

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
Jacqueline Johnson	Curriculum & Instruction Lead	JTJohnson27@cps.edu
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Rachel Turner	Curriculum & Instruction Lead	rmchavis@cps.edu
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Lynn McGinnis-Garner	Principal	lemcginnis-garner@cps.edu
Sharron Carroll	Connectedness & Wellbeing Lead	smcarroll1@cps.edu
Maria Anama	Teacher Leader	mcanama@cps.edu
	Select Role	
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/18/23	6/3/24
Reflection: Curriculum & Instruction (Instructional Core)	6/18/23	8/28/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/18/23	8/28/23
Reflection: Connectedness & Wellbeing	6/18/23	8/28/23
Reflection: Postsecondary Success	6/18/23	8/28/23
Reflection: Partnerships & Engagement	6/18/23	8/28/23
Priorities	6/18/23	9/1/23
Root Cause	6/18/23	9/1/23
Theory of Acton	6/18/23	9/1/23
Implementation Plans	6/18/23	9/6/23
Goals	6/18/23	9/6/23
Fund Compliance	6/18/23	8/28/23
Parent & Family Plan	6/18/23	9/1/23
Approval	9/15/23	9/11/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates

Quarter 1	October 11, 2023
Quarter 2	December 13, 2023
Quarter 3	March 13, 2024
Quarter 4	May 8, 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	<p>CPS High Quality Curriculum Rubrics</p> <p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p>Professional development, goals, data, and monitoring/accountability focused more on the achievement gap and metrics rather than- attention to--becoming more culturally responsive practitioners (i.e., exploring the learning gap, the attitude gap, the relationship gap, and the opportunity gap faced by male students and students with special needs). There are some shifts taking place with student progress with the addition of solid MTSS tiering and support metrics.</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Yes	<p>Rigor Walk Rubric</p> <p>Students experience grade-level, standards-aligned instruction.</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>		
Partially	<p>Powerful Practices Rubric</p> <p>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.</p> <p>Learning Conditions</p>	<p>What is the feedback from your stakeholders?</p> <p>There has been improvements made with regards to the lack of rigor (i.e., overemphasizing procedural skill and fluency to the detriment of conceptual understanding and application in math instruction and feedback) and an increased focus on small group instruction and MTSS.</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p> <p>Interim Assessment Data</p>
Partially	<p>Continuum of ILT Effectiveness</p> <p>The ILT leads instructional improvement through distributed leadership.</p> <p>Distributed Leadership</p>		
Yes	<p>Customized Balanced Assessment Plan</p> <p>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.</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p>		
Partially	<p>Assessment for Learning Reference Document</p> <p>Evidence-based assessment for learning practices are enacted daily in every classroom.</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>During Quarters 2-4, the instructional team, including ESPs, analyzed i-Ready data (diagnostic, growth monitoring, and standards mastery) to track student progress in reading and mathematics, monitored goals and adjusting action plans to celebrate success and course correct to ensure improved student achievement.</p>	
<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>There is a need to continue focusing more on data collection and using data to drive instructional decisions (i.e., creating meaningful instructional groupings).</p>			

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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	<p>MTSS Integrity Memo</p> <p>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.</p> <p>MTSS Continuum</p> <p>Roots Survey</p>	<p>The instructional team, including ESPs, need to continue to analyze i-Ready data (diagnostic, growth monitoring, and standards mastery) to track student progress in reading and mathematics, monitoring goals and adjusting action plans to celebrate success and course correct to ensure improved student achievement.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
Partially	<p>MTSS Integrity Memo</p> <p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p>		
Partially	<p>LRE Dashboard Page</p> <p>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.</p>	<p>What is the feedback from your stakeholders?</p> <p>The feedback states that students and families feel supported and are provided with the necessary resources to be successful. Fuller has actively utilized Branching Minds to</p>	<p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>

			progress monitor student support and teacher impact.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	<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>We have scheduled regular parent meetings out side at Parent Teacher Conferences. We are using the data from the parent and student surveys to co-design learning that is inclusive of all. 📌</p>
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	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		
<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>How do we take the academic efforts we have made and apply to the tiers of SEL? 📌</p>			

