CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name ✍	Role ✍	Email ✍
Tyrone Dowdell	Principal	tvdowdell@cps.edu
Latricia Tall	AP	llbaker2@cps.edu
Kelly Hutchinson	Postsecondary Lead	klhutchinson-yarb@cps.edu
Nichole Mullen	Teacher Leader	ndmullen@cps.edu
Diara Brooks	LSC Member	limpy79@gmail.com
Ronnie Mosley	LSC Member	rmosley@gmail.com
Tamiko Clark	Curriculum & Instruction Lead	tcclark@cps.edu
Akile Dean Tisa Riggins	Connectedness & Wellbeing Lead	triggins@cps.edu
Tasheba Thompson	Curriculum & Instruction Lead	tlthompson@cps.edu
Davina Holmes	Curriculum & Instruction Lead	dwoods2@cps.edu
Keesha Johnson	Inclusive & Supportive Learning Lead	kljohnson@cps.edu
Bishop Roberts	Partnerships & Engagement Lead	larryrobertssr@yahoo.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	5/22/23	5/22/23
Reflection: Curriculum & Instruction (Instructional Core)	5/22/23	8/11/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/12/23	8/11/23
Reflection: Connectedness & Wellbeing	6/12/23	8/11/23
Reflection: Postsecondary Success	6/12/23	8/11/23
Reflection: Partnerships & Engagement	6/12/23	8/11/23
Priorities	7/7/23	8/11/23
Root Cause	7/7/23	8/11/23
Theory of Acton	7/13/23	8/11/23
Implementation Plans	7/13/23	8/11/23
Goals	7/13/23	8/11/23
Fund Compliance	7/11/23	8/11/23
Parent & Family Plan	7/11/23	8/11/23
Approval	8/11/23	8/11/23

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	10/27/23
Quarter 2	12/22/23
Quarter 3	April 1, 2024
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
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	"Based on the N11 Rigor Walks at Green, 100% of the teachers have access to and are using high-quality curriculumll iReady Math K-2 trends were in the positive direction, but we still have a significant students behind grade level and not making the expected growth given the supports. 1st grade math 65% one or two grade levels behind. 2nd grade math 91% one or two grade levels behind. STAR showed negative growth in At/Above benchmark (2.77%) as well as urgent intervention. Growth occurred in On Watch and Intervention (4.35%). 5th grade showed largest gaps in positive growth. Males are showing less growth with interventions than females. Hispanic students has the least growth in interventions of student groups. At/above benchmark are not remaining with 100% at or above. Grades mirror trends above.	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	iReady Reading also trending in positive direction. K has 29% one grade level behind. 1st 91% one or two grade levels behind. 2nd 91% one or two grade levels behind.STAR 81% of urgent intervention students remained in urgent intervention, 38% of intervention students grew out of interventions, while 38% remained and 23% went to urgent interventions. At/above benchmark are not remaining with 100% at or above. Grades mirror trends above.	IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
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?**

At Green, stakeholders are focused on the inner core as evidenced by the CIWP Powerful Practices Rubric. We identify and affirm our own and others cultural beliefs and values. We interrogate and strive for awareness of our personal biases, privilege, and challenge assumptions that our own values are the "norm."
We advocate for and actively listen to those who are not represented or included in the story or conversation, are sometimes ignored or discounted, or are the most impacted by systemic racism and oppression.
However, based on the Spring 23 Cultivate survey results, students did not feel like the work was always meningful. We have to do abetter job of connecting academics to the real-world. | STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data |
| Partially | The ILT leads instructional improvement through distributed leadership. | Continuum of ILT Effectiveness Distributed Leadership | | |
| Partially | School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. | Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development Guide | | |
| 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?**

There are improvement efforts in progress. Green has a functional ILT. We have developed an ILT schedule that will allow the time needed to review data driven cycles. This schedule will allow us to collaborate to identify areas of improvement, set goals, and create action plans. We will monitor progress and make changes to the plans as needed as we implement best practices. | |

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

Students need more opportunities to write daily across the curriculum at all grade levels.

