CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

CIWP Team Guidance

Name 👍	Role 👍	Email 👍
Minerva Valencia	Curriculum & Instruction Lead	mvalencia3@cps.edu
Molly Cooks	Inclusive & Supportive Learning Lead	mcallaghan1@cps.edu
Patricia Schusterman	Teacher Leader	pmweber@cps.edu
Sarah Penze	Teacher Leader	sapenze@cps.edu
Jackelyn Villalobos	Teacher Leader	jvillalobos@cps.edu
Alberto Juarez	Principal	ajuarez1@cps.edu
Bertha Arredondo	AP	barredondo@cps.edu
Melissa Cisneros	Other [Bilngual Coach/ Coordinator]	mcisneros@cps.edu
Raegan Ybarra	Teacher Leader	yraegen@cps.edu
Miriam Lopez	Other [Case Manager]	mlopez13@cps.edu
Patricia Espino	LSC Member	
Alexander Espino	Other [Student LSC member]	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	6/20/23	6/20/23
Reflection: Curriculum & Instruction (Instructional Core)	6/20/23	6/20/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/20/23	6/20/23
Reflection: Connectedness & Wellbeing	6/20/23	6/21/23
Reflection: Postsecondary Success	6/20/23	6/21/23
Reflection: Partnerships & Engagement	6/20/23	6/21/23
Priorities	6/21/23	6/21/23
Root Cause	6/21/23	6/21/23
Theory of Acton	6/21/23	6/21/23
Implementation Plans	6/21/23	8/18/23
Goals	6/21/23	8/18/23
Fund Compliance	6/20/23	9/12/23
Parent & Family Plan	6/20/23	9/12/23
Approval	6/20/23	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	10/27/23
Quarter 2	12/22/23
Quarter 3	3/22/24
Quarter 4	6/7/24

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

Curriculum & Instruction

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	- Students entering Gary lack the foundational skills at 3rd grade, creating gaps and deficits; students being prepared to tackle GL work at 3rd grade and beyond struggle. Middle school grades lack alignment across subjects. Tier 1 curriculum maps are not refined and haven't been analyzed for cultural responsiveness. ✏️ - Gary Student Perspective Survey and Cultivate Data shows few students expressing they have been challenged with rigourous instruction. Additionally, at the end of our ILT learning cycles, teachers report the need to continuously improve thier standards-aligned instructional practices.	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
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** - Skyline ELA curriculum grades 3-5 does address the inner core and is culturally responsive. However, grades 6-8 units of study lack evidence of acknowledgement of the inner core. ✏️ - Cultivate student responses indicate student voice as a priority in the learning conditions. - Examining the Distributive Leadership Rubric, it was noted that in some areas we are building to "performing" status. Also, in the EOY Continuum of ILT Effectiveness, we are closer to reaching a status of 4; transforming. - While we are working to implement a balance assessment system, we recognize the need for school wide decision-making action steps in Tier 1 instruciton. - Evidence-based assessment exists in Skyline curriculum. - School-wide, assessment practices are in the developing stages.	
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, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** -Efforts towards improvement include almost weekly grade level meetings that are focused on the work of the Co-labs, which are dedicated to Tier 1 curriculum and instruction. ✏️ -Some teachers are attending professional development after-school and during the day in the forms of: Professional Learning Communities around Skyline, Assessment, ILT work, MTSS (acceleration), and Reflection. -The impact is noted in shifting to a cuture of continuous learning and improvement. -All students have benefitted from school efff:orts towards improvement, inclusive of students furthest from opportunity.	

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.

We need student-centered, tier 1 instruction that provides various access points for all students based on their needs for grade level instruction. ✏️

Inclusive & Supportive Learning Environment

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	-The school has an establised MTSS Team representative of various stakeholders. Branching Minds is fully implemented school-wide. A menu of interventions is used that includes: various levels of supports in ELA, Math , and SEL and is available to all staff for students' needs. ✏️ - School teams create, implement, and progress-monitor intervention plans on the Branching Minds platform. - School's LRE reports support student movement from LRE 2 to LRE 1 and LRE 3 to LRE2, to continue to education students in the least restrictive environment. -Students identified as EL learners, receive services from appropriate endorsed teachers.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		MTSS Integrity Memo		

Yes	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
				Annual Evaluation of Compliance (ODLSS)
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?**	Quality Indicators of Specially Designed Curriculum
			-The school operates from a well estabished set of protocols to identify students who are in need of tier 2 and tier 3 interventions. Staff participation in tier review cycles promotes communication and collaboration with student progress in mind. - The school's ELPT coordinates student services, and leads teachers in monitoring student progress. -Case Mangers meet regulary with Special Education Team to do the work of monitoring student progress and LRE placement.	EL Program Review Tool
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES / EL Placement Recommendation Tool HS	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
			-The school recognizes the need to refine student academic supports for those who behind grade level within tier 1 structures.	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.			