[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	Fuller has an established BHT and tier I SEL curriculum that supports student needs. Members of the BHT , CCT and Teacher Teams will facilitate tiered conversations for instruction, SEL and restorative practices between students and/or students and staff, ensuring that mutual understanding, shared accountability, and commitments rooted in classroom and school cultural norms are upheld, as tracked and measured survey data (Screen for Strengths in Ripple Effects) and Branching Minds logs. 📌	% 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.	<p>What is the feedback from your stakeholders?</p> Continue o allow studen voice and choice in the teaching and learning process. This work happens a great deal at the MS level;however, where are the missed oppotunities to include the voice of the primary students? 📌	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
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>There is a need to extend student voice in the teaching and learning process and use that context to establish a reetry plan for students that have chronic absenteeism. 📌</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> New Root (partner) is poised to support Fuller with its new focus on Relational Trust and as the school transitions leaders. New Root has already been scheduled for initial meetings with the entire staff to ensure that everyone is on the same page. New Root provides both whole school PD and BHT training so that learning is not lost and continues to inform practices at Fuller. 📌	

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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)

References

What are the takeaways after the review of metrics?

Metrics

Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	<p>There is a need to create opportunities for students to engage in the post-secondary planning process and establish work-based opportunities, inclusive of career and ownership exploration.</p> <p>What is the feedback from your stakeholders?</p> <p>Stakeholders would like additional opportunities for students to engage in post-secondary opportunities and increase exposure to careers and jobs early on.</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>NextWave STEM provided one semester of science programming to our middle school students. We still have drones should you decide to offer the program again. Our recommendation, however, is that if you decide to offer the program again that you do so in the intermediate grades, but insist on a high-quality instructor with cultural competence. Fuller also plans to utilize our counselor to support students with the completion of their ILP. These plans will help guide students towards pathways that directly correlate to their respective needs.</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p> <p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
No	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		
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).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric		
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager		
<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>There is a need to engage students in the creation of their ILP to better inform students of opportunities and resources available.</p>				

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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	<p>We do a good job of communicating with families and offering open houses and communications about the work that is taking place in the school. We have several partnerships that support academic, enrichment and SEL. We could do better with proactively fostering relationships with families that leverage their input and expertise as it relates to the students and community.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p>
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		

			Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
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>Student Voice Infrastructure Rubric</p>	<p>What is the feedback from your stakeholders?</p> <p>The school community would like to be apart of the school renaming process. They would like to present potential names to the CPS Board of Education to rename Fuller School of Excellence ---- so that our school is no longer associated with the problematic historical figure Melville Fuller, by engaging all stakeholders via community meetings/forums, surveys, and voting. Stakeholders want to be more involved. 🗨️</p>	Formal and informal family and community feedback received locally. (School Level Data)
	<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>There is a unique need to further support our AA males. In a female dominated setting, we need partenships that support and speak to thier unique needs. 🗨️</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>Grandparents work in our primary classroom as an extra set of hands for teachers. They support behavior management, 1:1 or small group instructional support, and grading papers. They usually become very integrated into the fabric of the classroom. There is no school-level cost associated with this program. 🗨️</p>	

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.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Yes	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?

Professional development, goals, data, and monitoring/accountability focused more on the achievement gap and metrics rather than--attention to--becoming more culturally responsive practitioners (i.e., exploring the learning gap, the attitude gap, the relationship gap, and the opportunity gap faced by male students and students with special needs). There are some shifts taking place with student progress with the addition of solid MTSS tiering and support metrics.

What is the feedback from your stakeholders?

There has been improvements made with regards to the lack of rigor (i.e., overemphasizing procedural skill and fluency to the detriment of conceptual understanding and application in math instruction and feedback) and an increased focus on small group instruction and MTSS.

What student-centered problems have surfaced during this reflection?