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	Green must establish an equity-based MTSS team. Teachers/team must become efficient with utilizing the Branching Minds platform to analyze multiple data points and create plans for students- assign interventions, set goals, and progress monitor. The team should also ensure that parents and families are engaged in the MTSS process in terms of how it can impact students.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum

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 Integrity Memo
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES / EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

References (right-side metrics column):
- Roots Survey
- ACCESS
- MTSS Academic Tier Movement
- Annual Evaluation of Compliance (ODLSS)
- Quality Indicators of Specially Designed Curriculum
- EL Program Review Tool

What is the feedback from your stakeholders?

Parents do not have a full understanding of the MTSS process, but do not complain about the services students are receiving.   Parents and families should be better engaged with our equitybased MTSS.   Teachers are expected to be greater participants with Branching Minds. Teachers need more professional development regarding tier 2 and tier 3 interventions, analyzing and documenting data.   Students need to become more aware of their metacognition (what they know, what they don't know), and why they are using various interventions.

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?

Green leadership has discussed professional learning for teachers around tiered instruction and Branching Minds. More collaboration with teachers and the MTSS team will result in better instruction for students.

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

Students have not been able to leverage/maximize the instruction from interventions/scheduled intervention time.

Connectedness & Wellbeing

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

What are the takeaways after the review of metrics?

At Green, we are dedicated to providing a nurturing and inclusive environment where every student can thrive academically, socially, and emotionally. Our commitment to the holistic development of our students is evident through our multi-faceted approach that promotes connectedness, well-being, and personal growth.

What is the feedback from your stakeholders?

Students and parents both shared that students feel a sense of belonging due to their participation in academic competitions, Boys & Girls Club, Student Council, and a variety of sports offerings. Although students and families enjoy and appreciate the extracurricular, safety remains as a high concern. Even with our over emphasis of physical and mental well-being, staff, students, and parents all detailed the need for more proactive steps and programs to help alleviate and prevent voids in safety protocols. The classrooms and overall schoolwide environment provide a safe haven, but we can't escape the real and perceived lack of safety measures our school community experiences.

Metrics
- % of Students receiving Tier 2/3 interventions meeting targets
- Reduction in OSS per 100
- Reduction in repeated disruptive behaviors (4-6 SCC)
- Access to OST
- Increase Average Daily Attendance
- Increased Attendance for Chronically Absent Students
- Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
- Cultivate (Belonging & Identity)
- Staff trained on alternatives to exclusionary discipline (School Level Data)
- Enrichment Program Participation: Enrollment & Attendance

Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

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

Beyond the classroom, we believe in providing opportunities that extend learning and foster well-rounded development. Our diverse range of after-school programs offers students the chance to explore their interests, from arts and sports to STEM and community service. These programs not only encourage skill-building but also create a sense of belonging and camaraderie, further strengthening the bonds among students. Unfortunately, some scholars can't attend OST programming becuase they ride the bus and miss these student extra curricular engagement opportunities.

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?

We recognize that our students are valuable stakeholders in their education. We empower them to share their thoughts, ideas, and concerns through our student voice initiatives. Regular feedback sessions, student-led clubs, and open forums ensure that every student's perspective is heard and respected. By actively involving students in shaping their educational experience, we cultivate a sense of ownership, boosting self-esteem and engagement.

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

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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
Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	Achievement flourishes when accompanied by steady progress. Learn, Plan, Succeed excels in maintaining positive on-track levels, ensuring that each participant's advancement aligns with their ambitions. Our robust support system, encompassing mentors, coaches, and peer networks, provides guidance that keeps aspirations on course and momentum unswerving.	Graduation Rate

Program Inquiry: Programs/participation/attainment rates of % of ECCC

3 - 8 On Track

Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate

9th and 10th Grade On Track

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data) |
| Yes | 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 | | |
| Yes | 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?** | |
| 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). | | Student Stakeholders recognize the pivotal role and their ownership in the journey of learning and growth. We are excited to highlight the two key pillars that form the foundation of the educational experience: robust classroom instruction and strategic high school planning.

