

CIWP Team & Schedules

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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
Vickie Wedster	Teacher Leader	vmwedster@cps.edu
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American Cannon	Teacher Leader	afcannon@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	4/25/23	9/7/23
Reflection: Curriculum & Instruction (Instructional Core)	7/24/23	9/2/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/17/23	9/2/23
Reflection: Connectedness & Wellbeing		
Reflection: Postsecondary Success		
Reflection: Partnerships & Engagement		
Priorities	4/25/23	7/24/23
Root Cause	5/17/23	7/25/23
Theory of Acton	7/25/23	7/25/23
Implementation Plans	4/25/23	9/7/23
Goals	7/25/23	9/6/23
Fund Compliance	9/2/23	9/4/23
Parent & Family Plan	8/3/23	9/1/23
Approval	9/12/23	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	10/18/23
Quarter 2	12/13/23
Quarter 3	3/20/24
Quarter 4	5/29/24

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](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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	At present, Gunsaulus only has a literacy curriculum (ARC) for grades in K-8 that was implemented starting in the Fall of 2022. Math instruction is compromised of Teacher-Made Units and resources. There are vertical gaps in math instruction resulting from this approach.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math)
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	<p>What is the feedback from your stakeholders?</p> When presenting to our BELT the feedback received was affirming that continuing the use of GLAD and the professional learning for our staff would be best practice.	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		
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> Starting in SY22-23, we onboarded 3 Reading Tutors through Tutor Corp to provide tier 2 and tier 3 intervention for our highest need students in Kinder, 1st, and 2nd grade. The intervention was provided 5x per week for 20 minutes per session per day. This year we are adding a 4th tutor to support in 3rd grade. The impact from Year 1 of tutoring implementation was the K-2 had a 28% higher level of reading proficiency than the rest of the school. We hope to continue this work by bridging the historical regression we have seen take place when students transition from 2nd to 3rd grade. The positive impact we saw in K-2 this year can be attributed to the ARC reading curriculum and the targeted interventions for struggling readers in K-2. By the end of SY23, 40% of students in K-2 were at least one grade level below compared to the 80% percent below grade level at BOY SY23.	
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document		

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.

"Schoolwide Reading Proficiency: After Year 1 of implementation of a research based literacy curriculum (ARC), 48% of our students are continuing to perform 2 or more grade levels below their current grade level. Students in K-2 are demonstrating 59% proficiency in reading as measured by i-Ready. Students in grades 3-8 are demonstrating 20.38% proficiency in reading as measured by Star360. 17% of students in Grades 3-8 met or exceeded expectations as measured by IAR reading.

Schoolwide Math Proficiency: Our progress is 47.88% of students in grades K-8 are demonstrating our proficiency in Math.

As a part of our SY24 Professional Learning Calendar, there

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	<p>"In the SY23 school year, 6% (16) students identified as English learners in grades K - 8 demonstrated full proficiency as defined on Access through a composite score of 4.8 or higher. Historically, at GSA students who continue to be identified as English learners after 5th grade do not improve their proficiency passed the Developing stage. Additionally, our English learners are significantly behind grade level in reading according to the IRLA & ENIL reading levels. The assessment Las Links also aligns with the results of ACCESS scores. Both assessments show Gunsaulus English learners are struggling on the expressive areas of language. Our students need more opportunities to speak and write in English. </p>	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		MTSS Integrity Memo		

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
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
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.

According to ARC's IRLA & EIL Currently SY23, 32% of our EL students are 2 or more grade levels below. As a result, only 28% of all EL student are on grade level.

6% of English learners who took the Access test demonstrated proficiency.

Proficiency or Above on Access – Speaking 31.2% Writing 8.6%

In SY20, 21.5% of EL students made adequate progress on ACCESS. That percent is lower than the scores in SY17, SY16, and SY15.

What is the feedback from your stakeholders?

