and obtain the endorsement within 18 months to support our specific student population needs.	
No	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 CIWP.

(1) Not all students who need interventions are receiving it during class-time and/or it is not being documented.
(2) Closer review of students accommodations and modifications in their IEP (potentially resulting in their placement of LRE) to ensure the best supports for students' needs, especially as they progress over the years.

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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	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	**Attendance Data:** -Students are enrolled but are not reporting to school on the first day (15% of the population). -Reflecting on weekly rolling attendance data, it is observed that by week 21 of the academic year, attendance falls and remains consistently in the lower 70% range and has for the past 3 school years with limited positive growth after the 21 week mark. **Infraction Data:** -Foreman has observed a 50% decrease in documented fights in comparison to the 2021-2022 SY. A greater decrease than that observed by Network 14. -Increase in documented level 1 and 3 infractions, while acknowledging that a new documentation process was implemented during the 2022-2023' SY. **Suspension Data:** - Reflects that suspension length has decreased in the 2022-2023 SY' (1.31 average length) in comparison to the 2021-2022 SY' (1.75 average length). -It is represented by 2022-2023 SY' that other interventions outside of school removal were more heavily explored than in the previous SY. **5-Essentials:** More than half of teachers indicate that gang activity is a problem to some extent or to a great extent. Gang affiliation was noted in only two incidents as documented in the infraction data	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** -Students are indicating that the most unsafe environement as reported in the 5-Essentials is the bathroom -Teachers are communicating that the most unsage environment in the school according to the 5-essentials are the hallways -More than 80% of teachers are indicating that student to student physical conflict is a problem -More than 80% of teachers are indicating that student disrespect of teachers is a problem to some extent or to a great extent	
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**
-Students are not informed as to what programs or resources are available to them -Suspension continues to be a highly used consequence, removing students from their learning environment - Connecting to classes physically as a result of cutting or absences continues to be a major concern	Development of PRIDE Room, development of Sensory room, training around Conscious Discipline

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	*12th Grade* - LPS preferred data less than 50%, Low enrollmemt in dual credit/no dual enrollments, AP enrollment is low *11th Grade*- 83% juniors dual credit classes. -There is a lack of sustainability with students in CTE at Junior level. *10th Grade:* Failure rates increased at Semester 1 and Semester 2. *9th Grade:* On track rate for 9th graders are down 5% from last year. Off Track 9th graders females has higher off track rate than males (Semester 1 and 2). Black Females has ontrack rate of 63%. compared to 77% of latino females . *9th grade ELL males*- Latino males 67%, Latino females 57%. Overall student decline of ECC certification gained.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		

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

What is the feedback from your stakeholders? ✍️

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? ✍️

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.

There are underlying issues affecting the academic progress and performance of 9th and 10th grade female students. ✍️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	The school has created opportunities for parents to participate in developing academic programs and influencing school curricula - went from strong to neutral. 47% of Teachers who responded believe parents had somewhat to a great deal of involved parents in the development of programs aimed at improving students' academic outcomes. 46% of the teachers that participated in the 5Es believe that the school includes parent leaders from all backgrounds in school improvement efforts. 41% of teachers that participated in the 5Es believe Develops formal networks to link all families with each other (for example: sharing parent directories, providing a website for parents to connect with one another, etc.). 38% Teachers report that the school encourage more involved parents/guardians to reach out to less involved parents/guardians. Supportive Environment remained at Neutral - with Expectation for post secondary education (by teachers) and Safety (by students) being the weaker areas. Based on the data there might be a need for teachers to be better infomed on their influence to curriculum within the existing parent organizations. Students percieve their parents to be much more helpful than the teachers believed. Teacher to parent trust went down compared to the previous year (perhaps due to pandemic availability). ✍️	Cultivate
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		5 Essentials Parent Participation Rate

5E: Involved Families

5E: Supportive Environment

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

Formal and informal family and community feedback received locally. (School Level Data) |
| Partially | School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). | Student Voice Infrastructure Rubric | **What is the feedback from your stakeholders?**

Creative ways for two communication and parent organization structures to feel more empowered in their approaches and support. Conscious Discipline team established to go through training to improve relationship building among staff and students. A google form for parents to share feedback, questions, and/or suggestions for improving two way communication with parent organizations. We expect that the limitations of current times will be short lived moving forward. More information about parents (ie., language or reading barriers). Community partners have established solid relationships and communication with school community. ✍️ | |

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

Students have a negative perception of student safety within hallways and restrooms. Relationship building between teachers and students to improve student achievement.