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

Some students are not making adequate growth towards grade level attainment due to an inconsistent delivery of systems of support across grade levels and student groups (IEP, EL, Tier 2/3)

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure	-Lack of attendance was a direct corellation of students not being on track. -Inconsistent communication of student re-entry plans to relevant stakeholders. -More widespread knowledge of restorative practices across all staff. -Need to Align PBIS structures schoolwide. -Lack of an organized climate and culture team. -Student perspective and cultivate data needs to be shared staff and students. -Lack of equitable access for all students to benefit from enrichment programs.	% of Students receiving Tier 2/3 interventions meeting targets
				Reduction in OSS per 100
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Reduction in repeated disruptive behaviors (4-6 SCC)
				Access to OST
				Increase Average Daily Attendance
				Increased Attendance for Chronically Absent Students
			What is the feedback from your stakeholders?	Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		-Gary provides OST programming, which is centered on offerings based on student surveys. - ESL research-based curriculum was offered to newcomer students afterschool which complimented student learning during the day. -Wilson Intervention program was implemented during the intervention block to supplement student learning during the day. -Students do not always experience equitable opportunities to attend field trips. -	Cultivate (Belonging & Identity)
				Staff trained on alternatives to exclusionary discipline (School Level Data)
				Enrichment Program Participation: Enrollment & Attendance

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

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**
Student connectedness and well being to the school can be further developed to be more equitable across grade levels for common experiences. ✏️	-Improvement efforts include the Griffin Attendance program of mentors. ✏️ -Address the school wide Tier 1 behavioral expectations. -Continue to grow OST programs based on student interest and capacity to include all students. -The impact is increase student enrollment in OST programs. -The impact will be clearity and consistency when addressing student behavior.

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	**References**	**What are the takeaways after the review of metrics?**	**Metrics**
No — 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)	-Students are exposed to career and college days. ✏️ - Grades 6-8 on track data show a need to monitor students making progress in all content areas, as reading and math have been given the most attention. -All students in 8th grade, participate in the HS application process, one-on-one with the school counselor.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
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		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Partially — Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** -The middle school grades would benift from a curriculum as the CPS success bound to prepare them with soft skills that are not always embedded in content classes. ✏️	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 — 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	**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?**	
N/A — Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	The school has hired two counselors to promote student readiness for college and career. ✏️	

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.
Student empowerment needs strengthening to have students own their learning and preparation for the future. ✏️

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	-Family and community assets need to be leverage to increase partnership and engagement. ✍️ -There is a need to contiuously improve two-way communication of school goals among all school community members. -Comunication with families is evident, however, two-way communication systems need to be strengthtened. -Infrastructures are needed to include student voice and perspective in leadership decision-making and efforts in continous improvement.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
No	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** We need to make the commuincation more universal across grade levels. There is a need for more points of access for families to give their input. We have parent committees (BAS, ESSA, LSC), but need to foster a more formal two-way. ✍️	Formal and informal family and community feedback received locally. (School Level Data)

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

There is a need for more points of access for families and students to engage in efforts towards school improvement. ✍️

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?

Some teachers share classroom bulletins with parents on weekly or monthly basis in English and Spanish. This helps our parents who are non-English readers. School monthly newsletter and calendar are shared in English and Spanish as well. ✍️

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

| Partially | Students experience grade-level, standards-aligned instruction. |

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

| Yes | The ILT leads instructional improvement through distributed leadership. |

| Partially | School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. |

| Partially | Evidence-based assessment for learning practices are enacted daily in every classroom. |

What are the takeaways after the review of metrics?

