

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
Kimberly Porter	Principal	kporter1@cps.edu
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Jeanette Holmes	Postsecondary Lead	jwillis@cps.edu
Ronika Beane	Connectedness & Wellbeing Lead	rcbeane@cps.edu
Deahna Arjona (Mills)	Parent	arjona.deahna@gmail.com
Michael Fight	Partnerships & Engagement Lead	mfight1@cps.edu
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Melissa Smith	Teacher Leader	msmith13@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/13/23	6/26/23
Reflection: Curriculum & Instruction (Instructional Core)	7/13/23	7/21/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/13/23	7/27/23
Reflection: Connectedness & Wellbeing	7/13/23	7/27/23
Reflection: Postsecondary Success	7/13/23	7/28/23
Reflection: Partnerships & Engagement	7/13/23	7/28/23
Priorities	7/18/23	7/31/23
Root Cause	7/19/23	7/31/23
Theory of Acton	7/20/23	8/1/23
Implementation Plans	7/20/23	8/2/23
Goals	7/21/23	8/2/23
Fund Compliance	8/2/23	8/4/23
Parent & Family Plan	8/4/23	8/4/23
Approval	9/5/23	9/12/23

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	10/27/2023
Quarter 2	12/22/2023
Quarter 3	2/9/2024
Quarter 4	5/22/2024

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	-100% of teachers have access to high quality curricula materials, as Skyline has been fully adopted and supports Pre-K through 8th grade. -According to the references CPS High Quality Curriculum Rubric, Skyline satisfies all SIX (100%) requirements of a high quality curriculum. -School teams utilized a balanced assessment system (Checkpoint) to implement tri-annual Interim Assessments directly connected to our Tier 1 curriculum. Checkpoint assessments are also embedded within our high quality curriculum. To date, outside of Interim Assessments, less than 50% of Skyline assessments were utilized in K-8.	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
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions		
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document		

What is the feedback from your stakeholders?

The ILT and teachers worked and practiced this school year identifying instructional shifts to support effective teaching and learning. The teaching staff was concerned with the pacing of the Skyline Curriculum and the interim assessments. They felt that they couldn't keep up due to some students needing intensive intervention. The teachers do believe that the unit and interim assessments align with the Skyline Curriculum. The teachers have discovered after looking at the Cultivate data - the process and information should be explained. They also believe that K-3 should be given an opportunity to benefit from community building.

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 teacher teams have been engaged in conversations regarding the role of the assessment in a balanced assessment system. Teachers have considered the value of the type of data provided by the specific assessment based on grade level band. Teachers will expand and deepen learning through community-based inquiries that bridge learning to real-world problems, building understanding of our increasingly complex and interconnected world.

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 lack understanding especially in grades K-3rd of teachers facilitating instruction that honors students' identities, prioritizing relationships, and fostering community to facilitate deep engagement. Our students lack consistent high quality, curriculum-embedded assessments, including common unit assessments, that can be used to measure student learning and inform instructional decision making.

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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	Per the data 45% of Fort Dearborns population received tiered MTSS academic interventions, supports or services. Only 11% of students received tiered MTSS SEL & student supports, interventions, or services. Majority of students with academic goals assigned are not meeting the goals, despite intervention minutes being implemented due to lack of progress monitoring and entering data in Branching Minds	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		MTSS Integrity Memo		

Jump to...	Curriculum & Instruction	Inclusive & Supportive Learning	Connectedness & Wellbeing	Postsecondary	Partnerships & Engagement
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 Academic Tier Movement
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	What is the feedback from your stakeholders?		Annual Evaluation of Compliance (ODLSS)
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	-Teachers continue to agree that diagnostic and progress monitoring assessments should be used to identify specific skill gaps and monitor the progress of students receiving Tier 2 and Tier 3 interventions in Math and ELA. -EL & DL students are exposed to a highly rigorous curriculum and instruction		Quality Indicators of Specially Designed Curriculum
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?		EL Program Review Tool
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		-Acceleration programs are available for students during the summer to gain foundational and grade level instruction -The school currently employs a Spanish speaking miscellaneous worker to assist with communication with the student and family that does not speak English -Priority groups such as grades such as 1st, 2nd & 5th will be prioritized for special attention		
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 do not have access to high quality interventions. Students lack tiered academic and social-emotional interventions to supplement core instruction when needed to facilitate their success with grade-level standards specifically in priority grade levels. --EL students do not have full access to an ESL teacher or services for instructional services. -DL students IEP's does not always reflect the individual services needed for academic and social-emotional support (i.e distribution of minutes, appropriate goals/benchmarks, A&M's)					