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 counseling curriculum has been embedded for 9-12th grade. Shifts win PAC , BAC, and LSC is working more collectively towards improving parent involvement.   Student Voice structures are changing to increase more student voice and participation in the existing program.

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

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
No	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	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?

STAR
11th grade Reading scores dropped from beginning to end of this year by 10 points.
looking at reading, all GLs at benchmark are low
Reading is an issue across network. Maybe network needs new approach/supports for reading.
With reading -- yellow & red is above 75% (need for intervention - last year and this year - and haven't been able to lower it)
Trending up in math each year at each GL
Looking at SY22-23 STAR 360 Math,
9th grade, by the spring improvement w/ at above benchmark
10th & 11th relatively no change
12th- begin & end in a similar spot, dip in the middle
Looking at SY22-23 STAR 360 ELA
9th & 12th relatively no change
10th - similar, but by the spring movement from urgent intervention to intervention
11th grade - worse across the year
GRADE DISTRIBUTION
Passing rates in WL are significantly lower than other courses (under 80%)

What is the feedback from your stakeholders?

Academic Press
Overall agree/most of the time in all areas
Highest disagree & strongly disagree/once in a while & never is in:
"this class challenges me"
"this class requires me to work hard to do well"
"teacher asks difficult questions in class"
"teacher asks difficult questions on test"

In line with learning walk data w/ a need for differentiation for challenges

St to St discourse is needed
English instruction/curriculum is flat lined across → skyline for all 4 levels
According to p16 inconsistency w/ curriculum & instruction within same GL

What student-centered problems have surfaced during this reflection?

1. Students are not receiving the supports they need in reading or may be stuggling in other classes because they are not at grade level in reading. 2. Students need additional support in English and Science because this is where most Ds and Fs are occurring. 3. Non-DL/EL black males need additional support because they have the highest failure rate. 4. Need support for black males and females in 10th grade becuase they have the highest failure rate as a demographic.

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?

Related Efforts In Progress
CRT initiative from ILT
MTSS and GLT structure supports instruction, targeted interventions
ILT PDs /learning walks centered on differentiation
Some staff trained on CRT practices through student engagement and civics office.

More than training, need follow-through, accountability, and ensure they understand the value
Differentiation for staff PDs

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Determine Priorities

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

Students...

Students are not seeing growth towards proficiency in Reading skills which is impacting passing rates in Science and English classes and growth in Math and English standardized tests.

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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Root Cause

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

As adults in the building, we...

Departments are not reviewing data and addressing the teaching of reading skills in content areas.

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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Theory of Action

What is your Theory of Action?

If we....

If we implement a systematic data review structure around reading skills

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Curriculum & Instruction

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

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

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

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

then we see....

then we will see teams and departments implement reading strategies
and make curricular decisions to identify and address the teaching of reading skills relevant
to their content

which leads to...

which will lead to increased growth in standardized tests and higher passing rates across all
classes.