- Students entering Gary lack the foundational skills at 3rd grade, creating gaps and deficits; students being prepared to tackle GL work at 3rd grade and beyond struggle. Middle school grades lack alignment across subjects. Tier 1 curriculum maps are not refined and haven't been analyzed for cultural responsiveness.
- Gary Student Perspective Survey and Cultivate Data shows few students expressing they have been challenged with rigorous instruction. Additionally, at the end of our ILT learning cycles, teachers report the need to continuously improve thier standards-aligned instructional practices.

What is the feedback from your stakeholders?

- Skyline ELA curriculum grades 3-5 does address the inner core and is culturally responsive. However, grades 6-8 units of study lack evidence of acknoweldgement of the inner core.
- Cultivate student responses indicate student voice as a priority in the learning conditions.
- Examining the Distributive Leadership Rubric, it was noted that in some areas we are building to "performing" status. Also, in the EOY Continuum of ILT Effectiveness, we are closer to reaching a status of 4; transforming.
- While we are working to implement a balance assessment system, we recognize the need for school wide decision-making action steps in Tier 1 instruciton.
- Evidence-based assessment exists in Skyline curriculum. -School-wide, assessment practices are in the developing stages.

What student-centered problems have surfaced during this reflection?

We need student-centered, tier 1 instruction that provides various access points for all students based on their needs for grade level instruction.

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?

-Efforts towards improvement include almost weekly grade level meetings that are focused on the work of the Co-labs, which are dedicated to Tier 1 curriculum and instruction.
-Some teachers are attending professional development after-school and during the day in the forms of: Professional Learning Communities around Skyline, Assessment, ILT work, MTSS (acceleration), and Reflection.
-The impact is noted in shifiting to a cuture of continuous learning and improvement.
-All students have benefitted from school effforts towards improvement, inclusive of students furthest from opportunity.

Return to Top   **Determine Priorities**

Resources: 🚀

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

Determine Priorities Protocol

Students...

need student centered, tier 1 instruction that provides various access points for all students based on their needs for grade level instruction.

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**

Resources: 🚀

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

5 Why's Root Cause Protocol

As adults in the building, we...

-Don't plan instruction collaboratively to ensure grade level standards are being taught.
-Don't completely understand accelerated practices within tier 1 instruction.
-Don't practice effective differentiantion regularly in tier 1 instruction.
-Don't always understand how to leverage knowledge of our students to achieve 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.

Return to Top   **Theory of Action**

What is your Theory of Action?

If we....

Had a vast understanding of the standards and the tools needed to support and assess them

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Curriculum & Instruction

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

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

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

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

then we see....

a vast understanding of the standards and the tools needed to support and assess them ✍️

which leads to...

understanding of the standards and the tools needed to support and assess them ✍️