From ILT:
•What kind of measurement would help measure the growth of ELs in direct relation to the implementation of GLAD

•GLAD has the keys to success that our students need in order to have access to the content in each grade level.

*Find a measure for EL students that clearly measures proficiency in English acquisition

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 also provided OLCE interventions in after school programming for our EL students 2x weekly in 1st-3rd grade, and 4 days per week for 1st-4th grade over the summer.

In SY22-23, our school trained 100% of academic staff in GLAD strategies, and trained 2 staff members as in-house trainers to continue the ongoing professional learning around Guided Language Acquisition by Design. This effort is to further support and address the learning gaps between our EL students with attainment of reading and math proficiency by equipping our educators with research based skills to improve their practice. The impact of this is that we have shown growth towards meeting our goal of classrooms consistently using the 7 HipPocket Tools and classrooms will have Give Me 5 anchor charts visible in the classroom. 7 hip pockets tools will be integrated throughout lessons. (Cited Sources, Color Coding, Co-constructed Charts).

Our staff provides provide Growth-Plus math and reading interventions after school 2x weekly for our highest need students in grades K-8 during the fall, winter, and spring sessions.

[MTSS Academic Tier Movement](#)

[Annual Evaluation of Compliance \(ODLSS\)](#)

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

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

Using the associated references, is this practice consistently implemented?	References
Select Rating	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
Select Rating	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Select Rating	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.
Select Rating	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?	Metrics
[takeaways reflecting most students; takeaways reflecting specific student groups]	% 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
What is the feedback from your stakeholders?	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure

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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?

[impact on most students; impact on specific student groups]

[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

Select Rating	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)
Select Rating	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
Select Rating	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
Select Rating	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).	
Select Rating	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
Select Rating	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
Select Rating	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

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What is the feedback from your stakeholders?
 [feedback trends across stakeholders; feedback trends across specific stakeholder groups]

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?

[impact on most students; impact on specific student groups]

- [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)





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.

High school applications were delayed and not enough support was provided to parents and students.

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Partnership & Engagement

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
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	<i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i> 	Cultivate
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	What is the feedback from your stakeholders? <i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i> 	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. While Student Voices are taken into account, student input has not been included in instructional decision-making and continuous learning. Under 5Essentials (Supportive Environment in Math & Reading), there was no follow-up to address these areas and opportunities were not given to students. 		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? <i>[impact on most students; impact on specific student groups]</i> 	

Jump to... [Priority Reflection](#) [TOA Root Cause](#) [Goal Setting Implementation Plan](#) [Progress Monitoring](#)

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

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.
Partially	The ILT leads instructional improvement through distributed leadership.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

At present, Gunsaulus only has a literacy curriculum (ARC) for grades in K-8 that was implemented starting in the Fall of 2022. Math instruction is compromised of Teacher-Made Units and resources. There are vertical gaps in math instruction resulting from this approach.

According to i-ready and Star360 reading and math, we analyzed the percentage of students demonstrating grade level proficiency. The most growth took place in Kinder-2nd grade. For i-ready reading in K-2, the range of growth was from +21%-63%. For i-ready Math in K-2 the range of growth was from +35%-75%. Once students reached 3rd-8th the growth was in reading student growth was a range of +2%-4% growth. In Math for 3rd-8th grade the range of growth from +4%-14% of students demonstrating proficiency.

What is the feedback from your stakeholders?

When presenting to our BELT the feedback received was affirming that continuing the use of GLAD and the professional learning for our staff would be best practice.

ILT recommended to remove "Tier 1 and Tier 2" language from the Theory of Action so that it was inclusive of all students in Tier 3 as well.

* ILT recommended to be more specific in the measures we are using to progress monitor our schoolwide data.

What student-centered problems have surfaced during this reflection?