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 Team and Grade Level Teams

Dates for Progress Monitoring Check Ins

Q1	9/21/2023	Q3	2/8/2024
Q2	11/17/2023	Q4	5/3/2024

SY24 Implementation Milestones & Action Steps 🖐	Who 🖐	By When 🖐	Progress Monitoring
Implementation Milestone 1 — Establish and communicate a calendar with data cycles embedded and review norms and protocols around data review. Initial cycle of data review and action steps are in progress.	ILT and Admin	End of Q1	*Select Status*
Action Step 1 — ILT establishes norms and expectations around data review cycle and prof	ILT	9/8/23	*Select Status*
Action Step 2 — PLCs and departments conduct a review, and revise as necessary, of the c	GLTs, Departments, ILT	9/13/23	*Select Status*
Action Step 3 — ILT establishes protocols and processes for researching, identifying and se	ILT	9/13/23	*Select Status*
Action Step 4 — Departments determine how strategies will be implemented in alignment w	Departments, Admin, ILT	9/20/23	*Select Status*
Action Step 5 — All PLCs begin first cycle implementation (Plan, Do, Study, Act).	ILT, GLTs, Departments, Admin	9/22/23	*Select Status*
Implementation Milestone 2 — Data informed literacy strategies have been researched and identified. Stra	ILT, GLTs, Departments, Admin	End of Q2	*Select Status*
Action Step 1 — ILT continues to research and identify strategies within their disciplines.	ILT	End of Q2	*Select Status*
Action Step 2 — Departments continue to research best practices for implementing strategie	Departments	End of Q2	*Select Status*
Action Step 3 — PLCs continue with scheduled cycles already set on the calendar for Plan,	All PLCs, Admin	End of Q2	*Select Status*
Action Step 4 — Departments report glows and grows out to ILT.	Departments	End of Q2	*Select Status*
Action Step 5 —			*Select Status*
Implementation Milestone 3 — Assessment and revision of data cycles as indicated.	All PLCs, Admin	End of Q3	*Select Status*
Action Step 1 — ILT and PLCs review data (grades and Star 360) and revise cycle as neces	All PLCs, Admin	End of Q3	*Select Status*
Action Step 2 — ILT shares findings with departments.	ILT	End of Q3	*Select Status*
Action Step 3 — PLCs begin Q3 cycle.	All PLCs, Admin	End of Q3	*Select Status*
Action Step 4 —			*Select Status*
Action Step 5 —			*Select Status*
Implementation Milestone 4 — PLCs and departments actively participate in a data cycle from data review	All PLCs, Admin	End of Q4	*Select Status*
Action Step 1 — Continue with Q4 cycle.	ILT, GLTs, Departments, Admin	End of Q4	*Select Status*
Action Step 2 — Teachers identify successes and communicate them within their departmer	Departments	End of Q4	*Select Status*
Action Step 3 — ILT reviews successes and areas of growth identified in departments and F	ILT	End of Q4	*Select Status*
Action Step 4 — Establish action steps for SY25.	ILT, GLTs, Departments	End of Q4	*Select Status*
Action Step 5 —			*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones 🖐

Full integration of systems in place to make continual instructional decisions designed to improve reading instruction and research based instructional strategies to

SY26 Anticipated Milestones 🖐

Established an embedded system of data review across PLC's and departments to inform differentiated curricular decisions and strategies to support reading instr

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

Curriculum & Instruction

Goal Setting

Return to Top

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

					Numerical Targets [Optional] ✍		
Specify the Goal ✍	**Can this metric be frequently monitored?**	**Metric**	**Student Groups (Select 1-2)**	**Baseline** ✍	**SY24**	**SY25**	**SY26**
Departments will regularly review various data points (such as: formative, STAR 360, P/SAT data, khan academy, etc) to inform differentiated, curricular decisions and strategies to identify and address the teaching of reading skills relevant to their content area to achieve 10% growth on STAR 360 literacy assessment from the BOY to EOY.	Yes	STAR (Reading)	Overall				
			Overall				
Achieve 90% passing rate at every grade-level and within every department.	Yes	Grades	Overall	SY 22-23 Overall passing rate - 9th 89.25% / 10th 82.93% /			
			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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teacher surveys, learning walks, unit plans, REACH observations, student performance tasks.	Teacher surveys, learning walks, unit plans, REACH observations, student performance tasks.	Teacher surveys, learning walks, unit plans, REACH observations, student performance tasks.
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.	Teacher and student inventory survey, 5 Essentials, Culture and Climate Learning Walks	Teacher and student inventory survey, 5 Essentials, Culture and Climate Learning Walks	Teacher and student inventory survey, 5 Essentials, Culture and Climate Learning Walks
C&I:5 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.	Formatives, Star 360 data, IXL data, Kahn Academy data, Student performance tasks, agendas from departments, course teams, GLTs.	Formatives, Star 360 data, IXL data, Kahn Academy data, Student performance tasks, agendas from departments, course teams, GLTs.	Formatives, Star 360 data, IXL data, Kahn Academy data, Student performance tasks, agendas from departments, course teams, GLTs.