There is a need to continue focusing more on data collection and using data to drive instructional decisions (i.e., creating meaningful instructional groupings).

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?

During Quarters 2-4, the instructional team, including ESPs, analyzed i-Ready data (diagnostic, growth monitoring, and standards mastery) to track student progress in reading and mathematics, monitored goals and adjusting action plans to celebrate success and course correct to ensure improved student achievement.

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Resources:

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

[Determine Priorities Protocol](#)

Students...

will have access to high quality solid tier I instruction, inclusive of data driven learning cycles and MTSS support as documented in Branching Minds.



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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Resources:

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

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

As adults in the building, we...

will improve our systems for planning, implementing, and monitoring progress of our tiered instruction for both academic and social emotional learning; utilize data-informed student groupings, improved selection and prioritization of instructional resources, and consistent progress monitoring and documentation of evidence of student learning; and, improve rates of student feelings of connectedness- on-track rates; percentages of students (overall and target groups) exceeding annual typical growth; and percentages approaching, meeting, and exceeding grade level standards



Indicators of a Quality CIWP: Root Cause Analysis

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

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What is your Theory of Action?

If we....

improve our systems for planning, implementing, and monitoring progress of our tiered instruction for both academic and social emotional learning



Resources:

Indicators of a Quality CIWP: Theory of Action

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

then we see....

data-informed student groupings, improved selection and prioritization of instructional resources, and consistent progress monitoring and documentation of evidence of student learning



which leads to...
 improved rates of student feelings of connectedness, on-track rates; percentages of students (overall and target groups) exceeding annual typical growth; and percentages approaching, meeting, and exceeding grade level standards 🍌

[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 🍌
 Principal & ILT

Dates for Progress Monitoring Check Ins
 Q1 October 11, 2023
 Q2 December 13, 2023
 Q3 March 13, 2024
 Q4 May 8, 2024

	SY24 Implementation Milestones & Action Steps 🍌	Who 🍌	By When 🍌	Progress Monitoring
Implementation Milestone 1	Plan and schedule Teacher Professional Development Cycles	Principal & ILT	September 5, 2023	In Progress
Action Step 1	Develop/Select protocols for looking at student work, engaging in consultancies, and/or analyzing rubrics and assessments in non-reading and math classes.	Principal & ILT Student Analysis Protocol	September 1, 2023	Completed
Action Step 2	Create a comprehensive professional development schedule	Principal	September 5, 2023	In Progress
Action Step 3	Develop prioritized list of resources needed to support instruction	MTSS Lead & Principal	September 1, 2023	Completed
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Conduct peer observations to progress monitor cycles	Principal, Gen. Ed., DL, and specials teachers	End of September & every four weeks (one a month) thereafter.	In Progress
Action Step 1	Identify problem of practice	Tier 1 Small Group Instruction	September 1, 2023	Completed
Action Step 2	Identify professional readings associated with problem of practice	What Are the Best Strategies for Small-Group Instruction? Small-Group Instruction: How to Make it Effective Small Group Instruction Guidance Principal	September 1, 2023	Completed
Action Step 3	progress monitor assessment schedule	Principal	September 1, 2023	In Progress
Action Step 4	progress monitor milestones for CI cycle	Principal	On-going	In Progress
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones 🍌
 We will intentionally work on curriculum usage with fidelity and balancing assessments to use data to improve student outcomes.

SY26 Anticipated Milestones 🍌
 Continued work on fidelity of curriculum usage and post secondary access and opportunities for students.

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Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

[IL-EMPOWER Goal Requirements](#)

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.

