

CIWP Team & Schedules

Resources 

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Aisha McCarthy	Principal	akmccarthy@cps.edu
Robin Vaughn	AP	rsvaugn1@cps.edu
Angela Harston	Inclusive & Supportive Learning Lead	asharston@cps.edu
Katherine Polk	Curriculum & Instruction Lead	kpolk20@cps.edu
Courtney Brock	Inclusive & Supportive Learning Lead	cbrock1@cps.edu
Barbara Garner	Parent	
Latrice Madkins	Teacher Leader	lmcfarland@cps.edu
Merlita Williams	Teacher Leader	mgwilliams@cps.edu
Kimlona Robinson	Teacher Leader	kbrown75@cps.edu
Tilden Dunn	Connectedness & Wellbeing Lead	tjdunn@cps.edu
Kimberly Carothers	Teacher Leader	kdcarothers@cps.edu
Jerome Bailey	LSC Member	jeromesbailerysr@gmail.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	5/1	5/15/23
Reflection: Curriculum & Instruction (Instructional Core)	5/23/23	6/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/23/23	6/1/23
Reflection: Connectedness & Wellbeing	5/23/23	6/1/23
Reflection: Postsecondary Success	5/23/23	6/1/23
Reflection: Partnerships & Engagement	5/23/23	6/1/23
Priorities	6/1/23	6/6/23
Root Cause	6/26/23	7/7/23
Theory of Acton	7/11/23	7/21/23
Implementation Plans	7/24/23	8/4/23
Goals	7/17/23	8/11/23
Fund Compliance	8/1/23	8/11/23
Parent & Family Plan	8/1/23	8/25/23
Approval	8/25/23	9/1/23

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	10/14/2023
Quarter 2	1/27/2024
Quarter 3	4/1/2024
Quarter 4	5/31/2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.
 Stakeholders are consulted for the Reflection of Foundations.
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources

[Reflection on Foundations Protocol](#)

[Return to Top](#)

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	iREADY: 93% of K-2 students were below at least one grade level below in reading at BOY on compared to 59% at EOY 99% of students K-2 were below at least one grade level in math at BOY compared to 70% at EOY STAR: 72% of 3rd-8th grade were at intervention/urgent intervention at BOY in reading compared to 67% at EOY 66% of 3rd-8th grade were at intervention/urgent intervention at BOY in Math compared to 63% at EOY IAR: 5% meeting expectations in reading and 1% meeting expectations in math Significant growth is needed during the school year, so that students can meet expectations. While some growth has been made in both ELA an MATH on both STAR and iReady assessments, majority of students are not performing on grade level as indicated on IAR and PSAT. Rigor walk data indicates a strong implementation of tier 1 curriculum. Walk data also shows the need to integrate technology and allow students opportunities to engage in difficult tasks. Cultivate data indicates students need consistent feedback to understand learning targets and the purposes for learning.		IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction			STAR (Math)
Yes	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?		iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
No	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership	Teachers understand the purpose of utilizing the tier 1 curriculum but struggle with providing interventions in the moment to support students, without getting off pace. Students enjoy the curriculum but need to engage in more discussions with peers to have opportunities to give and receive feedback.		
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			
Yes	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?		

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Student engagement in content is low, limited feedback on their learning and limited opportunities to engage with curriculum digitally and independently.

[Return to Top](#)

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	Branching Minds is not consistently used across all grade levels for progress monitoring. The core tier 1 curriculum is implemented with limited interventions for students. School level MTSS team reviews data with teachers, student level assessment data is not consistently reviewed in content meetings following interim assessments. While there has been some tier movement data indicates		Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum
-----------	--	---	--	--	---

		Roots Survey
No	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
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
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

While there has been some tier movement data indicates support for tier 2 and 3 interventions to increase growth. Support is needed for DL students in the gen ed classroom to help them access the curriculum.

What is the feedback from your stakeholders?

Teachers indicate a need for tier 2 and 3 interventions to support students. Teachers need increased opportunities to provide interventions within the curriculum and in small groups. Parents have indicated that IEP goals are appropriate and they are satisfied with classroom learning in cluster classrooms. Some special education classroom assistants have requested additional training to support students in ELA and Math goals.

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?

Tutors that have been consistent made a significant impact on student growth. Support staff that provides small group interventions has made an impact in grades K-2 as indicated on iReady.