Schoolwide Reading Proficiency:
After Year 1 of implementation of a research based literacy curriculum (ARC), 48% of our students are continuing to perform 2 or more grade levels below their current grade level.
Students in K-2 are demonstrating 59% proficiency in reading as measured by i-Ready.
Students in grades 3-8 are demonstrating 20.38% proficiency in reading as measured by Star360.
17% of students in Grades 3-8 met or exceeded expectations as measured by IAR reading.

Schoolwide Math Proficiency:
On average, only 47.38% of students in grades K-8 are demonstrating proficiency in Math as measured by i-ready, Star360, and IAR.
Students in K-2 are demonstrating 54% proficiency in math as measured by i-Ready.

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?

Starting in SY22-23, we onboarded 3 Reading Tutors through Tutor Corp to provide tier 2 and tier 3 intervention for our highest need students in Kinder, 1st, and 2nd grade. The intervention was provided 5x per week for 20 minutes per session per day. This year we are adding a 4th tutor to support in 3rd grade. The impact from Year 1 of tutoring implementation was the K-2 had a 28% higher level of reading proficiency than the rest of the school. We hope to continue this work by bridging the historical regression we have seen take place when students transition from 2nd to 3rd grade. The positive impact we saw in K-2 this year can be attributed to the ARC reading curriculum and the targeted interventions for struggling readers in K-2. By the end of SY23, 40% of students in K-2 were at least one grade level below compared to the 80% percent below grade level at BOY SY23.

Our staff provides Growth-Plus math and reading interventions after school 2x weekly for our highest need students in grades K-8 during the fall, winter, and spring sessions.

Return to Top Determine Priorities

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

Students...
After Year 1 of implementation of a research based literacy curriculum (ARC), 48% of our students are continuing to perform 2 or more grade levels below their current grade level.

[Determine Priorities Protocol](#)

Resources:

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

Return to Top Root Cause

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

As adults in the building, we...
Historically we have not provided a schoolwide literacy or math curriculum that addresses foundational skills for K-8, and as a result 48% of our students continue perform at least 2 grade levels below in reading and 53% of students are performing 1 or more grade levels below in math.

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

Resources:

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
If we do... intentionally designed professional learning time for our staff around data driven instruction and create structures for data analysis and team collaboration

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

Resources:

then we see....
 then we see...grade level teams will make data driven decisions that differentiate instruction so that all students have access to grade-level standards

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...
 which leads to... an average increase of 20% in grade level math and reading proficiency on iReady (K-2) and Star 360 (3-8) as well as an increase of 20% of students reading at grade level proficiency as defined by ARC's IRLA an ENIL Reading levels.