SY24 Progress Monitoring

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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**
formative, STAR 360, P/SAT data, khan academy, etc) to inform differentiated, curricular decisions and strategies to identify and address the teaching of reading skills relevant to their content area to achieve 10% growth on STAR	STAR (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
Achieve 90% passing rate at every grade-level and within every department.	Grades	Overall	SY 22-23 Overall passing		Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

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

Curriculum & Instruction

Progress Monitoring

Practice Goals

Identified Practices	SY24	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.	Teacher surveys, learning walks, unit plans, REACH observations, student performance tasks.	Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Teacher and student inventory survey, 5 Essentials, Culture and Climate Learning Walks	Select Status	Select Status	Select Status	Select Status
C&I:5 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.	Formatives, Star 360 data, IXL data, Kahn Academy data, Student performance tasks, agendas from departments, course teams, GLTs.	Select Status	Select Status	Select Status	Select Status

Connectedness & Wellbeing

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.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
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?

Attendance Data:
-Students are enrolled but are not reporting to school on the first day (15% of the population).
-Reflecting on weekly rolling attendance data, it is observed that by week 21 of the academic year, attendance falls and remains consistently in the lower 70% range and has for the past 3 school years with limited positive growth after the 21 week mark.

Infraction Data:
-Foreman has observed a 50% decrease in documented fights in comparison to the 2021-2022 SY. A greater decrease than that observed by Network 14.
-Increase in documented level 1 and 3 infractions, while acknowledging that a new documentation process was implemented during the 2022-2023' SY.

Suspension Data:
- Reflects that suspension length has decreased in the 2022-2023 SY' (1.31 average length) in comparison to the 2021-2022 SY' (1.75 average length).
-It is represented by 2022-2023 SY' that other interventions outside of school removal were more heavily explored than in the previous SY.

What is the feedback from your stakeholders?

-Students are indicating that the most unsafe environement as reported in the 5-Essentials is the bathroom
-Teachers are communicating that the most unsage environment in the school according to the 5-essentials are the hallways
-More than 80% of teachers are indicating that student to student physical conflict is a problem
-More than 80% of teachers are indicating that student disrespect of teachers is a problem to some extent or to a great extent

What student-centered problems have surfaced during this reflection?

-Students are not informed as to what programs or resources are available to them
-Suspension continues to be a highly used consequence, removing students from their learning environment
- Connecting to classes physically as a result of cutting or absences continues to be a major concern

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?

Development of PRIDE Room, development of Sensory room, training around Conscious Discipline

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Determine Priorities

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

Students...

Students seem to be disconnected for a variety of reasons, which could be linked to their individual and collective well-being, from their learning environment as seen through a collection of a variety of data that shows their absence from classes.

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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Root Cause

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

As adults in the building, we...

Teams and departments do not identify, clearly communicate, implement and monitor practices that all staff will commit to, that align to our mission and vision, that can lead to an impact of students relationship to their schooling experience.

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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Theory of Action

What is your Theory of Action?

If we....

develop an implementation plan addressing student-connectedness areas of the mission statement

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Connectedness & Wellbeing

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....

a continuous improvement cycle around Culturally Responsieve Teaching, Conscious Discpline, SEL centered instruction and equitable learning practices through deparments and teams

which leads to...

more connected and engaged students, as demonstrated by student attendance, student feedback and student discipline data.