- [Roots Survey](#)
- [ACCESS](#)
- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

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 CIWR.

Students are not receiving consistent interventions across all tiers to make the substantial growth needed for attainment.

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

	Using the associated references, is this practice consistently implemented?	References
Partially	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?

As indicated by the cultivate survey students want opportunities for voice, opportunities to give and receive feedback to peers and to understand what they are learning. Students have indicated that they do not feel safe in some areas of the building and are in need of reflective spaces in the classroom. Tier 1 classroom interventions are not occurring, teaching students strategies...consistent SEL across all grade levels. BHT is in place and has regular meetings but there is a disconnect between the team and teacher/staff data collection for tier 1. Not all student groups take advantage of out of school time activities, specifically middle school students. ATTENDANCE continues to impact student connectedness, transportation is a significant factor for STLS and DL students, however engagement impacts attendance.

What is the feedback from your stakeholders?

Students want more freedom during the school day. Students enjoy trips as incentives. Many students do not feel safe in various areas of the building as indicated by the 5Essentials. There is a lack of trust between administration and staff, staff wants more voice in school initiatives.


- 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)

Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWR.		What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?	
Student attendance has not rebounded since the pandemic. Many students feel disconnected from the school community because they are new or not engaged. Many students experience or have experienced trauma.	Student council: Extracurricula programming during the day: dance, double dutch: Stem afterschool programming have all been noted by students as programming they enjoy and would like to continue involvement. Students involved have increased attendance.		




[Return to Top](#) **Postsecondary Success**

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	College and Career Competency Curriculum (C4) An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	PSAT results show over 50% of students are performing below standards for college readiness On track data shows less than 30% of students are on track for success Attendance is a major cause for off track	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Yes	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Yes	Work Based Learning Toolkit Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	What is the feedback from your stakeholders? Students and parents want students to have opportunities to enroll in high performing high schools. Parents are interested in how to support students once they are in 7th grade. Students want more information on high schools and what they offer.	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
N/A	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	PLT Assessment Rubric There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	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	Alumni Support Initiative One Pager Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Counselors provide extensive preparation for high school success utilizing Navience. Counselors also provide families with one on one support for high school selection.	
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 CIWR.			

Family mobility has greatly impacted student success. Student safety is sometimes an issue when selecting a high school (traveling). 

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>Report Card pick up rate is below 80% 5Essential survey data indicators are weak for supportive families Limited attendance for LSC meetings and PAC is not very active There are partnerships with local community organizations</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
No	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLS Family Advisory Board (School Level Data)</p>
No	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>Parents need advanced notification to attend school meetings and events  Parents don't always feel welcome at the school Community partners have difficulty engaging parents for workshops and participation in parent activities</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
	<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students don't see a connection between home and school Student attendance is impacted by parent engagement especially for younger students who rely on parents to attend and older students who are not motivated or engaged </p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Parent surveys formal and informal given during last year events, focusing on parent meetings to generate ideas to increase involvement. PAC attendance increased as a result of parent input, however LSC attendance remained the same. </p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
No	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.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Branching Minds is not consistently used across all grade levels for progress monitoring. The core tier 1 curriculum is implemented with limited interventions for students. School level MTSS team reviews data with teachers, student level assessment data is not consistently reviewed in content meetings following interim assessments. While there has been some tier movement data indicates support for tier 2 and 3 interventions to increase growth. Support is needed for DL students in the gen ed classroom to help them access the curriculum.

What is the feedback from your stakeholders?

Teachers indicate a need for tier 2 and 3 interventions to support students. Teachers need increased opportunities to provide interventions within the curriculum and in small groups. Parents have indicated that IEP goals are appropriate and they are satisfied with classroom learning in cluster classrooms. Some special education classroom assistants have requested additional training to support students in ELA and Math goals.

What student-centered problems have surfaced during this reflection?

Students are not receiving consistent interventions across all tiers to make the substantial growth needed for attainment.

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?

Tutors that have been consistent made a significant impact on student growth. Support staff that provides small group interventions has made an impact in grades K-2 as indicated on iReady.