[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

Dates for Progress Monitoring Check Ins

Q1	10/18/23	Q3	3/20/24
Q2	12/13/23	Q4	5/29/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	During SY24 Educators in PK-4 will develop rigorous common Interim Assessments in Math, and educators in 5-8 will develop interim assessments for their content area for Q1-Q4	Educators	6/6/24	Select Status
Action Step 1	Educators in PK-4 will develop common Interim Assessments in Math, and educators in 5-8 will develop interim assessments for their content area.	Educators	9/5/23	Completed
Action Step 2	Educators in PK-4 will develop common Interim Assessments in Math, and educators in 5-8 will develop interim assessments for their content area for Q2.	Educators	10/10/23	Select Status
Action Step 3	Educators in PK-4 will develop common Interim Assessments in Math, and educators in 5-8 will develop interim assessments for their content area for Q3.	Educators	2/16/24	Select Status
Action Step 4	Educators in PK-4 will develop common Interim Assessments in Math, and educators in 5-8 will develop interim assessments for their content area for Q4.	Educators	3/15/24	Select Status
Action Step 5	Educators in PK-8 will use feedback from Principal Support to make adjustments and improve the quality of the assessment.	ILT + Principal Support	Quarterly	Select Status
Implementation Milestone 2	Educators in PK-8 will follow a Data-Driven Instruction Results Protocol to make predictions, analyze assessment data, and provide appropriate re-teaching/reassessing practices.	ILT team leaders + Principal support	6/6/24	Select Status
Action Step 1	Q1: Educators in PK-8 will follow a Data-Driven Instruction Results Protocol to work with their Principal Support to: make predictions, analyze assessment data, and provide appropriate re-teaching/reassessing practices.	ILT team leaders + Principal support	10/12/23	Select Status
Action Step 2	Q2: Educators in PK-8 will follow a Data-Driven Instruction Results Protocol to work with their grade level or content team to make predictions and analyze assessment data. They will work with their principal support for student data analysis conferences and professional learning around re-teaching/reassessing practices.	ILT team leaders + Principal support	11/17/23	Select Status
Action Step 3	Q3: Educators in PK-8 will follow a Data-Driven Instruction Results Protocol to work with their grade level or content team to make predictions, analyze assessment data, and plan for re-teaching/re-assessing. They will work with their principal support for student data analysis conferences.	ILT team leaders + Principal support	2/15/24	Select Status
Action Step 4	Q4: Educators in PK-8 will follow a Data-Driven Instruction Results Protocol to work with their grade level or content team to make predictions, analyze assessment data, and plan for re-teaching/re-assessing. They will work with their principal support for student data analysis conferences.	ILT team leaders + Principal support	5/1/24	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Gunsaulus Administrators will work closely with the ILT to provide ongoing professional learning and allocated data entry time for ARC + School Pace data to ensure that each students has at minimum one entry in SchoolPace to update their progress in literacy.	ILT team leaders + Principal support	6/6/24	Select Status
Action Step 1	During Quarter 1, professional learning time around ARC and School Pace Data entry time will be provided during TLT on .	ILT team leaders + Principal support	9/13/23	Select Status
Action Step 2	During Quarter 2, professional learning time around ARC and School Pace Data entry time will be provided during TLT on ...	ILT team leaders + Principal support	11/7/23	Select Status
Action Step 3	During Quarter 3, professional learning time around ARC and School Pace Data entry time will be provided during TLT on ...	ILT team leaders + Principal support	1/23/24	Select Status
Action Step 4	During Quarter 4, professional learning time around ARC and School Pace Data entry time will be provided during TLT on ...	ILT team leaders + Principal support	4/23/23	Select Status
Action Step 5	During Quarter 4, educators will complete ARC Self-reflections and support with planning a scope and sequence for Year 3 of ARC implementation	ILT team leaders + Principal support	6/7/23	Select Status

Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	During SY25 Educators in PK-4 will develop common Interim Assessments in ELA for Q1-Q4 and follow the same Results Meeting Protocols that were put in place for the SY24 school year.. Educators in 5th-8th will develop interim assessments for a second grade level.	
SY26 Anticipated Milestones	During SY26 Educators in PK-4 will be using rigorous interims assessments in ELA and Math, and educators in 5th-8th will have interim assessments for all grade levels, for Q1-Q4 and follow the same Results Meeting Protocols that were put in place for the SY24 school year.	

Return to Top **Goal Setting**

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
By the end of SY26, our overall reading proficiency in K-2 will increase from a baseline of 59% to 74% as measured by i-Ready Reading and the overall reading proficiency for our DL population will increase from a baseline of 36% to 48%.	Yes <input type="checkbox"/>	iReady (Reading)	Students with an IEP	39	64%	69%	74%
			Overall	26	40%	44%	48%
By the end of SY26, our overall reading proficiency in grades 3-8 will increase from a baseline of 20% to 59% as measured by Star360 reading and the overall math proficiency for our DL population will increase from a baseline of 2% to 17%.	Yes <input type="checkbox"/>	STAR (Reading)	Students with an IEP	39	31%	41%	51%
			Overall	1	7%	12%	17%