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	BHT Key Component Assessment SEL Teaming Structure	-33% of the school population participate in our SCS program which includes enrichment programs to enhance student learning -Only 11% of students received tiered MTSS SEL & student supports, interventions, or services. -Our attendance YTD SY23 student attendance rate went up .05 to 89% from SY22 which was 88.5. Chronic absenteeism for SY23 is 44% and chronic truancy is 61% . The average attendance rate for our engagement priority students is 79.3 for SY23 -Fort Dearborn school partnerships - collaborative relationship between Children's Research Triangle (CRT)/Urban Therapeutic Solutions and Fort Dearborn Elementary School for social/supportive/therapeutic services and/or linkages/referrals. --Both programs also are designed to support in either creating or assessing Dearborn's Behavioral Health Team in facilitating BHT meetings. -0% of students were referred through the BHT referral form	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? -Students don't return consent forms to receive outside partnership services. -It's generally clusters of family that make up the chronic absentee list - they all have a historical past of chronic absences -Stakeholders agree that more students can use support for academics and social and emotional learning -Teachers are implementing SEL through the Skyline curriculum where they can. They all agree that they aren't using the SEL Second Step Curriculum like they should. -Stakeholders do believe that there are not enough activities that allow for student voice (i.e. student council, student led activities, etc)	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data)


Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?	
lack student voice and opportunities to feel a sense of belonging to the school community. They also lack the need to take ownership of their feelings toward others which ultimately impacts their attendance, behaviors and making sound decisions.	-The district provides a priority engagement list that the school will utilize to address student barriers -Teachers will continue to use the referral form for students that are in need of services -School teams will establish a student voice infrastructure that builds youth-adult partnerships in decision making, and centers student perspective and leadership at all levels of continuous improvement.		

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	College and Career Competency Curriculum (C4) 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).	-Data from Cultivate reveals that only an average of 47% of students grade 5th-8th report that they feel that instruction in all subject areas are relevant to their future (i.e. preparation for high school, success in the future, making a difference in the world, etc) 5th-43% 6th-55% 7th-24% 8th-67% -100% of 6th-8th grade students have completed their ILPs and been exposed to the Success Bound curriculum	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Yes	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
No	Work Based Learning Toolkit 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).		9th and 10th Grade On Track Cultivate (Relevance to the Future)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		Freshmen Connection Programs Offered (School Level Data)
N/A	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	PLT Assessment Rubric 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).		
N/A	Alumni Support Initiative One Pager 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).	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? Counselor will plan the curriculum with lesson that includes objectives that fit the student population/grade band and dates to provide consistency in service. School links will also be implemented	

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.

Although students complete ILPs and are exposed to platforms such as Naviance and Successbound there is not a complete understanding of the "why." The introductions and completions have been mostly for compliance without deep rich discussion. There is a lack of maturity of our students in the middle school. 

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>-Per data from Sustainable Community Schools Partnership parent survey with Fort Dearborn 42% of parents would like to volunteer in the classroom ; 38% volunteer in the afterschool program ;13% of parents would like to volunteer in the parent mentor program. -24% of parents say that they can benefit from activities in the community for the youth -44% of parents are interested in the community job fairs; 19% interested in resources for family needs (i.e. food, clothing, etc);29% interested in college and trade fairs. -Fort Dearborn school partnerships - collaborative relationship between Children's Research Triangle (CRT)/Urban Therapeutic Solutions and Fort Dearborn Elementary School for social/supportive/therapeutic services and/or linkages/referrals.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>-Stakeholders feel that the school lack parent participation in areas that involve student achievement such as parent report card p/u.  -Lack of parents included in the opportunities afforded by the SCS program for parental involvement and volunteering across the school community</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<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.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>Students do not have consistent access to student voice opportunities across the school community. Although they feel connected to their teachers and other staff they do believe having a voice will increase student engagement, student achievement, parent participation, and attendance </p>		<p>-A committee is being formed that includes most ESP's and the school counselor to create opportunities for student voice across the school community.  -More partnerships are being formed with outside agencies to address student concerns that impact the students academically. -Consistent data reviews of student and parent need survey in BHT and MTSS teams that will include community partners such as SCS</p>	

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.
Partially	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?