Students add that our classrooms stand as vibrant spaces where knowledge comes to life. Our educators are not just teachers; they are mentors, facilitators, and inspirations. With a commitment to delivering robust instruction, they create an environment that fosters critical thinking, creativity, and a deep understanding of the subjects at hand. Through engaging lessons, interactive discussions, and hands-on experiences, we empower you to not only grasp concepts but also to apply them in the real world. Our classrooms are hubs of curiosity, exploration, and intellectual growth, propelling you toward a future filled with promise. | |
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	We plan to meet with parents earlier in the academic year. We trditionally met with students within the initial 2-3 weeks and meet with parents in November. We will bring the 8th grade parents into the conversation in September.	

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

Students have not internalized the impact their 7th grade year makes on their high school opportunities. Our school needs to better inform families and students of the implications of report cards and attendance.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	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	We are proud to have established positive partnerships with esteemed organizations such as Boys & Girls Club, Trinity All Nations, Example Setters, and the 530 Scholars. These collaborations have been instrumental in fostering community engagement and supporting the growth and development of individuals. Through these partnerships, we have been able to create meaningful programs and initiatives that empower and uplift the communities we serve. We value the opportunity to work alongside these organizations and look forward to continuing our shared mission of making a positive impact. In conjunction with our LSC andpolitical allies, we are able to impact our school and community via multiple avenues.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) Formal and informal family and community feedback received locally. (School Level Data)
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
Yes	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?** Stakeholders express the desire to make more of an impact on families, not only students. Our partners want to offer services that will positively influence job opportunities, financial wellness, legal assistance, and higher education. Parents have also expressed the desire to see the services offered.	

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.

Green has identified a problem of practice around writing. Students should write daily across the curriculum at every grade level. Writing should be connected to academic tasks and meaningful. Students learning and tasks will lead to action driven citizenship.

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?

Our stakeholders agree that there is a need for daily writing schoolwide. Improvements in student writing would greatly impact the success on the IAR assessment, as well as student success at higher academic levels (high school and college). Barriers to success in student writing include, but are not limlited to, a lack of fidelity within the utilization of the curriculum. Teachers must identify writing opportunities within the curriculum; provision of protected time for writing. Ensuring that teachers have an opportunity to unpack the curriculum, provide PD for writing, and progress monitor the implementation of daily writing.

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

"Based on the N11 Rigor Walks at Green, 100% of the teachers have access to and are using high-quality curriculumll iReady Math K-2 trends were in the positive direction, but we still have a significant students behind grade level and not making the expected growth given the supports. 1st grade math 65% one or two grade levels behind. 2nd grade math 91% one or two grade levels behind. STAR showed negative growth in At/Above benchmark (2.77%) as well as urgent intervention. Growth occurred in On Watch and Intervention (4.35%). 5th grade showed largest gaps in positive growth. Males are showing less growth with interventions than females. Hispanic students has the least growth in interventions of student groups. At/above benchmark are not remaining with 100% at or above. Grades mirror trends above.

iReady Reading also trending in positive direction. K has 29% one grade level behind. 1st 91% one or two grade levels behind. 2nd 91% one or two grade levels behind.STAR 81% of urgent intervention students remained in urgent intervention, 38% of intervention students grew out of interventions, while 38% remained and 23% went to urgent interventions. At/above benchmark are not remaining with 100% at or above. Grades mirror trends above.

What is the feedback from your stakeholders?

At Green, stakeholders are focused on the inner core as evidenced by the CIWP Powerful Practices Rubric. We identify and affirm our own and others cultural beliefs and values. We interrogate and strive for awareness of our personal biases, privilege, and challenge assumptions that our own values are the "norm."
We advocate for and actively listen to those who are not represented or included in the story or conversation, are sometimes ignored or discounted, or are the most impacted by systemic racism and oppression.
However, based on the Spring 23 Cultivate survey results, students did not feel like the work was always meningful. We have to do abetter job of connecting academics to the real-world.

What student-centered problems have surfaced during this reflection?

Students need more opportunities to write daily across the curriculum at all grade levels.

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?

There are improvement efforts in progress. Green has a functional ILT. We have developed an ILT schedule that will allow the time needed to review data driven cycles. This schedule will allow us to collaborate to identify areas of improvement, set goals, and create action plans. We will monitor progress and make changes to the plans as needed as we implement best practices.