Return to Top Determine Priorities

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

Students...
 Students need supports within the lesson to access tier 1
 Students need tier 2 and 3 interventions in reading and math based on current data to make growth needed to get to grade level
 Students need regular feedback for growth Students with IEPs need modifications implemented in the gen ed classroom

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...
 Adults in the building have not planned for tier 1 supports identifying students using data Adults have not reviewed student level data in regular cycles to provide tier 2 and tier 3 supports consistently. Adults have not consistently provided modifications for students with IEPs in the gen ed classroom. Collaboration between DL teachers and General Ed teachers need to be consistent. Adults have not included differentiated instruction with fidelity

Resources: [5 Whys 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 research based tier 1, 2, and 3 supports and collaborate to implement modifications and accommodations for all DL and EL students. Establish consistent collaboration between DL and Gen Ed teachers

Resources: [Indicators of a Quality CIWP: Theory of Action](#)
 Theory of Action is grounded in research or evidence based practices.

Inclusive & Supportive Learning Environment

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

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

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

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

then we see....

an increase of students who can access tier 1 curriculum, students receiving the appropriate supports to access tier 1 curriculum

which leads to...

an increase of students meeting and exceeding on IAR and PSAT

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

MTSS team

Dates for Progress Monitoring Check Ins

Q1 10/14/2023 Q3 4/1/2024
 Q2 1/27/2024 Q4 5/31/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	75% of teachers in gen ed homerooms will use Branching Minds to identify goals, collect data, and progress monitor tiered groups	K-8 teachers	1/27/2024	Select Status
Action Step 1	Train staff to utilize Branching Minds	K-8 and support staff	11/1/2023	Completed
Action Step 2	Analyze BOY data to identify goals for student groups	K-8 teachers	9/22/2023	In Progress
Action Step 3	Progress monitor student groups according to plan in Branching Minds	K-8 teachers	11/01/2023	Select Status
Action Step 4	Analyze MOY data to measure growth and identify student groups	K-8 teachers	1/18/2024	Select Status
Action Step 5	Complete four progress monitoring cycles according to plan in Branching Minds, using data to make adjustments in interventions and groupings.	K-8 teachers	05/17/2024	Select Status
Implementation Milestone 2	100% of DL teachers (non cluster) will collaborate with gen ed teachers to implement modifications and accommodations	DL and Gen Ed teachers	5/1/2024	Select Status
Action Step 1	Schedule collaborative time on calendar	Admin	8/21/2023	Select Status
Action Step 2	Facilitate collaborative planning-collaboration log	Case Manager DL/GenEd teachers	12/1/2023	Select Status
Action Step 3	Ongoing Professional development on modifications and accommodations	Teachers and Support Staff	12/1/2023	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Build capacity of teachers and staff to implement interventions	MTSS Interventionist/ILT	5/1/2024	Select Status
Action Step 1	Professional development on district provided intervention platforms	MTSS Interventionist/ILT	10/1/2024	Select Status
Action Step 2	Observe expert implementors	MTSS Interventionist/ILT	12/1/2024	Select Status
Action Step 3	Coaching from interventionist	MTSS Interventionist/ILT	1/1/2024	Select Status
Action Step 4	Professional development on reading strategies	MTSS Interventionist/ILT	4/1/2024	Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

100% of teachers will progress monitor tier 2 every 6 weeks and tier 3 every 3 weeks. Build capacity of support staff in implementing tier 2 and 3 interventions

SY26 Anticipated Milestones	Build capacity of special education classroom assistants resulting in 75% implementing modifications and accommodations	
------------------------------------	---	--

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

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

Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
75% of students reach growth targets EOY	Yes <input type="checkbox"/>	STAR (Math)	Overall <input type="text" value="23.2"/>	23.2	35	50	75
			Select Group or Overall				
75% of students reach growth targets EOY	Yes <input type="checkbox"/>	STAR (Reading)	Overall <input type="text" value="16.7"/>	16.7	30	50	75
			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: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.	School based leadership teams discuss and monitor 100% of teachers fully document intervention plans in Branching Minds Progress will be monitored by reviewing plans in BRM on a weekly basis.	80% of teachers will progress monitor tiered intervention plans in BRM. Progress will be measured by completions of intervention cycles in BRM.	Teachers present data to the MTSS team to collaborate on next steps for students. Progress will be measured by tier movement (increase or decrease of interventions)
I&S:3 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.	Weekly/Bi-weekly collaboration is occurring between Gen ED and DL teachers to ensure accommodations and modifications are being implemented. review of TFG's with accommodations and modifications for 100% of DL student integrated during whole group and small group.	Professional development for support staff on modifications and accommodations for students in reading, math, science, and social science	Continued professional development for gen ed teachers on appropriate strategies to implement accommodations and modifications
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Case manager calendar is shared with teachers and administration. Bi-weekly review of IEP's completion and sharing with all affiliated parties.	Professional development on goal writing for social science and science	IEPs are developed in collaboration and reviewed by everyone including support staff to implement