Per the data 45% of Fort Dearborns population received tiered MTSS academic interventions, supports or services. Only 11% of students received tiered MTSS SEL & student supports, interventions, or services. Majority of students with academic goals assigned are not meeting the goals, despite intervention minutes being implemented due to lack of progress monitoring and entering data in Branching Minds

What is the feedback from your stakeholders?

-Teachers continue to agree that diagnostic and progress monitoring assessments should be used to identify specific skill gaps and monitor the progress of students receiving Tier 2 and Tier 3 interventions in Math and ELA.
-EL & DL students are exposed to a highly rigorous curriculum and instruction

What student-centered problems have surfaced during this reflection?

-Students do not have access to high quality interventions. Students lack tiered academic and social-emotional interventions to supplement core instruction when needed to facilitate their success with grade-level standards specifically in priority grade levels.
---EL students do not have full access to an ESL teacher or services for instructional services.
-DL students IEPs does not always reflect the individual services needed for academic and social-emotional support (i.e distribution of minutes, appropriate goals/benchmarks, A&M's)

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?

-Acceleration programs are available for students during the summer to gain foundational and grade level instruction
-The school currently employs a Spanish speaking miscellaneous worker to assist with communication with the student and family that does not speak English
-Priority groups such as grades such as 1st, 2nd & 5th will be prioritized for special attention

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

Students...
Students do not have access to high quality interventions. Students lack tiered academic and social-emotional interventions to supplement core instruction when needed to facilitate their success with grade-level standards specifically in priority grade levels.



[Determine Priorities Protocol](#)

Resources:

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...
are not responding to our students needs by providing high quality interventions, other instructional supports and progress monitoring.



[5 Whys Root Cause Protocol](#)

Resources:

Indicators of a Quality CIWP: Root Cause Analysis

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
deliver primary instruction and core curriculum effectively, create high quality well documented student support and support plans, progress monitor supports and interpret data to adjust instruction (per the MTSS continuum)



[Indicators of a Quality CIWP: Theory of Action](#)

Resources:

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

Inclusive & Supportive Learning Environment

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....

students engaged in high quality curriculum and interventions, teachers differentiating instruction, implementing supports, and adjusting their instruction based off data

which leads to...

a higher number of students moving benchmarks on intervention as documented in Branching minds,

Return to Top Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

ILT/MTSS Team

Dates for Progress Monitoring Check Ins

Q1 10/27/2023 Q3 2/9/2024
 Q2 12/22/2023 Q4 5/22/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	K-8 Teachers will utilize curriculum embedded assessments provided by the high quality curriculum that reflect the key instructional shifts in all content areas	Lead Coach/Team Leads/ILT	05/22/2024	Select Status
Action Step 1	Sign up for and attend ongoing training for using curriculum embedded assessments and disaggregating its data	ILT; Lead Coach; Team leads per content area	Ongoing (per CPS professional calendar)	Select Status
Action Step 2	Use the high quality curriculum assessments to make instructional decisions for small group instruction, etc	ILT; Lead Coach; Team leads per content area	10/27/2023	Select Status
Action Step 3	Access resources to plan for curriculum embedded assessment with grade level/departmental teams	Grade/content teacher leads	09/22/2023	Select Status
Action Step 4	Analyze the high quality curriculum assessment results to consider alignments and planning shifts	Administration; ILT; teacher leaders	12/22/2023	Select Status
Action Step 5	Analyze high quality curriculum results and determine how to respond to student outcomes/student perspectives	Administration; ILT; teacher leaders	02/09/2024	Select Status
Implementation Milestone 2	Meets developed components for high quality we documented student support and support plan on MTSS Continuum	Interventionist	05/22/2024	Select Status
Action Step 1	Support plans for interventions are developed and documented within Branching Minds	MTSS Team per grade level	09/22/2023	Select Status
Action Step 2	Ensure teachers, tutor corps, etc regularly interact with students providing interventions through documentation and observation	MTSS Team per grade level	10/26/2023	Select Status
Action Step 3	Plans are being updated and shared with stakeholders	MTSS Team per grade level	10/26/2023	Select Status
Action Step 4	Intervention resources include ELA, math, SEL, and behavior health	MTSS Team per grade level	10/26/2023	Select Status
Action Step 5	Provide PD on documenting interventions in Branching Minds	MTSS Team	10/27/2023	Select Status
Implementation Milestone 3	Deepen and refine intervention structures and resources to promote student growth	Interventionist	12/22/2023	Select Status
Action Step 1	Develop and implement high quality targeted Tier II instruction aligned to the essential standards for ELA and Math	MTSS team	9/22/2023	Select Status
Action Step 2	Lead GLTs on progress monitoring curriculum based/diagnostic assessments aligned to student skill deficits	MTSS Team per grade level	10/26/2023	Select Status
Action Step 3	Periodically perform data reviews with staff after BOY,MOY and EOY assessment windows	MTSS Team per grade level	12/22/2023	Select Status
Action Step 4	GLT's will consider how and where we can differentiate the curriculum to move learning forward	MTSS Team per grade level	Monthly beginning 10/04/2023	Select Status
Action Step 5	Assessment data is shared via data talks with students or parents	Interventionists	Every 3 weeks	Select Status
Implementation Milestone 4	Implement MTSS to increase academic and social emotional growth for all students	MTSS Team	5/22/2024	Select Status