| **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

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	3/22/24
Q2	12/22/23	Q4	6/7/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Dedicated time for professional development throughout the year to address learning of the standards.	ILT	Throughout the school year (Aug-June)	In Progress
Action Step 1	During Principal Directed time, work time to study the progression of standards	ILT	August 14-October 5, 2023	Completed
Action Step 2	Read and watch videos about teacher clarity and how it can positvely affect academic performance.	ILT	September 16, 2023	Completed
Action Step 3	Allow time to begin working on unpacking standards to identify concepts and skills.	ILT	September 22, 2023	Completed
Action Step 4	Spend time reviewing the Gradual Release of Responsibility model and how it aligns to the district's literacy block.	ILT	October 11,	Completed
Action Step 5	Dissect an examplary lesson for its basic components. (i.e. GLEAM).	ILT	SY 23-24	Not Started
Action Step 6	Study one of the components of text complexity (Language, Meaning and Structure) with text from your curriculum	ILT	SY 23-24	Not Started
Action Step 7	Study one of the components of text complexity (knowledge) with text from your curriculum	ILT	SY23-24	Not Started
Implementation Milestone 2	Understanding how the different components of teacher clarity influences learning.	ILT	SY23-24	In Progress
Action Step 1	During the principal directed meeting, read the introduction to The Teacher Clarity Playbook using jigsaw protocol to best understand how teacher clarity applies in the different content areas.	ILT	September 22, 2023	Completed
Action Step 2	Revisiting Teacher Clarity Milestone and reflecting on how we are aligning instruction to it - reflective work of how learning targets are rigorous using taxonomy and reflected in the student work.	ILT	October 27, 2023	Completed
Action Step 3	Revisiting the common understanding of lesson plans and unit components.	ILT/Admin	Q1 &2	In Progress
Action Step 4	Providing feeback for planning on weekly or monthly basis	ILT/Admin	SY 23-24	In Progress
Action Step 5				Select Status
Implementation Milestone 3	Understanding and identifying concepts and skills in order to better create strong learning targets that match student work.	ILT	February 9, 2024	In Progress
Action Step 1	During principal Directed meeting, review and practice identifying concepts and skills from across the content to better understand how to word a learning target effectively.	ILT	September 22, 2023	Completed
Action Step 2	During principal directed meeting, allow time for teachers to unpack the concepts and skills in their specific content areas (3-5th all, 6-8 specialized content, specials) to better understand how to word a learning target effectively.	ILT	October 12, 2023	Completed
Action Step 3	During school improvement day, review the goal, measures and important dates for this learning cycle.	ILT	October 27, 2023	Completed
Action Step 4	Collect specifically pre-walk data using first 3 items from rigor walk tool during Network walk	ILT	November 28 ,2023	Not Started
Action Step 5	Share learning walk results with teachers and collectively use ATLAS protocol to determine next steps.	ILT	November 30, 2023	Not Started
Action Step 6	Review how teachers are using suggested work from ATLAS protocol to have rigorous learning targets with matching student work.	ILT	December 12, 2023	Not Started
Action Step 7	ILT will conduct a post-learning walk to determine how effectively we mastered the work/ Act and share results on 2/9	ILT	February 5, 2024	Not Started
Implementation Milestone 4	Understanding how to sequence learning progressions to better address attainment of grade level expectations.	ILT	February 15, 2024	Not Started

Action Step 1	Reading about how to best sequence a progression of learning with modeled examples and trying guided examples.	ILT	February 15, 2024	Not Started
Action Step 2	Time to review and make changes as needed to best sequence the learning progressions in a current or upcoming unit.	ILT	February 22, 2024	Not Started
Action Step 3	Time to look at student work examples to find how the following are addressed: productive struggle, academic vocabulary and tracking evidence of students meeting learning targets.	ILT	February 29, 2024	Not Started
Action Step 4	Review the goal of the cycle, measures and important dates.	ILT	April 11, 2024	Not Started
Action Step 5	Collect pre-walk data using first # 5a, 5b, and 6 of the rigor walk tool.	ILT	April 11, 2024	Not Started
Action Step 6	Share learning walk results with teachers and collectively use ATLAS protocol to determine next steps / Review how teachers are using suggested work from ATLAS protocol to reach goal of the learning cycle.	ILT	April 25, 2024	Not Started
Action Step 7	ILT will conduct a post-learning walk to determine how effectively we mastered the work. / ILT will act and share results of the learning cycle.	ILT	May 2, 2024	Not Started

SY25-SY26 Implementation Milestones

| SY25 Anticipated Milestones | By year 2024-2025, instructional units will reflect explicit integration of teacher clarity as a result of all cycles of learning (Identifying concepts, Sequencing learning progressions, elaborating learning intentions, crafting success criteria, modifying learning intentions to include language expectations, and determing the relevance of the learning) stemming from professional reading (Teacher Clarity Playbook by Fisher, Frey, Amador, Assof). | ✍️ |
| SY26 Anticipated Milestones | By year 2025-2026, instructional units will reflect explicit integration of teacher clarity as a result of all cycles of learning (Identifying concepts, Sequencing learning progressions, elaborating learning intentions, crafting success criteria, modifying learning intentions to include language expectations, determing the relevance of the learning, designing assessment opportunities, creating meaningful learning experiences and establishing mastery of standards) stemming from professional reading (Teacher Clarity Playbook by Fisher, Frey, Amador, Assof). | ✍️ |