Return to Top | **Determine Priorities**

Resources: 🚀

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

Students...

With implementing HQ curriculum, students' daily experience in the knowledge utilization, thinking, analyzing, writing, and discourse realms will increase.

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top | **Root Cause**

Resources: 🚀

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

As adults in the building, we...

need professional deveopment with new curriculum, technology implementation, fidelity with collaboration, specifically, we need to priortize writing, providing protected time and space for writing in each subject area.

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top | **Theory of Action**

What is your Theory of Action?

If we....

provide professional development for the new curriculum, and use the curriculum with fidelity and if we create a schedule for students to write in each class everyday...

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

then we see....

Increased student success with grade-level, standards-aligned instruction and we see teachers utilizing strategies for writing, inclusive of the writing process ✎

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

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

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

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

which leads to...

an increase in student data along with greater rigor with more students DOK in knowledge util ✎

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 ✎

Administrative Team

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	April 1, 2024
Q2	12/22/23	Q4	6/7/24

SY24 Implementation Milestones & Action Steps ✎	Who ✎	By When ✎	Progress Monitoring
Implementation Milestone 1 — Provide teachers with professional development for new curriculum	Teachers	May 10, 2024	In Progress
Action Step 1 Identify and locate PD opportunities for Savvas ELA and Math	Principal/AP/Coach	Beginning/Mid August 23	Completed
Action Step 2 Identify and locate PD opportunities for Skyline badges	Principal/AP/Coach	September 8, 2023	Completed
Action Step 3 Schedule teachers for available PDs	Admin/Coach	September 22, 2023	Completed
Action Step 4 Ensure all curriculum and materials are ordered	Principal/AP	September 30, 2023	Completed
Action Step 5 Meet with teachers to determine additional PDs needed	Grade level teams	October 7, 2023	In Progress
Implementation Milestone 2 — Implement writing opportunities within the curriculum	Teachers	Ongoing	In Progress
Action Step 1 Plan time for teachers to unpack curriculum for writing opportunities during GLT	Principal/AP	August, 2023	Completed
Action Step 2 Teachers annotate writing components of curriculum.	Teachers	August 21, 2023	Completed
Action Step 3 Observe lessons as they incorporate writing.	Admin	August 30, 2023	In Progress
Action Step 4 Utilize the LASW protocol around writing in GLTs	GLTs	September, 2023	In Progress
Action Step 5 "Discuss what is working/not working; make changes as needed.	ILT	October 12, 2023	In Progress
Implementation Milestone 3 — 50% of teachers implement daily writing within the curriculum	Teachers	January 12, 2024	Not Started
Action Step 1 Observe lesson plans for evidence of writing	Principal/AP	November, 2023	Not Started
Action Step 2 Observe teacher lessons for implementation of writing	Teachers	November, 2023	Not Started
Action Step 3 Attend grade level meetings to discuss progress in wriitng	Admin	Ongoing	Not Started
Action Step 4 Utilize the LASW protocol around writing in GLTs	GLTs	December, 2023	Not Started
Action Step 5 Discuss what is working/not working; make changes as needed.	ILT	December, 2023	Not Started
Implementation Milestone 4 — 90% of teachers implement daily writing within the curriculum	Teachers	May 10, 2024	Not Started
Action Step 1 Observe lesson plans for evidence of writing	Principal/AP	January, 2024	Not Started
Action Step 2 Observe teacher lessons for implementation of writing	Teachers	January, 2024	Not Started
Action Step 3 Attend grade level meetings to discuss progress in wriitng	Admin Team	Ongoing	Not Started
Action Step 4 Utilize the LASW protocol around writing in GLTs	GLTs	February, 2024	Not Started
Action Step 5 Discuss what is working/not working; make changes as needed.	ILT	March, 2024	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	70% of students in grades 3-8 will write legible, focused essays and writing pieces based on the scoring rubric for prose constructed response items research simulation tasks (RST) and literary analysis tasks (LAT).	✎
SY26 Anticipated Milestones	80% of students in grades 3-8 will write legible, focused essays and writing pieces based on the scoring rubric for prose constructed response items research simulation tasks (RST) and literary analysis tasks (LAT).	✎