Action Step 1	Create and implement a whole school instructional schedule to promote collaboration, co-planning and co-teaching to meet the needs of all learners	Administration	9/22/2023	Select Status
Action Step 2	Use longitudinal and formative data analysis to guide differentiated instruction and interventions	ILT Team Lead; MTSS Team	12/22/2023	Select Status
Action Step 3	Examine Tier I data to plan for Tier II instruction as needed	MTSS Team per departmental/grade level	12/22/2023	Select Status
Action Step 4	Teachers will develop and implement Tier II interventions aligned to the learning targets		9/22/2023	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones 100% of all teachers/staff will have access and using branching minds with fidelity developed components of supplemental intervention: progress monitoring; MTSS TEAM AND 75% of teachers regularly progress monitor and implement actions in branching minds, using different data points
100% of interventions are documented student support and support plans

SY26 Anticipated Milestones 100% of teachers effectively differentiating core instruction fully operational on supplemental intervention: 100% of teachers progress monitoring and adjusting interventions and supports based on data fully operational on interpreting data and adjusting instruction from MTSS Continuum

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
Increase the percent of students receiving tier 2/3 interventions who are meeting targets to 75%	Yes	MTSS Academic Tier Movement	Students in Tier 2 & 3				
Increase the distribution of time for interventions per the MTSS continuum in K-5th grades	Yes	MTSS Academic Tier Movement	Grades K-5				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	50% student support plans will be developed for and identified students to receive tiered supports by school team and documented in branching minds	75% student support plans will be developed for and identified students to receive tiered supports by school team and documented in branching minds	100% of student support plans will be developed for and identified students to receive tiered supports by school team and documented in branching minds
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.	ILT will review baseline/trend data and identify learning needs for the population of students served set goals/targets and incorporate progress monitoring	ILT and grade level teams will review baseline/trend data and identify learning needs for the population of students served set goals/targets and incorporate progress monitoring	All teams and teachers will review baseline/trend data and identify learning needs for the population of students served set goals/targets and incorporate progress monitoring

C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	With peer observations Lead Coach and ILT will identify professional learning/supports needed for teachers to provide evidence based assessment for learning	All teachers will provide evidence based assessments for learning in the classroom for ELA and Math	All teachers will provide evidence based assessment for learning in all core subject areas
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[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the percent of students receiving tier 2/3 interventions who are meeting targets to 75%	MTSS Academic Tier Movement	Students in Tier 2 & 3			Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status
Increase the distribution of time for interventions per the MTSS continuum in K-5th grades	MTSS Academic Tier Movement	Grades K-5			Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	50% student support plans will be developed for and identified students to receive tiered supports by school team and documented in branching minds	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.	ILT will review baseline/trend data and identify learning needs for the population of students served set goals/targets and incorporate progress monitoring	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	With peer observations Lead Coach and ILT will identify professional learning/supports needed for teachers to provide evidence based assessment for learning	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

-33% of the school population participate in our SCS program which includes enrichment programs to enhance student learning
 -Only 11% of students received tiered MTSS SEL & student supports, interventions, or services.
 -Our attendance YTD SY23 student attendance rate went up .05 to 89% from SY22 which was 88.5. Chronic absenteeism for SY23 is 44% and chronic truancy is 61% . The average attendance rate for our engagement priority students is 79.3 for SY23
 -Fort Dearborn school partnerships - collaborative relationship between Children's Research Triangle (CRT)/Urban Therapeutic Solutions and Fort Dearborn Elementary School for social/supportive/therapeutic services and/or linkages/referrals.
 --Both programs also are designed to support in either creating or assessing Dearborn's Behavioral Health Team in facilitating BHT meetings.
 -0% of students were referred through the BHT referral form

What is the feedback from your stakeholders?