Goal Setting

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Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
By providing teachers with guided professional learning about standards aligned curriculum design, as evident through ILT walkthroughs, teachers will provide equitable access to grade level curriculum by the end of CIWP cycle.	Yes	Other	Overall	SY23 IAR ELA and Math	SY24 IAR ELA and Math increase by 10% in attainment.	SY25 IAR ELA and Math increase by 10% in attainment.	SY26 IAR ELA and Math increase by 10% in attainment.
			English Learners	SY23 IAR ELA and Math	SY24 IAR ELA and Math increase by 10% in attainment.	SY25 IAR ELA and Math increase by 10% in attainment.	SY26 IAR ELA and Math increase by 10% in attainment.
By the end of the cycle students will access Grade Level Instruction through different access points that speak to differentiation while maintaining the rigor and expectation of meeting the standards.	Yes	3 - 8 On Track	English Learners	SY23 IAR ELA and Math	SY24 IAR ELA and Math increase by 10% in attainment.	SY25 IAR ELA and Math increase by 10% in attainment.	SY26 IAR ELA and Math increase by 10% in attainment.
			Students with an IEP	SY23 IAR ELA and Math	SY24 IAR ELA and Math increase by 10% in attainment.	SY25 IAR ELA and Math increase by 10% in attainment.	SY26 IAR ELA and Math increase by 10% in attainment.

Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals. ✍️ | Specify your practice goal and identify how you will measure progress towards this goal. ✍️ | | |
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Practice goal will be measured through Learning Walks and student work analysis throughout the year.	Practice goal will be measured through Learning Walks and student work analysis throughout the year.	Practice goal will be measured through Learning Walks and student work analysis throughout the year.
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Practice goal will be measured by number of ELs from BOY to EOY failing and what differentiated supports they received.	Practice goal will be measured by number of ELs from BOY to EOY failing and what differentiated supports they received.	Practice goal will be measured by number of ELs from BOY to EOY failing and what differentiated supports they received.

Curriculum & Instruction

| C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom. | Practice goal will be measured by results of network rigor walk from BOY to EOY | Practice goal will be measured by results of network rigor walk from BOY to EOY | Practice goal will be measured by results of network rigor walk from BOY to EOY |

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 providing teachers with guided professional learning about standards aligned curriculum design, as evident through ILT walkthroughs, teachers will provide equitable access to grade level curriculum by the end of CIWP cycle.	Other	Overall	SY23 IAR ELA and Math	SY24 IAR ELA and Math	On Track	Select Status	Select Status	Select Status
		English Learners	SY23 IAR ELA and Math	SY24 IAR ELA and Math increase by 10% in attainmen	Select Status	Select Status	Select Status	Select Status
By the end of the cycle students will access Grade Level Instruction through different access points that speak to differentiation while maintaining the rigor and expectation of meeting the standards.	3 - 8 On Track	English Learners	SY23 IAR ELA and Math	SY24 IAR ELA and Math	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	SY23 IAR ELA and Math	SY24 IAR ELA and Math	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:2 Students experience grade-level, standards-aligned instruction.	Practice goal will be measured through Learning Walks and student work analysis throughout the year.	On Track	Select Status	Select Status	Select Status
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Practice goal will be measured by number of ELs from BOY to EOY failing and what differentiated supports they received.	Limited Progress	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Practice goal will be measured by results of network rigor walk from BOY to EOY	No Progress	Select Status	Select Status	Select Status

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

-Lack of attendance was a direct corellation of students not being on track.
-Inconsistent communication of student re-entry plans to relevant stakeholders.
-More widespread knowledge of restorative practices across all staff.
-Need to Align PBIS structures schoolwide.
-Lack of an organized climate and culture team.
-Student perspective and cultivate data needs to be shared staff and students.
-Lack of equitable access for all students to benefit from enrichment programs.

What is the feedback from your stakeholders?

-Gary provides OST programming, which is centered on offerings based on student surveys.
- ESL research-based curriculum was offered to newcomer students afterschool which complimented student learning during the day.
-Wilson Intervention program was implemented during the intervention block to supplement student learning during the day.
-Students do not always experience equitable opportunities to attend field trips.
-

What student-centered problems have surfaced during this reflection?

Student connectedness and well being to the school can be further developed to be more equitable across grade levels for common experiences.

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?

-Improvement efforts include the Griffin Attendance program of mentors.
-Address the school wide Tier 1 behavioral expectations.
-Continue to grow OST programs based on student interest and capacity to include all students.
-The impact is increase student enrollment in OST programs.
-The impact will be clearity and consistency when addressing student behavior.

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Determine Priorities

Resources: 🚀

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

Students...

connectedness and well being to the school can be further developed to be more equitable across grade levels for common experiences.