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:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	During SY24 Educators in PK-4 will develop rigorous common Interim Assessments in Math, and educators in 5-8 will develop interim assessments for their content area for Q1-Q4	During SY25 Educators in PK-4 will develop common Interim Assessments in ELA for Q1-Q4 and follow the same Results Meeting Protocols that were put in place for the SY24 school year.. Educators in 5th-8th will develop interim assessments for a second	During SY26 Educators in PK-4 will be using rigorous interims assessments in ELA and Math, and educators in 5th-8th will have interim assessments for all grade levels, for Q1-Q4 and follow the same Results Meeting Protocols that were put in place for the SY24 school
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	ILT members + Principal support in PK-8 will lead their own Results Meeting protocol and complete the following components within their teams: interim assessment predictions, student data analysis, and action planning.	Educators in PK-8 will lead their own Results Meeting protocol and complete the following components within their teams: interim assessment predictions, student data analysis, and action planning.	1x1 principal check-ins with every educator will allow for planning support. Peer observations will allow for peer-to-peer feedback .
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Year 2 of a 5 year ARC implementation plan. The IRLA/ENIL toolkits have been integrated as a key component in our SY24 Assessment calendar to collect reading data on every student in K-8. Educators are required to collect 1 monthly update per student at minimum in the SchoolPace platform. We will	Year 3 of ARC: Scale refinements of the systems and structures in place to ensure success and growth for all students. We will monitor this by SY25 Reading proficiency increased attainment.	Year 4 of ARC: Continued nurturing a culture of collaborative innovation. We will measure this

Return to Top **SY24 Progress Monitoring**

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
from a baseline of 59% to 74% as measured by i-Ready Reading and the overall reading proficiency for our DL population will increase from a baseline of 36% to 48%.	iReady (Reading)	Students with an IEP	39	64%	Select Status	Select Status	Select Status	Select Status
		Overall	26	40%	Select Status	Select Status	Select Status	Select Status
By the end of SY26, our overall reading proficiency in grades 3-8 will increase from a baseline of 20% to 59% as measured by Star360 reading and the overall math proficiency for our DL population will increase from a baseline of 2% to 17%.	STAR (Reading)	Students with an IEP	39	31%	Select Status	Select Status	Select Status	Select Status
		Overall	1	7%	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:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	During SY24 Educators in PK-4 will develop rigorous common Interim Assessments in Math, and educators in 5-8 will develop interim assessments for their content area for Q1-Q4	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	ILT members + Principal support in PK-8 will lead their own Results Meeting protocol and complete the following components within their teams: interim assessment predictions, student data analysis, and action planning.	Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Year 2 of a 5 year ARC implementation plan. The IRLA/ENIL toolkits have been integrated as a key component in our SY24 Assessment calendar to collect reading data on every student in K-8. Educators are required to collect 1 monthly update per student at minimum in the SchoolPace platform. We will measure	Select Status	Select Status	Select Status	Select Status

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#) 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?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	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?

"In the SY23 school year, 6% (16) students identified as English learners in grades K - 8 demonstrated full proficiency as defined on Access through a composite score of 4.8 or higher. Historically, at GSA students who continue to be identified as English learners after 5th grade do not improve their proficiency passed the Developing stage. Additionally, our English learners are significantly behind grade level in reading according to the IRLA & ENIL reading levels. The assessment Las Links also aligns with the results of ACCESS scores. Both assessments show Gunsaulus English learners are struggling on the expressive areas of language. Our students need more opprotunities to speak and write in English.

In SY20, 21.5% of EL students made adequate progress on ACCESS. That percent is lower than the scores in SY17, SY16, and SY15.

What is the feedback from your stakeholders?

From ILT:

- What kind of measurement would help meausre the growth of ELs in direct relation to the implementation of GLAD
- GLAD has the keys to succes that our students need in order to have access to the content in each grade level.
- *Find a measure for EL students that clearly measures proficiceny in English acquisition

What student-centered problems have surfaced during this reflection?

Accordng to ARC's IRLA & EIL Currently SY23, 32% of our EL students are 2 or more grade levels below. As a result, only 28% of all EL student are on grade level.