[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
75% of students reach growth targets EOY	STAR (Math)	Overall	23.2	35	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
75% of students reach growth targets EOY	STAR (Reading)	Overall	16.7	30	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Identified Practices	Practice Goals	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
	SY24				
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.	School based leadership teams discuss and monitor 100% of teachers fully document intervention plans in Branching Minds Progress will be monitored by reviewing plans in BRM on a weekly basis.	Select Status	Select Status	Select Status	Select Status
I&S:3 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.	Weekly/Bi-weekly collaboration is occurring between Gen ED and DL teachers to ensure accommodations and modifications are being implemented. review of TFG's with accommodations and modifications for 100% of DL student integrated during whole group and small group.	Select Status	Select Status	Select Status	Select Status
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Case manager calendar is shared with teachers and administration. Bi-weekly review of IEP's completion and sharing with all affiliated parties.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

As indicated by the cultivate survey students want opportunities for voice , opportunities to give and receive feedback to peers and to understand what they are learning. Students have indicated that they do not feel safe in some areas of the building and are in need of reflective spaces in the classroom. Tier 1 classroom interventions are not occurring, teaching students strategies....consistent SEL across all grade levels. BHT is in place and has regular meetings but there is a disconnect between the team and teacher/staff data collection for tier 1. Not all student groups take advantage of out of school time activities, specifically middle school students. ATTENDANCE continues to impact student connectedness, transportation is a significant factor for STLS and DL students, however engagement impacts attendance.

What is the feedback from your stakeholders?

Students want more freedom during the school day. Students enjoy trips as incentives. Many students do not feel safe in various areas of the building as indicated by the 5Essentials. There is a lack of trust between administration and staff, staff wants more voice in school initiatives.

What student-centered problems have surfaced during this reflection?

Student attendance has not rebounded since the pandemic. Many students feel disconnected from the school community because they are new or not engaged. Many students experience or have experienced trauma

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?

Student council: Extracurricula programming during the day: dance, double dutch: Stem afterschool programming have all been noted by students as programming they enjoy and would like to continue involvement. Students involved have increased attendance

Return to Top Determine Priorities

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

Students...
 Students don't feel safe in certain areas of the school and on the way to school
 Students are in need of positive relationships with peers
 Students need opportunities to reflect on their feelings
 Students need to improve attendance

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...
 have not developed relationships with all students
 have not rewarded positive interactions
 have not taught and retaught student how to engage in positive peer to peer interactions
 inconsistently implemented school-wide policies related to school culture

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 equitable opportunities when implementing with fidelity tier 1, 2, 3 SEL, provide opportunities for all students to engage in restorative practices and interventions, and give input into school culture

Resources:

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

then we see....
increased number of students and staff engaged in appropriate restorative conversations, involved in goal setting and action planning related to student behavior and opportunities for all students to receive incentives for positive behavior



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...
all students feeling safe in school, engaged in positive peer to peer interactions, peer to staff interaction and consistent school wide policies that promote school culture resulting in improved academic and attendance achievement



[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

Counseling and BHT

Dates for Progress Monitoring Check Ins

Q1 10/14/2023 Q3 4/1/2024
Q2 1/27/2024 Q4 5/31/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Tier 1 SEL strategies and curriculum implemented in 100% of classrooms	All teachers	12/1/2023	Select Status
Action Step 1	Professional development on Calm Classroom	Gore, Dunn - Teachers/Staff	10/1/2023	In Progress
Action Step 2	Professional development on Restorative Conversations	Gore - Teachers/Staff	12/1/2023	Select Status
Action Step 3	Coaching on classroom implementations	Gore, Dunn	1/31/2024	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Utilize peer mediators to support restorative practices	Gore	12/1/2024	Select Status
Action Step 1	Identify students for peer mediation, develop schedule and plan	Gore/Dunn	9/15/2024	Not Started
Action Step 2	Train 10 students grades 4th - 8th	Gore	11/1/2024	Select Status
Action Step 3	Weekly support meetings for peer mediators	Gore/Dunn/Ousley	11/1/2024	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Regular opportunities for students to give feedback on school culture	Counseling Team	12/22/2023	Select Status
Action Step 1	Survey students on current events after participation	Dunn	10/1/2023	Select Status
Action Step 2	Admin meet with grade levels to allow students opportunities to voice opinions through discussion	Admin	10/16/2023	Select Status
Action Step 3	Student Council collects feedback from peers to generate ideas for school activities	Carothers	11/1/2023	Select Status
Action Step 4	Act on data collected from students - one activity per quarter	Admin/Dunn	10/1/2023	Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
Tier 2 and 3 behavior interventions tracked in Branching Minds by multiple staff members (Counselors, Youth Interventionists, Restorative Justice Coordinator, Dean, and teachers)