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 the use of Tier 1 and Tier 2 practices, small groups and cycles of learning (ALL) 5th grade students will improve by at least 40% in their ability to demonstrate mastery/growth of grade level standards in Math as measured by iReady, and/or IAR. Particularly in the sub category of major content sub claim.	Yes	IAR (Math)	Overall	36 (red)	40%	45%	10%
			Overall	68%	55%	50%	45%
With the use of Tier 1 and Tier2 practices, small groups and cycles of learning (ALL) 5th grade students will improve by at least 30% in their ability to demonstrate mastery/growth of grade level standards in ELA as measured by iReady, and/or IAR. Particularly in the sub category of informational text sub clai	Yes	IAR (English)	Overall	34%	40%	45%	50%
			Overall	55%	50%	45%	40%

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. 📌

Identified Practices	Practice Goal	Measure Progress Towards This Goal		
		SY24	SY25	SY26
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT will lead GLT on a consistent basis.	ILT will lead GLT consistently, observe Tier 1 instruction, and provide bite-sized feedback to teachers and staff.	ILT will lead GLT consistently, observe Tier 1 instruction, provide bite-sized feedback to teachers, and focus on Domain 1 of the CPS Framework for teaching to ensure high-quality planning takes place across all grade levels.	
C&I:2 Students experience grade-level, standards-aligned instruction.	Gen Ed and DL teachers will understand priority standards and the rigor that accompanies the standards. Gen Ed and DL teachers will understand the practice shifts in reading and math as determined by Common Core State Standards.	Gen Ed and DL teachers will understand priority standards and the rigor of the standards to effectively differentiate instruction based on the content of the standards.	Gen Ed and DL teachers will use priority standards to support rigorous tasks implementation embedded in within high-quality curriculum.	
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.	All teachers and staff will form relationships with high-risk students defined by the Student Priority Index.	All teachers and staff will use trauma-informed practices to support all students with social and emotional development.	All teachers and staff will use the same language identified by CCT/BHT to ensure all students have a conducive learning environment.	

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SY24 Progress Monitoring

Resources: 📌

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
practices, small groups and cycles of learning (ALL) 5th grade students will improve by at least 40% in their ability to demonstrate mastery/growth of grade level standards in Math as measured by iReady, and/or IAR. Particularly in the sub category of major content sub claim.	IAR (Math)	Overall	36 (red)	40%	Select Status	Select Status	Select Status	Select Status
		Overall	68%	55%	Select Status	Select Status	Select Status	Select Status
practices, small groups and cycles of learning (ALL) 5th grade students will improve by at least 30% in their ability to demonstrate mastery/growth of grade level standards in ELA as measured by iReady, and/or IAR. Particularly in the sub category of informational text sub clai	IAR (English)	Overall	34%	40%	Select Status	Select Status	Select Status	Select Status
		Overall	55%	50%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT will lead GLT on a consistent basis.	Limited Progress	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Gen Ed and DL teachers will understand priority standards and the rigor that accompanies the standards. Gen Ed and DL teachers will understand the practice shifts in reading and math as determined by Common Core State Standards.	Limited Progress	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.	All teachers and staff will form relationships with high-risk students defined by the Student Priority Index.	On Track	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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.
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
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).

What are the takeaways after the review of metrics?

We do a good job of communicating with families and offering open houses and communications about the work that is taking place in the school. We have several partnerships that support academic, enrichment and SEL. We could do better with proactively fostering relationships with families that leverage their input and expertise as it relates to the students and community.

What is the feedback from your stakeholders?

The school community would like to be apart of the school renaming process. They would like to present potential names to the CPS Board of Education to rename Fuller School of Excellence ---- so that our school is no longer associated with the problematic historical figure Melville Fuller, by engaging all stakeholders via community meetings/forums, surveys, and voting. Stakeholders want to be more involved.

What student-centered problems have surfaced during this reflection?

There is a unique need to further support our AA males. In a female dominated setting, we need partenships that support and speak to thier unique needs.

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?

Grandparents work in our primary classroom as an extra set of hands for teachers. They support behavior management, 1:1 or small group instructional support, and grading papers. They usually become very integrated into the fabric of the classroom. There is no school-level cost associated with this program.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

will have an active student voice committee, as well as respresentation on the LSC. In addition to parents, students will be given choice and voice in the decision making processes taking place in the building.