-Students don't return consent forms to receive outside partnership services.
 -It's generally clusters of family that make up the chronic absentee list - they all have a historical past of chronic absences
 -Stakeholders agree that more students can use support for academics and social and emotional learning
 -Teachers are implementing SEL through the Skyline curriculum where they can. They all agree that they aren't using the SEL Second Step Curriculum like they should.
 -Stakeholders do believe that there are not enough activities that allow for student voice (i.e. student council, student led activities, etc)

What student-centered problems have surfaced during this reflection?

lack student voice and opportunities to feel a sense of belonging to the school community. They also lack the need to take ownership of their feelings toward others which ultimately impacts their attendance, behaviors and making sound decisions.

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 district provides a priority engagement list that the school will utilize to address student barriers
 -Teachers will continue to use the referral form for students that are in need of services
 -School teams will establish a student voice infrastructure that builds youth-adult partnerships in decision making, and centers student perspective and leadership at all levels of continuous improvement.

Return to Top Determine Priorities

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

Students...
 lack student voice and other opportunities to feel a sense of belonging to the school community. They also lack the need to take ownership of their feelings toward others which ultimately impacts their attendance, behaviors and making sound decisions.

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...
 are not engaging continuously with students, being inclusive and responsive to who our students are and what they need to thrive

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
 convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student

Resources:

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

then we see....
then we see an increase in academic rigor



Theory of Action is an impactful strategy that counters the associated root cause.
Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...
a supportive academic environments that creates feedback for growth, classroom community, and student voice



[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
Culture & Climate, BHT, Attendance and MTSS Team

Dates for Progress Monitoring Check Ins
Q1 10/27/2023 Q3 2/9/2024
Q2 12/22/2023 Q4 5/22/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Create a school climate that proactively supports all students and their social emotional well being to support increased student achievement	Culture and Climate Team		Select Status
Action Step 1	Provide Tier I SEL instruction aligned to a high quality aligned curriculum	MTSS Team; teachers	10/27/2023	Select Status
Action Step 2	Implement Tier II SEL instruction/interventions as needed	MTSS Team; teachers	10/27/2023	Select Status
Action Step 3	Explicitly implement all school expectations for all school environments using restorative practices	All Staff; restorative justice coordinator	9/22/2023	Select Status
Action Step 4	Classroom and school wide academic, curriculum and practices align to educational equity	Culture & Climate & BHT Team	12/22/2023	Select Status
Action Step 5	Staff will engage in professional development that promotes equity and social well being	Culture & Climate & BHT Team	Per the CPS calendar	Select Status
Implementation Milestone 2	Build a community of inclusion, which understands accepts and embraces diversity	Culture & Climate Team	2/9/2024	Select Status
Action Step 1	Establish a system for meeting with students of identified target groups to collaborate on ways to improve relationships across race and cultural groups	Culture & Climate & BHT Team	10/27/2024	Select Status
Action Step 2	Increase professional development opportunities for staff to effectively address diversity in the classroom	Culture & Climate	Per CPS calendar	Select Status
Action Step 3	Provide instruction on various SEL learning standards to support students in identifying various approaches to learning.	Culture & Climate & BHT Team	2/9/2024	Select Status
Action Step 4	Improve student and family satisfaction with programs to enhance the educational experience	Culture & Climate	12/22/2023	Select Status
Action Step 5	Create a school community which demonstrates an awareness and responsiveness to diversity issues which impact student experiences, through community engagement	Culture & Climate		Select Status
Implementation Milestone 3	Proactively ensure emotional and physical safety by establishing an equity based, trauma informed school wide culture	Culture & Climate & BHT Team	9/27/2023	Select Status
Action Step 1	Provide professional learning on conflict resolution strategies to facilitate restoration between peers as well as between staff and students	Culture & Climate & BHT Team	Per CPS Calendar	Select Status
Action Step 2	Integrate restorative practices in our approach to behavior and crisis response	Culture & Climate & BHT Team	9/27/2023	Select Status
Action Step 3	Incorporate a humanistic approach to student behavior subsequent to associated professional learning	Culture & Climate & BHT Team		Select Status