SY26 Anticipated Milestones	School culture driven by student selected activities, opportunities for students to help with planning and execution resulting in school traditions	
------------------------------------	---	--

[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
95%	Yes	Increase Average Daily Attendance	Overall <input type="text" value=""/>	90	92	94	95
			Select Group or Overall				
Increase middle school participation and attendance in out of school time programming	Yes	Enrichment Program Participation: Enrollment & Attendance	Overall <input type="text" value=""/>	10	35	50	75
			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
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Identify schoolwide SEL and provide teachers support in implementation of tier 1. Monitor implementation of universal strategies and provide feedback. Progress will be measured by number of classrooms implementing tier 1 with fidelity.	Teachers implement restorative practices beyond SEL tier 1 curriculum in 50% of the classrooms measured by ASPEN documentation and observation	80% of classrooms implement tier 1 SEL supports, including restorative practices beyond the curriculum as measured by ASPEN documentation and observation
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Bimonthly BHT meetings focused on tier 2 and 3 supports and Climate Team meetings focused on student satisfaction and safety. progressed measured by agendas and meeting attendance	BHT and Climate team collaborate to support students most at risk (ontrack) progress measured by on-track data for specific students at each meeting	Team utilizes data to support MTSS interventions and present strategies aligned to data to teachers and staff.
C&W:3 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.	Survey middle school students and parents for programming input	Align student interest and achievement data to create personalized programming for all students	Provide supports for students on buses to participate in extracurricula activities.

[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
95%	Increase Average Daily Attendance	Overall	90	92	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

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

[Reflection](#)
[Root Cause](#)
[Implementation Plan](#)
[Monitoring](#)

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

Connectedness & Wellbeing

Increase middle school participation and attendance in out of school time programming	Enrichment Program Participation: Enrollment & Attendance	Overall	10	35	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	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Identify schoolwide SEL and provide teachers support in implementation of tier 1. Monitor implementation of universal strategies and provide feedback. Progress will be measured by number of classrooms implementing tier 1 with fidelity.	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Bimonthly BHT meetings focused on tier 2 and 3 supports and Climate Team meetings focused on student satisfaction and safety. progressed measured by agendas and meeting attendance	Select Status	Select Status	Select Status	Select Status
C&W:3 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.	Survey middle school students and parents for programming input	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.
No	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
No	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

What are the takeaways after the review of metrics?

Report Card pick up rate is below 80%
 Essential survey data indicators are weak for supportive families
 Limited attendance for LSC meetings and PAC is not very active
 There are partnerships with local community organizations

What is the feedback from your stakeholders?

Parents need advanced notification to attend school meetings and events
 Parents don't always feel welcome at the school
 Community partners have difficulty engaging parents for workshops and participation in parent activities

What student-centered problems have surfaced during this reflection?

Students don't see a connection between home and school
 Student attendance is impacted by parent engagement especially for younger students who rely on parents to attend and older students who are not motivated or engaged

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?

Parent surveys formal and informal given during last year events, focusing on parent meetings to generate ideas to increase involvement. PAC attendance increased as a result of parent input, however LSC attendance remained the same.

[Return to Top](#)

Determine Priorities

Resources: 

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

Students...
 lack of participation in out of school activities
 are not involved in organized activities beyond the school day

[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...
 have not collaborated with students and parents to develop programming of high interest to families
 have not provided regular multiple modes of communication with parents and families about school programming



[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...
 collaborate with families and provide regular communication through multiple modes and align community partnerships to school needs as identified by parents



Resources: 

Indicators of a Quality CIWP: Theory of Action

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

then we see....

increased parent participation at school events and support with academic needs, and parents receiving resources to support their families



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...

increased student participation, parent and student satisfaction, and student achievement/attendance.