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
Students write legible, focused essays and/or writing pieces. Students write to explain problem solving in math.	Yes	Other	Overall	25	50	70	80
			Students with an IEP	7	14	35	50
Whole class (Tier 1) differentiated core instruction with targeted small group (Tier 2) instruction, and implementation of intensive supports (Tier 3). Students move to the next higher tier.	Yes	MTSS Academic Tier Movement	Overall	30	50	70	80
			Overall	30	50	70	80

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:4 The ILT leads instructional improvement through distributed leadership.	Green's goal is to take intentional and public steps to build a foundation of listening that builds bonds of trust, purpose, and shared leadership.	Green will create opportunities that share information, show varied perspectives are valued, and that cultivate voice and influence from those most impacted by a decision.	Green's goal is to share power by being open to critique, being responsive to the voices of others, and finding opportunities for shared leadership in decision-making and co-creation.
C&I:2 Students experience grade-level, standards-aligned instruction.	Green's goal is to empower students as investigators, researchers, and collaborators in learning and problem-solving.	Green will strive for curriculum and instruction that ignites curiosity, poses complex problems, and promotes continuous reflection.	Green will practice, model, and invite critical thinking, questioning, and analysis in all shared spaces of the school building;
Select a Practice	N/A	N/A	N/A

Return to Top   **SY24 Progress Monitoring**

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Students write legible, focused essays and/or writing pieces. Students write to explain problem solving in math.	Other	Overall	25	50	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	7	14	Select Status	Select Status	Select Status	Select Status
Whole class (Tier 1) differentiated core instruction with targeted small group (Tier 2) instruction, and implementation of intensive supports (Tier 3). Students move to the next higher tier.	MTSS Academic Tier Movement	Overall	30	50	Select Status	Select Status	Select Status	Select Status
		Overall	30	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.	Green's goal is to take intentional and public steps to build a foundation of listening that builds bonds of trust, purpose, and shared leadership.	Select Status	Select Status	Select Status	Select Status

C&I:2 Students experience grade-level, standards-aligned instruction.	Green's goal is to empower students as investigators, researchers, and collaborators in learning and problem-solving.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
Select a Practice	N/A	*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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.
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.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Green must establish an equity-based MTSS team. Teachers/team must become efficient with utilizing the Branching Minds platform to analyze multiple data points and create plans for students- assign interventions, set goals, and progress monitor. The team should also ensure that parents and families are engaged in the MTSS process in terms of how it can impact students.

What is the feedback from your stakeholders?

Parents do not have a full understanding of the MTSS process, but do not complain about the services students are receiving.   Parents and families should be better engaged with our equitybased MTSS.   Teachers are expected to be greater participants with Branching Minds. Teachers need more professional development regarding tier 2 and tier 3 interventions, analyzing and documenting data.   Students need to become more aware of their metacognition (what they know, what they don't know), and why they are using various interventions.

What student-centered problems have surfaced during this reflection?

Students have not been able to leverage/maximize the instruction from interventions/scheduled intervention time.

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?

Green leadership has discussed professional learning for teachers around tiered instruction and Branching Minds. More collaboration with teachers and the MTSS team will result in better instruction for students.

Determine Priorities

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

Resources: 🚀

[Determine Priorities Protocol](#)

Students...

do not leverage/maximize learning from interventions/ during scheduled intervention time.

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

Resources: 🚀

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

As adults in the building, we...

have students who need grade level instruction. We want all students to receive targeted supports necessary to help them access grade level instruction

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

provide professional development around tiered instruction and Branching Minds

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

then we see....	Theory of Action is an impactful strategy that counters the associated root cause.
an increase in Branching Mind entries/ documented student data for various stakeholders and differentiated tiered instruction ✎	Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

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

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action. |
| **which leads to...** | |
| stronger implementation of strategies and interventions used with students to promote growth and proficiency and close achievement gaps ✎ | |

Return to Top	**Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✎

ILT/MTSS Team

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	April 1, 2024
Q2	12/22/23	Q4	6/7/24