6% of English learners who took the Access test demonstrated proficiency.

Proficiency or Above on Access – Speaking 31.2% Writing 8.6%

Process for identifying students unclear and confusing

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?

We also provided OLCE interventions in after school programming for our EL students 2x weekly in 1st-3rd grade, and 4 days per week for 1st-4th grade over the summer.

In SY22-23, our school trained 100% of academic staff in GLAD strategies, and trained 2 staff members as in-house trainers to continue the ongoing professional learning around Guided Language Acquisition by Design. This effort is to further support and address the learning gaps between our EL students with attainment of reading and math proficiency by equipping our educators with research based skills to improve their practice. The impact of this is that we have shown growth towards meeting our goal of classrooms consistenly using the 7 HipPocket Tools and classrooms will have Give Me 5 anchor charts visible in the classroom. 7 hip pockets tools will be integrated throughout lessons. (Cited Sources, Color Coding, Co-constructed Charts).

Our staff provides provide Growth-Plus math and reading interventions after school 2x weekly for our highest need students in grades K-8 during the fall, winter, and spring sessions.

As a part of our SY24 Professional Learning Calendar, there are 14 Principal Directed weekly Team Learning Time sessions focused on Data-Driven Instruction practices and student data analysis. In addition, there are 4 School Improvement Days dedicated to student data analysis, interim assessment results protocol, and re-teaching practices to ensure acquisiton and retainment of content by students in Reading and Math.

Return to Top Determine Priorities

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

Students...

In SY20, 21.5% of ELs made adequate progress on ACCESS testing.

Accordng to ARC's IRLA & EIL Currently SY23, 32% of our EL students are 2 or more grade levels below. As a result, only 28% of all EL student are on grade level.

6% of English learners who took the Access test demonstrated proficiency.

Proficiency or Above on Access – Speaking 31.2% Writing 8.6%

Resources:

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top Root Cause

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

As adults in the building, we...

Some educators are implementing GLAD Strategies including & Hip Pocket Tools and Give me Five. Can increase this practice for all.

Educators are not providing our students with authentic and meaningful experiences to practice English language learning. There is no clear ESL block in any of the grade levels.

Resources:

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

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top Theory of Action

What is your Theory of Action?

If we....
 Provide educators with ongoing professional learning in Guided Language Acquisition Design.

then we see....
 Educators create engaging and rigorous units and lessons filled with research-based and field-tested instructional strategies.

which leads to...
 an increase of 20% of students making sufficient annual progress on ACCESS by June 2026 to go from 21.5% to 41.5%

Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

[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

Dates for Progress Monitoring Check Ins

Q1	10/18/23	Q3	3/20/24
Q2	12/13/23	Q4	5/29/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	During SY24 Educators in PK - 8 will develop one unit per quarter incorporating the seven hip pocket tools and the use all five give me five (Process Grid, GOIC, Pictorial Input Chart, Expert groups and cooperative strip paragraph)	Educators	10/20/23	Select Status
Action Step 1	Gather baseline data on how much learning educators have retained about GLAD.	Principal Support and ILT	9/13/23	Select Status
Action Step 2	Provide PD to Staff during Opening PD	Principal Support and ILT	8/20/23	Select Status
Action Step 3	Provide PD to staff during TLT/PD/SID	Principal Support and ILT	9/22/23	Select Status
Action Step 4	Educators implement learning and make GLAD come to life	Educators	10/1/23	Select Status
Action Step 5				Select Status
Implementation Milestone 2	During SY24 Educators in PK - 8 will engage in peer observations around GLAD implementation using 7 Hip Pocket Tools and the Give Me Five Strategies.	Principal Support and ILT, educators	10/20/23	Select Status
Action Step 1	ILT creates an observation schedule for all educators to visit classrooms and see GLAD	Principal Support and ILT	9/29/23	Select Status
Action Step 2	Educators visit peers to learn from and reflect on GLAD implementation.	Educators	10/23/23	Select Status
Action Step 3	ILT reviews observation data and plans PD for support	Principal Support and ILT	11/8/23	Select Status
Action Step 4	Educators visit peers to learn from and reflect on GLAD implementation.	Principal Support and ILT	4/15/24	Select Status
Action Step 5	ILT reviews observation data and plans PD for support	Principal Support and ILT	4/24/24	Select Status
Implementation Milestone 3	Families and community will visit our classrooms to observe GLAD being implemented in all classrooms and to give feedback.	Families and Community	1/9/24	Select Status
Action Step 1	PAC/BAC will hold workshops abotu GLAD for families.	Families and Community	9/27/23	Select Status
Action Step 2	PAC/BAC create an observation schedule for all families to visit classrooms and see GLAD in action.	Families and Community	10/13/23	Select Status
Action Step 3	PAC/BAC will review feedback and structure of observations	Families and Community	10/25/23	Select Status
Action Step 4	PAC/BAC create an observation schedule for all families to visit classrooms and see GLAD in action.	Families and Community	2/23/24	Select Status
Action Step 5	PAC/BAC will celebrate the learning for the year.	Families and Community	2/28/24	Select Status
Implementation Milestone 4	N/A			Select Status
Action Step 1	N/A			Select Status
Action Step 2	N/A			Select Status
Action Step 3	N/A			Select Status
Action Step 4	N/A			Select Status
Action Step 5	N/A			Select Status

<p>SY25 Anticipated Milestones</p>	<p>" During SY25 Educators in PK - 8 will develop two units incorporating the seven hip pocket tools and the use of all of the give me five (Process Grid, GOIC, Pictorial Input Chart, Expert groups and cooperative strip paragraph)</p> <p>Families and community will visit our classrooms to observe GLAD being implemented in all classrooms and to give feedback.</p>	
<p>SY26 Anticipated Milestones</p>	<p>" During SY256 Educators in PK - 8 will develop three units incorporating the seven hip pocket tools and the use of all of the give me five (Process Grid, GOIC, Pictorial Input Chart, Expert groups and cooperative strip paragraph)</p> <p>Families and community will visit our classrooms to observe GLAD being implemented in all classrooms and to give feedback.</p>	

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

[IL-EMPOWER Goal Requirements](#)

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
By the end of SY26, there will be an increase of 20% of students making sufficient annual progress on ACCESS.	Yes	ACCESS	English Learners	21.50%	28%	35%	41.50%
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	SY24: Ongoing Training, Peer Observations, & Gladifying Units Year 2 (5 of 5 Give Me Five Strategies)	SY25: Ongoing Training, Peer Observations, 2 Core subjects Gladified	SY26: Ongoing Training, Peer Observations, 3 Core Subjects Gladified
Select a Practice			
Select a Practice			

[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
By the end of SY26, there will be an increase of 20% of students making sufficient annual progress on ACCESS.	ACCESS	English Learners	21.50%	28%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Practice Goals				Progress Monitoring				
Identified Practices		SY24		Quarter 1	Quarter 2	Quarter 3	Quarter 4	
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.		SY24: Ongoing Training, Peer Observations, & Gladifying Units Yea		Select Status	Select Status	Select Status	Select Status	
Select a Practice				Select Status	Select Status	Select Status	Select Status	
Select a Practice				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). (Continue to Parent & Family Plan)

No action needed

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

Select a Goal

Student Groups	Baseline	SY24	SY25	SY26

Required Reading Goal

Select a Goal

Optional Goal

Select a Goal

Parent and Family Plan

If Checked:

**Our school is a Title I school operating a Schoolwide Program**

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

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

If Checked:

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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

We are planning curriculum nights, math and literacy nights, and we are providing year 2 of Home-School connection where we gave PD for our families to learn about GLAD then they did walk throughs of our classrooms. 

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