[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

Leadership Team

Dates for Progress Monitoring Check Ins

Q1 10/14/2023

Q3 4/1/2024

Q2 1/27/2024

Q4 5/31/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Monthly parent newsletter printed and emailed	Admin	9/1/2024	In Progress
Action Step 1	Update email addresses	Clerk	9/15/2023	Completed
Action Step 2	Create template for newsletter	admin	9/1/2023	Completed
Action Step 3	Develop input schedules for newsletter	admin	9/30/2023	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Develop new additional community partners	Dunn, Gore	12/1/2023	Select Status
Action Step 1	Identify potential community partners and potential contacts	Dunn, Gore	12/1/2023	Select Status
Action Step 2	Create one pager with school priorities and goals	Vaughn	9/1/2023	Completed
Action Step 3	Set meetings with potential partners to discuss long term relationships	Dunn	12/1/2023	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Quarterly parent informal gatherings	Dunn	9/15/2023	Select Status
Action Step 1	Schedule date on calendar and promote to parents	Admin	9/15	Select Status
Action Step 2	Plan theme and activities for parent meeting	Climate Team	10/1/2023	Select Status
Action Step 3	Create parent survey to capture all feedback	Vaughn	12/1/2023	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Quarterly collaboration with parents to get feedback and input on student learning experience.

SY26 Anticipated Milestones Quarterly collaboration with community partners and parents.

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Attendance at LSC meetings increases Monthly PAC meetings facilitated by parents	Yes	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Overall				
			Overall				
Increase 5E participation rate by 25%	No	5 Essentials Parent Participation Rate	Overall				
			Overall				

Practice Goals

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

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

	SY24	SY25	SY26
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Use newsletters, social media, Blackboard to survey parents and provide monthly communication.	Use parent/community surveys to plan school calendar and major events.	Include families on committees to plan family night events, assemblies including awards assemblies
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Host two family events for specific groups of students Teachers develop a quarterly department newsletter	Host quarterly walk through for parents to see learning in action and give feedback.	Organize parent communication team
P&E:3 School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Organize election and 2nd year of implementation of student council. Student council representative will participate in school wide meetings generated to improve youth-adult partnership.	Conduct quarterly student surveys. Host student council meetings with leadership team	Develop google forms for student council members to submit for leadership review and discussion

[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
Attendance at LSC meetings increases Monthly PAC meetings facilitated by parents	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
Increase 5E participation rate by 25%	5 Essentials Parent Participation Rate	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

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

Partnership & Engagement

Progress Monitoring

Identified Practices	Practice Goals	SY24			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Use newsletters, social media, Blackboard to survey parents and provide monthly communication.	Select Status	Select Status	Select Status	Select Status
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Host two family events for specific groups of students Teachers develop a quarterly department newsletter	Select Status	Select Status	Select Status	Select Status
P&E:3 School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Organize election and 2nd year of implementation of student council. Student council representative will participate in school wide meetings generated to improve youth-adult partnership.	Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below



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

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

If Checked:
No action needed



Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower). (Continue to Parent & Family Plan)

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

- The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).
- The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.
- Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
 - a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
 - b) Contracting for professional services from State-Approved Learning Partners
 - c) Conducting school-level needs assessments
 - d) Analyzing data
 - e) Identifying resource inequities
 - f) Researching and implementing evidence-based interventions
 - g) Purchasing standards-aligned curriculum and materials
 - h) Purchasing and administering local assessments for progress monitoring
- Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.
- School Improvement Reports (SIR) are due on a triannual basis.
- Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.
- As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.
- As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal

STAR (Math): 75% of students reach growth targets EOY

Required Reading Goal

STAR (Reading): 75% of students reach growth targets EOY

Optional Goal

Increase Average Daily Attendance: 0.95

	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	Overall	23.2	35	50	75
	Select Group or Overall				
Required Reading Goal	Overall	16.7	30	50	75
	Select Group or Overall				
Optional Goal	Overall	90	92	94	95
	Select Group or Overall				

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.

Academic Priority: Reading interventions to support inclusive learning. Providing parents strategies to support students academically, and emotionally. Opportunities for parents to partner with staff to understand student achievement data and supporting success 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