[Determine Priorities Protocol]

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources: 🚀

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

As adults in the building, we...

-Inconsistently address students' connectedness and well being in school.
-are not addressing the core values on a personal level with our students.
-need to examine our biases regarding students' connectedness and well being.
-need to collectively value student voice regarding their school experiences.

[5 Why's Root Cause Protocol]

Indicators of a Quality CIWP: Root Cause Analysis

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

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

address students' connectedness and well being in school,

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Connectedness & Wellbeing

then we see....

more student-centered practices and experiences

which leads to...

improved attendance, grades, and student leadership.

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 ✍️

BHT, MTSS, Climate and Culture Team

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	3/22/24
Q2	12/22/23	Q4	6/7/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Dedicated time for professional development throughout the year to learn about student connectedness and well being, measured through completion of reflective exit slips after each reading.	All Staff	10/27/23	Completed
Action Step 1	Began reading the CPS Equity Framework up to page 5.	All staff	August 2023	Completed
Action Step 2	Completion of the Liberatory Thinking tool.	All staff	August 2023	Completed
Action Step 3	Read pages 5-7 (Theory of Action) of the CPS Equity Framework.	All staff	August 17, 2023	Completed
Action Step 4	Read page 8-9 to understand the What, Why and How of the CPS Equity Framework.	All staff	August 31, 2023	Completed
Action Step 5	Read pages 10-11 to complete the CURVE activity from the CPS Equity Framework.	All staff	September 7, 2023	Completed
Action Step 6	Read pages 15-16 and a Pedro Noguera visual to understand What is Equity? from the CPS Equity Framework.	All staff	September 14, 2023	Completed
Action Step 7	Read pages 17-21 to understand What does Racial Equity Mean? from the CPS Equity Framework.	All staff	September 21, 2023	Completed
Implementation Milestone 2	Plan experiences that foster connectedness and well being.	All staff	August-June 2024	In Progress
Action Step 1	Back to school bash to welcome back families and students to a new year.	All staff	August 17, 2023	Completed
Action Step 2	A welcoming student assembly	Climate and Culture	August 21-25, 2023	Completed
Action Step 3	Quarterly, celebrate students' culture, identity, and community.	Climate and Culture	August-June 2024	In Progress
Action Step 4	Reading and watching videos about "Maslow before Bloom".	All staff	September 22, 2023	Completed
Action Step 5	Calm Corner Clarification presentation with reflection.	All staff	October 27, 2023	Completed
Implementation Milestone 3	Establishing a Student Voice Committee with support from Department of Student Voice & Civic Engagement.	ILT SVC team	SY 23-24	In Progress
Action Step 1	Research and contact district lead for establishing SVC at Gary.	CIWP team	August 2023	Completed
Action Step 2	First SVC student meeting after-school.	ILT SVC team	October 1, 2023	Completed
Action Step 3	Attend district professional development for first-time establishment of a SVC.	ILT SVC team	October 18, 2023	Completed
Action Step 4	Amplify recruitment of students down to at least grade 5.	ILT SVC team	October 1, 2023	Completed
Action Step 5	Sharing with staff what an SVC is and how it will contribute to school improvement.	ILT SVC team	October 27, 2023	In Progress
Implementation Milestone 4	Analyzing most up to data Cultivate data (BOY and EOY) to inform improvement.	All staff	SY 23-24	In Progress
Action Step 1	Review SY 23 EOY Cultivate data (schoolwide and by grade level) with staff using ATLAS protocol.	All teachers	September 22, 2023	Completed
Action Step 2	Create a similar to Cultivate, in-house Google Form to collect data for 3rd and 4th grade.	ILT	October 5, 2023	Completed
Action Step 3	Administer Cultivate and in-house to 3-8th grade students.	3-8th teachers	October 31, 2023	In Progress
Action Step 4	Analyze BOY Cultivate and in-house survey results by grade level for implications.	All teachers	December, 2023	Not Started
Action Step 5	Review in-house Google Form for 3 and 4th grade to see if revisions are needed for EOY.	ILT	April, 2024	Not Started
Action Step 6	Administer Cultivate and in-house survey to 3-8th grade students.	3-8th teachers	May, 2024	Not Started
Action Step 7	Analyze EOY Cultivate and in-house survey results by grade level for implications.	All teachers	June 2024	Not Started

Connectedness & Wellbeing

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Established SVC with student members from 5th-8th grades, with developed communication skills begin to share input with culture and climate team (and possibly ILT), improving equity across the school.
SY26 Anticipated Milestones	Established SVC with student members broken down into bands of 3-4, 5-6, and 7-8, with developed communication skills that communicates regularly with school teams (ILT, BHT, Culture and Climate, etc.) to continuously improve equity across the school. Teachers will include more student-centered practices and experiences that foster leadership.