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 and Culture Team

Dates for Progress Monitoring Check Ins

Q1	9/21/2023	Q3	2/8/2024
Q2	11/17/2023	Q4	5/3/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	A system that records/documents our response to student behavior and sc	Culture and Climate	Q1	Select Status
Action Step 1	Training the Culture Team members on how to use Branching minds for th	Culture and Climate	9/15/23	Select Status
Action Step 2	Our C&C will communicate to all staff how to utilize the system of documer	Culture and Climate	9/21/2023	Select Status
Action Step 3	Create a progress monitoring schedule to help determine whether or not th	Culture and Climate	Q1	Select Status
Action Step 4	Creating a quick and simple way to document moments of restorative prac	Culture and Climate	Q1	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Committing to strategic surveys to gather student feedback on connectedn	Admin and Culture and Climate	Q2	Select Status
Action Step 1	With Administration the C&C will establish a Cultivate Survey administratio	Admin and Culture and Climate	Q2	Select Status
Action Step 2	With Administration the C&C will establish a window of time to administer a	Admin and Culture and Climate	Q2	Select Status
Action Step 3	CDAT or C&C will create a Google form survey around connectedness and	Admin and Culture and Climate and CDAT	Q2	Select Status
Action Step 4	Establishing check in stations throughout the building to expand access or	Admin and Culture and Climate and CDAT	Q2	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Utilizing the PLC Culture & Climate Team to monitor the progress to create	Culture and Climate	Q3	Select Status
Action Step 1	Training our staff & external partners on utilizing Branching Minds as a sys	Culture and Climate	Q1	Select Status
Action Step 2	MTSS Interventionist will utilize BM data to present and collaborate with C	MTSS Interventionist	Q3	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	We will see a higher level of restorative practices utilized and interventions as a means to enhance relationship building among our stakeholder	✍️
SY26 Anticipated Milestones	The establishment of systems to document, utilize data, and monitor progress of our actions in increasing student connectedness and engager	✍️

Goal Setting

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Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	Numerical Targets [Optional] ✍		
					SY24	SY25	SY26
With a focus on proactive and reactive measures connecting teachers and all support staff the overall student attendance rates will increase from our current 73.84% to 80%, with an inrease of approximately 6% points overall.	Yes	Increase Average Daily Attendance	Other [Specify]-10th Grade Students	73.84%			
			Select Group or Overall				
School safety, defined as students encountering crime, violence or bullying, will increase from 40% to at least 60% by focusing on conflict resolution and consistent implementation of restorative practices.	Yes	Reduction in OSS per 100	Overall	40%			
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Utilizing branching minds the attendance office, the Re-entry specialist and the Youth Interventionists to track re-entry plan completion and the attendance rates of students returning from long absences.	Utilizing branching minds the attendance office, the Re-entry specialist and the Youth Interventionists to track re-entry plan completion and the attendance rates of students returning from long absences.	Utilizing branching minds the attendance office, the re-entry specialist and the youth interventionist will track re-entry plan completion and attendance rates of students returning from long absences.
C&W:3 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.	Track student participation in different programs while tracking participation from different populations.	Track student participation in different programs while tracking participation from different populations.	
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Assess Unit Plans to identify integration of Tier 1 Healing Centered supports, SEL curricula and instruction along side tracking of culture and climate culture walk data.	Assess Unit Plans to identify integration of Tier 1 Healing Centered supports, SEL curricula and instruction along side tracking of culture and climate culture walk data.	

SY24 Progress Monitoring

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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
With a focus on proactive and reactive measures connecting teachers and all support staff the overall student attendance rates will increase from our current 73.84% to 80%, with an inrease of approximately	Increase Average Daily Attendance	Other [Specify]-10th Grade Students	73.84%		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
School safety, defined us students encountering crime, violence or bullying, will increase from 40% to at least 60% by focusing on conflict resolution and consistent implementation of restorative practices	Reduction in OSS per 100	Overall	40%		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals   **Progress Monitoring**

Connectedness & Wellbeing

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.	Utilizing branching minds the attendance office, the Re-entry specia	Select Status	Select Status	Select Status	Select Status
C&W:3 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.	Track student participation in different programs while tracking partic	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.	Assess Unit Plans to identify integration of Tier 1 Healing Centered	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	Grades: Achieve 90% passing rate at every grade-level and within every de...	**Overall**	SY 22-23 Overall passing rate - 9th 89.25% / 10th 82.93			
		Overall				
Required Reading Goal	Grades: Achieve 90% passing rate at every grade-level and within every de...	**Overall**	SY 22-23 Overall passing rate - 9th 89.25% / 10th 82.93			
		Overall				
Optional Goal	Select a Goal					

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds.** **(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.

1. Achieve a 90% passing rate in every department. 2. Increase attendance rate to 85%.

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

Approval

Directions: Please download and complete the Approval Form. When the form is completed, upload it as a PDF at the "Click here to submit your approval form" link below. For further guidance on approving authorities, see CIWP Approval Guidance for School Leaders.

Click Here to Download the Approval Form

Click Here to Submit Your Approval Form