Action Step 4	Use school data to provide evidence based Tier II, small group counseling interventions to help small groups of students learn, practice and model skills for success in an engaging way	Culture & Climate & BHT Team	10/27/2023	Select Status
Action Step 5	Ensure that all students have the opportunity to develop their em			Select Status
Implementation Milestone 4	Implementation of inclusive instructional, school community, and extracurricular practices and opportunities	Culture & Climate & BHT Team	9/27/2023	Select Status
Action Step 1	Cultivate a culture of inclusivity in all messaging, schoolwide displays, celebrations and student activities	Culture & Climate & BHT Team	10/27/2023	Select Status
Action Step 2	Develop opportunities for student voice and reflection in curriculum and school community	Culture & Climate & BHT Team	9/22/2023	Select Status
Action Step 3	Analyze behavioral data and create action plans that addresses discrepancies regarding gender, race/ethnicity or socioeconomic background	Culture & Climate & BHT Team	12/22/2023	Select Status
Action Step 4	Develop staff needs assessment in order to identify areas for future professional learning targeted to improving staff readiness, enhancing commitment, and cultivating confidence	Culture & Climate & BHT Team	12/22/2023	Select Status
Action Step 5	Strengthen school connectedness during and after school: collect data on participation	Culture & Climate & BHT Team	10/27/2023	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	School will have structures in place for Tier 1 classroom supports (e.g. shared agreements, healing centered practices) that promote a positive classroom environment 100% of staff will be prepared through professional development to incorporate classroom community, feedback for growth, and student voice	
SY26 Anticipated Milestones	Continue implementation of multi tiered, school wide approach to student behavior and trauma interventions to match student challenges	

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

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

Resources:

[IL-EMPOWER Goal Requirements](#)

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Increase the menu of interventions that addresses Tier II needs (e.g., anger, trauma, behavior)	Yes	Other	Overall				
			NA				
Develop different types of student voice in the classroom that will prepare them to exercise their voice effectively into the school community and adulthood	Yes	Cultivate	Overall				
			NA				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.

Specify your practice goal and identify how you will measure progress towards this goal.

SY24 SY25 SY26

P&E:3 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).	Provide grades 6th-8th with meaningful leadership opportunities within student voice opportunities enabling students to deeply engage with and take ownership over their work	Provide grades 3rd-8th with meaningful leadership opportunities within student voice opportunities enabling students to deeply engage with and take ownership over their work	Provide grades K-8th with meaningful leadership opportunities within student voice opportunities enabling students to deeply engage with and take ownership over their work
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.	60% of the classrooms will use incorporate SEL into curriculum to make both students and adults feel respected, valued, and affirmed in their individual interests, social identities, cultural values, and backgrounds	80% of the classrooms will use incorporate SEL into curriculum to make both students and adults feel respected, valued, and affirmed in their individual interests, social identities, cultural values, and backgrounds	100% of the classrooms will incorporate SEL into curriculum to make both students and adults feel respected, valued, and affirmed in their individual interests, social identities, cultural values, and backgrounds
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.	an effective school wide BHT/C&C planning teams will be in place to support student connectedness and wellbeing	both teams and will work with staff to inform and evolve Tier I efforts and to identify students who may need Tier II and Tier III support	both teams will work with ALL staff to inform and evolve Tier I efforts and to identify students who may need Tier II and III support

[Return to Top](#) SY24 Progress Monitoring

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the menu of interventions that addresses Tier II needs (e.g., anger, trauma, behavior)	Other	Overall			Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
Develop different types of student voice in the classroom that will prepare them to exercise their voice effectively into the school community and adulthood	Cultivate	Overall			Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:3 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).	Provide grades 6th-8th with meaningful leadership opportunities within student voice opportunities enabling students to deeply engage with and take ownership over their work	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.	60% of the classrooms will use incorporate SEL into curriculum to make both students and adults feel respected, valued, and affirmed in their individual interests, social identities, cultural values, and backgrounds	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	an effective school wide BHT/C&C planning teams will be in place to support student connectedness and wellbeing	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

Required Math Goal **MTSS Academic Tier Movement: Increase the percent of students receivin...**

Required Reading Goal **MTSS Academic Tier Movement: Increase the percent of students receivin...**

Optional Goal **Select a Goal**

	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	Students in Tier 2 & 3				
Required Reading Goal	Students in Tier 2 & 3				
Optional Goal					

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

The school will provide parent universities and workshops throughout the school year to increase parental involvement. They will include informational sessions about student data, post secondary opportunities, equity of education and achievement especially for Tier II and III students. The school will also host activities that celebrate diversity throughout the school year.



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