	SY24 Implementation Milestones & Action Steps ✎	Who ✎	By When ✎	Progress Monitoring
Implementation Milestone 1	Meets DEVELOPED components for high quality, well-documented student support & support plan on MTSS Continuum	ILT/MTSS Team	May 10, 2024	In Progress
Action Step 1	Support plans for interventions are developed and documented within BM	ILT/MTSS Team	October 2, 2023	Not Started
Action Step 2	Ensure personnel regularly interacting with student are providing interventions through documentation and observation	ILT/MTSS Team	October 9, 2023	Not Started
Action Step 3	ILT members conduct rigorwalks to observe, collect data, provide feedback during GLTs on implementation of core curriculum, monthly	ILT/MTSS Team	October 16, 2023	In Progress
Action Step 4	Tier 2 teachers identified, assigned supports for curriculum implementation	ILT/MTSS Team	October 23, 2023	Not Started
Action Step 5	Tier 3 teachers identified, assigned supports for curriculum implementation	ILT/MTSS Team	October 30, 2023	In Progress
Implementation Milestone 2	MTSS Team meets FOUNDATIONAL components for Supplemental Intervention: Progress Monitoring on MTSS Continuum	MTSSTeam/Teachers	September 30, 2023	In Progress
Action Step 1	Provide PD on progress monitoring interventions in BMs	Admin	Aug-Sept, 2023	In Progress
Action Step 2	Lead GLTs on progress monitoring CBMs aligned to student skill deficits	MTSS Team/GLT	September, 2023	Not Started
Action Step 3	Observe progress monitoring for CBMs and highlight teacher use aligned to student skill deficits	Admin	Ongoing	Not Started
Action Step 4	GLTs review BMs data monthly	Admin	December, 2023	Not Started
Action Step 5	BMs data is widely shared in weekly staff newsletter	Admin	Monthly	In Progress
Implementation Milestone 3	70% of teachers utilizing Branching Minds and providing tiered instruction	MTSS Team/Admin/Teachers	February 23, 2024	Not Started
Action Step 1	Provide PD on Branching Mind and tiered instruction as needed	MTSS Team/Admin/Teachers	January 12, 2024	In Progress
Action Step 2	Lead GLTs on progress monitoring CBMs aligned to student skill deficits	MTSS Team/Admin/Teachers	January 26, 2024	Not Started
Action Step 3	Observe progress monitoring for CBMs and highlight teacher use aligned to student skill deficits	MTSS Team/Admin/Teachers	February 14, 2024	Not Started
Action Step 4	GLTs review BMs data monthly	MTSS Team/Admin/Teachers	Monthly	Not Started
Action Step 5	Discuss with MTSS team what is working; make changes as needed	MTSS Team/Admin/Teachers	biweekly	In Progress
Implementation Milestone 4	95% of teachers utilizing Branching Minds and providing tiered instruction	MTSS Team/Admin/Teachers	May 17, 2024	Not Started
Action Step 1	Provide PD on Branching Mind and tiered instruction as needed	MTSS Team/Admin/Teachers	March 29, 2024	In Progress

Action Step 2	Lead GLTs on progress monitoring CBMs aligned to student skill deficits	MTSS Team/Admin/Teachers	April 5, 2024	Not Started
Action Step 3	Observe progress monitoring for CBMs and highlight teacher use aligned to student skill deficits	MTSS Team/Admin/Teachers	April 19, 2024	Not Started
Action Step 4	"GLTs review BMs data monthly "	MTSS Team/Admin/Teachers	Monthly	Not Started
Action Step 5	Discuss with MTSS team what is working; make changes as needed	MTSS Team/Admin/Teachers	biweekly	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	50% of teachers differentiating core instruction -OPERATIONAL components of high quality, well-documented student support and support plans: 100% of interventions are within the CPS curated list, 100% of interventions are documented and monitored within the Branching Minds Platform, 60% of student support plans and supports implemented with fidelity -DEVELOPED components of supplemental intervention: progress monitoring: MTSS team and 60% of teachers regularly progress monitor and implement actions in BMs, using multiple data points"	✎
SY26 Anticipated Milestones	"-90% of teachers effectively differentiating core instruction -Maintain OPERATIONAL components of high quality, well-documented students support and support plans: 100% of student support plans and supports implemented with fidelity -FULLY OPERATIONAL on supplemental intervention: 100% of teachers progress monitoring and adjusting interventions and supports based on data, -FULLY OPERATIONAL on Interpret Data and Adjust Instruction from MTSS Continuum"	✎