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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**
Staff fosters a student-centered learning environment through a lens of equity, unbiased beliefs, and shifted mindsets, evident in student daily experiences.	Yes	Cultivate (Belonging & Identity)	Overall	SY 23 Cultivate EOY	SY24 Cultivate EOY	SY25 Cultivate EOY	SY26 Cultivate EOY
			Latinx	SY 23 Cultivate EOY	SY24 Cultivate EOY	SY25 Cultivate EOY	SY26 Cultivate EOY
Student feedback and input guide changes, initiatives, and decision-making in the school.	Yes	Cultivate	Overall	SY 23 Cultivate EOY	SY24 Cultivate EOY	SY25 Cultivate EOY	SY26 Cultivate EOY
			Latinx	SY 23 Cultivate EOY	SY24 Cultivate EOY	SY25 Cultivate EOY	SY26 Cultivate EOY

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	**SY25**	**SY26**
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Practice goal will be measured through student voice collected in perspective and cultivate surveys throughout the year	Practice goal will be measured through student voice collected in perspective and cultivate surveys throughout the year	Practice goal will be measured through student voice collected in perspective and cultivate surveys throughout the year
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.	Practice goal will be measured through an increase of students responding that these are present via the Cultivate survey.	Practice goal will be measured through an increase of students responding that these are present via the Cultivate survey.	Practice goal will be measured through an increase of students responding that these are present via the Cultivate survey.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Practice goal will be measured through presence of calm corner in every classroom, completion of Second Step units, Skyline ELA unit instruction in grades 3-5 and implementation of Calm Classroom in grades 3-5th.	Practice goal will be measured through presence of calm corner in every classroom, completion of Second Step units, Skyline ELA unit instruction in grades 3-5 and implementation of Calm Classroom in grades 3-5th.	Practice goal will be measured through presence of calm corner in every classroom, completion of Second Step units, Skyline ELA unit instruction in grades 3-5 and implementation of Calm Classroom in grades 3-5th.

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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

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

Connectedness & Wellbeing

			SY 23 Cultivate EOY	SY24 Cultivate EOY				
Staff fosters a student-centered learning environment through a lens of equity, unbiased beliefs, and shifted mindsets, evident in student daily experiences.	Cultivate (Belonging & Identity)	Overall	SY 23 Cultivate EOY	SY24 Cultivate EOY	Limited Progress	Select Status	Select Status	Select Status
		Latinx	SY 23 Cultivate EOY	SY24 Cultivate EOY	Limited Progress	Select Status	Select Status	Select Status
Student feedback and input guide changes, initiatives, and decision-making in the school.	Cultivate	Overall	SY 23 Cultivate EOY	SY24 Cultivate EOY	No Progress	Select Status	Select Status	Select Status
		Latinx	SY 23 Cultivate EOY	SY24 Cultivate EOY	No Progress	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	Practice goal will be measured through student voice collected in perspective and cultivate surveys throughout the year	On Track	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.	Practice goal will be measured through an increase of students resp	Limited Progress	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Practice goal will be measured through presence of calm corner in e	Limited Progress	Select Status	Select Status	Select Status

If Checked: Complete IL-Empower Section below	☑ **Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**
	This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.
If Checked: No action needed	☐ **Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower). (Continue to Parent & Family Plan)**

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

☐ The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).

☐ The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.

☐ Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

☐ Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

☐ Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.

☐ School Improvement Reports (SIR) are due on a triannual basis.

☐ Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.

☐ As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

☐ As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal		**#REF!**				
Required Reading Goal		**#REF!**				
Optional Goal						

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds.**
No action needed		**(Continue to Approval)**

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.

Our two CIWP priority goals are Curriculum and Instruction, and Connectedness and Well Being. Students entering Gary lack the foundational skills at 3rd grade, creating gaps ✏️

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