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

Resources:

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

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

As adults in the building, we...

will create strong norms for responsible behavior for both adults and students, provide instruction and practice (students) and professional development (parents and staff), and hold ourselves and others accountable to these behavioral norms; promote supportive and respectful interactions among stakeholders who take responsibility for their actions and roles; and create supportive and respectful interactions among stakeholders who take responsibility for their actions and roles



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....

Intentionally design, advertise, implement, and monitor high-leverage and varied family engagement touchpoints



Resources:


Indicators of a Quality CIWP: Theory of Action

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

then we see....

more informed and consistently engaged families at school



which leads to...
 quality family feedback, feelings of connectedness, and improved student feelings of connectedness, attendance, grades, and assessment scores 




[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 Team and the principal

Dates for Progress Monitoring Check Ins
 Q1 [October 11, 21](#) Q3 [March 13, 202](#)
 Q2 [December 13,](#) Q4 [May 8, 2024](#)

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	Establish Student Voice Committee	Admin	Quarter One	In Progress
Action Step 1	Ensure that there is a student rep on the LSC	Admin	Quarter One	Completed
Action Step 2	Survey grade levels for students interested in joining the committee	ILT	Quarter One	In Progress
Action Step 3	Look at data and share potential barriers with student engagement	BHT and CCT	Quarter One	Not Started
Action Step 4	Work in collaboration with student to develop a survey	BHT and CCT	Quarter One	Not Started
Action Step 5				Select Status
Implementation Milestone 2	Administer Student voice Survey	Coordinator	09/13/2023	In Progress
Action Step 1	Create a plan for the administration of the survey	Coordinator	September	In Progress
Action Step 2	Create a plan to review the data from the survey	ILT and Teacher Teams	09/19/23	In Progress
Action Step 3	Meet with SVC to establish solutions	Admin and Lead Teacher	After Data is Received	Not Started
Action Step 4	Develop a plan of action once the data is analyzed	Admin and ILT Team	After Data is Received	Not Started
Action Step 5				Select Status
Implementation Milestone 3	Increase PAC involment	Admin	Ongoing	In Progress
Action Step 1	Schedule monthly Title I PAC meetings	Admin and PAC Chair	September	In Progress
Action Step 2	Share meeting dates with all parents using multiple modalities	Admin and PAC Chair	October	Not Started
Action Step 3	Communicate agendas and meetings w/ school postings	Admin and PAC Chair		Not Started
Action Step 4	Organize spending of PAC funds	Admin and PAC Chair		Not Started
Action Step 5	Establish Parent Events	Admin and PAC Chair		Delayed
Implementation Milestone 4	Create a parent resource database	School Counselor and BHT Lead	Ongoing	In Progress
Action Step 1	Collect the names and contributions of partners that offer services for parents	School Counselor and BHT Lead	Ongoing	In Progress
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 Improve parental connection and communication with increased exposure of parent and community offerings 

SY26 Anticipated Milestones
 Have a data base of parent resources and community partners that connect with the mission and vision of Fuller 

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

Resources: 

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.

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
By the end of SY25, Fuller will improve by 30% in the areas of classroom community, student voice, feedback for growth and supportive teaching learning conditions as measured by the cultivate survey.	Yes	Cultivate (Relevance to the Future)	Overall				
			Select Group or Overall				
By the end of SY24, Fuller will increase parental involvement by 25% as measured by the 5E, Parent Surveys, PAC meeting attendance and PT Conference attendance	Yes	5E: Involved Families	Overall				
			Select Group or Overall				