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
Provide professional development around Branching Minds and tiered instructional support.	Yes	MTSS Academic Tier Movement	Overall	40	75	90	100
			Overall	40	75	90	100
Utilize intervention time to leverage student learning.	Yes	MTSS Academic Tier Movement	Overall	25	70	85	100
			Overall	25	70	85	100

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✎	Specify your practice goal and identify how you will measure progress towards this goal. ✎		
	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Green's goal is to use the PSP to identify the potential root cause and contributing factors that are impeding the successful learning of grade-level content and standards. This must include an in-depth look at school and classroom wide implementation of high-quality Tier 1 curriculum and instruction.	Green's team will implement a balanced assessment system that measures the depth and breadth of student learning, monitors student progress, and provides actionable data to inform planning for instruction and academic supports.	Green's teachers will collect and analyze multiple measures, including screening and benchmark assessments, classroom assessments, observations, and attendance data to gain holistic insight into students' needs.

I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Green's goal is to have an MTSS leadership team. The team should represent a variety of staff roles and should include an administrator or someone with designated decision-making authority. The MTSS leadership team will drive evidence-based systems and structures to support students.	Green's team is expected to use the Branching Minds platform to manage their MTSS framework implementation. Educators will use Branching Minds to analyze multiple data points that will guide the problem-solving process; create plans for students; assign interventions, set goals, and progress monitor plan implementation; and monitor outcomes.	Green will use progress monitoring to determine if strategies or interventions are having their intended effect and provide guidance for planning next steps. Educators should use district-approved progress monitoring assessments or other research-based measures for this purpose. Progress monitoring should occur within the Branching Minds platform unless otherwise directed and approved by District or Network leadership.
Select a Practice	N/A	N/A	N/A

Return to Top | **SY24 Progress Monitoring** |

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Provide professional development around Branching Minds and tiered instructional support.	MTSS Academic Tier Movement	Overall	40	75	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Overall	40	75	*Select Status*	*Select Status*	*Select Status*	*Select Status*
Utilize intervention time to leverage student learning.	MTSS Academic Tier Movement	Overall	25	70	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Overall	25	70	*Select Status*	*Select Status*	*Select Status*	*Select Status*

Practice Goals   Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Green's goal is to use the PSP to identify the potential root cause and contributing factors that are impeding the successful learning of grade-level content and standards. This must include an in-depth look at school and classroom wide implementation of high-quality Tier 1 curriculum and instruction.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Green's goal is to have an MTSS leadership team. The team should represent a variety of staff roles and should include an administrator or someone with designated decision-making authority. The MTSS leadership team will drive evidence-based systems and structures to support students.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
Select a Practice	N/A	*Select Status*	*Select Status*	*Select Status*	*Select Status*

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:	☐	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).**
No action needed		**(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
		Overall	25	50	70	80
Required Math Goal	Other: Students write legible, focused essays and/or writing pieces. Stude...	Students with an IEP	7	14	35	50
		Overall	30	50	70	80
Required Reading Goal	MTSS Academic Tier Movement: Whole class (Tier 1) differentiated core i...	Overall	30	50	70	80
Optional Goal	Select a Goal					

Parent and Family Plan

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

- ☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.

- ☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

- ☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

- ☑ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

- ☑ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.

- ☑ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

- ☑ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.

- ☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- ☑ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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

- ☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.

- ☑ The school will hold parent-teacher conferences.

- ☑ The school will provide parents with frequent reports on their children's progress.

- ☑ The school will provide parents reasonable access to staff.

- ☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

- ☑ The parents will support their children's learning.

- ☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

> *-Funds will be utilized to increase parent knowledge and understanding of on-track criteria (attendance and grades expectations) as evidenced by increased on-track rates for grades 3-8.   -Funds will be uitilized to provide activities that demonstrate academic strategies for parents to assist students at home.*

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