Practice Goals

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

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

	SY24	SY25	SY26
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Attendance rosters during special events (40% attendance)throughout the year, every grade level/homeroom has at least 70% of families signed up for Remind App, Communication Folders are regularly shared, signed and promptly returned the following school day at a 75% rate, track	Attendance rosters during special events (55% attendance)throughout the year, every grade level/homeroom has at least 80% of families signed up for Remind App, Communication Folders are regularly shared, signed and promptly returned the following	Attendance rosters during special events (70% attendance)throughout the year, every grade level/homeroom has at least 90% of families signed up for Remind App, Communication Folders are regularly shared, signed and promptly returned the following school
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	By 2nd semester (January 2024), LSC positions are filled, parent-advisory council (PAC) established by the end of the year, 1-2 committees fully functioning with at least 40% staff members	Maintain filled positions in LSC, if members step down vacancy last no more than 2 LSC meetings, active PAC is maintained throughout the school year, 3-5 committees fully functioning with 60% staff members	Maintain filled positions in LSC, if members step down vacancy last no more than 2 LSC meetings, active PAC is maintained throughout the school year and expanding, 3-5 committees fully functioning with at least 80% staff members
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).	Establish Student Council for grades 3-8 with 2 teacher leader/advisors & 2 student members per grade level and/or 10-12 student participants, with at least 1 student led initiative, student representative actively attend LSC meetings, student perspective survey administered BOY, MOY & EOY with active data analysis and action planning from staff members/stakeholders	Student Council for grades 3-8 with 2 teacher leader/advisors & 2 student members per grade level and/or 10-12 student participants, with more than 2 student led initiatives, LSC & students collaborate on initiatives, student perspective survey administered BOY, MOY & EOY with active data analysis and action planning from staff members/stakeholders	Student Council for grades 3-8 with 2 teacher leader/advisors & 2 student members per grade level and/or 10-12 student participants, with more than 3 student led initiatives, LSC & students collaborate on initiatives, student perspective survey administered BOY, MOY & EOY with active data analysis and action planning from staff members/stakeholders

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SY24 Progress Monitoring

Resources: 🍌

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By the end of SY25, Fuller will improve by 30% in the areas of classroom community, student voice, feedback for growth and supportive teaching learning conditions as measured by the cultivate survey.	Cultivate (Relevance to the Future)	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By the end of SY24, Fuller will increase parental involvement by 25% as measured by the 5E, Parent Surveys, PAC meeting attendance and PT Conference attendance	5E: Involved Families	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Attendance rosters during special events (40% attendance)throughout the year, every grade level/homeroom has at least 70% of families signed up for Remind App, Communication Folders are regularly shared, signed and promptly returned the following school day at a 75% rate, track	On Track	Select Status	Select Status	Select Status
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	By 2nd semester (January 2024), LSC positions are filled, parent-advisory council (PAC) established by the end of the year, 1-2 committees fully functioning with at least 40% staff members	Limited Progress	Select Status	Select Status	Select Status
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).	Establish Student Council for grades 3-8 with 2 teacher leader/advisors & 2 student members per grade level and/or 10-12 student participants, with at least 1 student led initiative, student representative actively attend LSC meetings, student perspective survey administered BOY, MOY & EOY with active data analysis and action planning from staff members/stakeholders	Limited Progress	Select Status	Select Status	Select Status

Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	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:	<input type="checkbox"/>	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.

Information night that shares our school improvement plan early in the school year; BOY meeting and periodic meetings to get parents involved in volunteering to support in classrooms or the school at large; using Google Forms to survey parents more during the school year; Round table meetings with parents to hear parents' perspectives of student needs to be more successful in the classroom; Special Education Informational Night for students with IEPs and the referral process for special education; Options for virtual and face-to-face so that more families can participate (maybe even recording them) 

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

If Checked:

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

Complete IL-Empower Section below

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 **IAR (Math): With the use of Tier 1 and Tier 2 practices, small groups an...**
- Required Reading Goal **IAR (English): With the use of Tier 1 and Tier2 practices, small groups a...**
- Optional Goal **Cultivate (Relevance to the Future): By the end of SY25, Fuller will impro...**

Student Groups	Baseline	SY24	SY25	SY26
Overall		0.4	0.45	0.1
Overall	0.68	0.55	0.5	0.45
Overall	0.34	0.4	0.45	0.5
Overall	0.55	0.5	0.45	0.4
Overall				
Select Group or Overall				