CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name ✏️	Role ✏️	Email ✏️
Luis Tellez	Principal	lmtellez@cps.edu
Cy Hendrickson	AP	cchendrickso@cps.edu
Kate Graham-McHugh	AP	kjgraham-mch@cps.edu
Corei Gordon	Inclusive & Supportive Learning Lead	cagordon@cps.edu
Damaris Cortes	Student Support Advocate	acortes52@cps.edu
Kathleen Collins	Inclusive & Supportive Learning Lead	kknorris@cps.edu
Maricela Salazar	Curriculum & Instruction Lead	msalazar8@cps.edu
Mary Austin	Curriculum & Instruction Lead	mgaustin@cps.edu
Allison Heraty	Connectedness & Wellbeing Lead	aagonsowski@cps.edu
Sujey Lopez	LSC Member	
Rocio Moya	Connectedness & Wellbeing Lead	rezapata@cps.edu
Lilian Sackett	LSC Member	lksackett@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	7/12/23	7/12/23
Reflection: Curriculum & Instruction (Instructional Core)	7/18/23	7/25/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/18/23	7/25/23
Reflection: Connectedness & Wellbeing	7/18/23	7/25/23
Reflection: Postsecondary Success	7/18/23	7/25/23
Reflection: Partnerships & Engagement	7/18/23	7/25/23
Priorities	7/27/23	7/27/23
Root Cause	8/1/23	8/3/23
Theory of Acton	8/3/23	8/8/23
Implementation Plans	8/10/23	8/10/23
Goals	8/10/23	8/10/23
Fund Compliance	8/14/23	8/14/23
Parent & Family Plan	8/21/23	8/21/23
Approval		

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✏️	
Quarter 1	10/27/23
Quarter 2	12/22/23
Quarter 3	2/9/24
Quarter 4	6/5/24

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	Data Reflection Protocol: Curriculum & Instruction ✏️	IAR (Math)
				IAR (English)
				Rigor Walk Data (School Level Data)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		PSAT (EBRW)
				PSAT (Math)
				STAR (Reading)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** Data Reflection Protocol: CUrriculum & Instruction ✏️	STAR (Math)
				iReady (Reading)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		iReady (Math)
				Cultivate
				Grades
				ACCESS
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		TS Gold
				Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** *[impact on most students; impact on specific student groups]* ✏️	

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.

English Learners and/or Diverse Learners consistently perform below their peers in terms of grades and growth as measured by Star 360. ✏️

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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

Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	Data Protocol: Inclusive & Supportive Learning ✍	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
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.	MTSS Integrity Memo		ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?** Data Protocol: Inclusive & Supportive Learning ✍	Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** [impact on most students; impact on specific student groups] ✍	
No	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.

English Learners and/or Diverse Learners consistently perform below their peers in terms of grades and growth as measured by Star 360. ✍

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	Data Protocol: Connectedness & Wellbeing ✍	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC)
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students

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 is the feedback from your stakeholders?** Data Protocol: Connectedness & Wellbeing ✏️	Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	**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?**
Students require more collaborative and supportive partnerships between the school, families, and community resources. ✏️	*[impact on most students; impact on specific student groups]* ✏️

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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	Data Protocol: Postsecondary ✏️	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** Data Protocol: Post Secondary ✏️	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).			

		References	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List	
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** *[impact on most students; impact on specific student groups]* ✍
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	

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.

[problems experienced by most students; problems experienced by specific student groups] ✍

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Data Protocol: Partnerships & Engagement ✍	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
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?** Data Protocol: Partnerships & Engagement ✍	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.

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?

Students report a lack of parent support at home on the 5Es.

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

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. |

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

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

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

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

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

What are the takeaways after the review of metrics?

Data Reflection Protocol: Curriculum & Instruction

What is the feedback from your stakeholders?

Data Reflection Protocol: CUrriculum & Instruction

What student-centered problems have surfaced during this reflection?

English Learners and/or Diverse Learners consistently perform below their peers in terms of grades and growth as measured by Star 360.

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?

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

Return to Top   **Determine Priorities**

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

Students...

who are English Learners and/or Diverse Learners consistently perform below their peers in terms of grades and growth as measured by Star 360.

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...

do not have a common resource bank, knowledge base, or expectations when it comes to effective instructional strategies for students who are English Learners or Diverse Learners.

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**

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

What is your Theory of Action?

If we....

engage in ongoing, job-embedded professional learning around common vocabulary instructional strategies

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.

then we see....

teachers intentionally using these strategies in all classrooms

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...

improved academic outcomes for English learners and diverse learners.

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Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning
Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.
Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.
Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.
Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.
Action steps are inclusive of stakeholder groups and priority student groups.
Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✏️

ILT

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	2/9/24
Q2	12/22/23	Q4	6/5/24

SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1 — Create and share an HMS Instructional Playbook that includes instructional, practice, and assessment strategies.	Cy Hendrickson	August 15, 2023	Select Status
Action Step 1 — Develop Template for HMS Instructional Playbook.	Cy Hendrickson	August 15, 2023	Select Status
Action Step 2 — Identify 3-5 instructional strategies	Maricela Salazar, Karen Sanchez, Megan Monahan	August 15, 2023	Select Status
Action Step 3 — Identify 3-5 practice strategies	Maricela Salazar, Karen Sanchez, Megan Monahan	August 15, 2023	Select Status
Action Step 4 — Identify 3-5 assessment strategies	Maricela Salazar, Karen Sanchez, Megan Monahan	August 15, 2023	Select Status
Action Step 5 — Present and share	Maricela Salazar, Karen Sanchez, Megan Monahan	August 15, 2023	Select Status
Implementation Milestone 2 — 100% of teachers will participate in professional learning cycles around academic vocabulary instructional strategies.	ILT	October 20, 2023	Select Status
Action Step 1 — Schedule phases of learning cycles	ILT	September 1, 2023	Select Status
Action Step 2 — Learn about and choose a strategy	Working Groups	According to schedule	Select Status
Action Step 3 — Try strategy in classroom	Working Groups	According to schedule	Select Status
Action Step 4 — Analyze results as a team	Working Groups	According to schedule	Select Status
Action Step 5 — Repeat	Working Groups	According to schedule	Select Status
Implementation Milestone 3 — 100% of teachers will participate in a classroom visit while academic vocabulary instructional strategies are being used.	ILT	December 21, 2023	Select Status
Action Step 1 — Schedule classroom visits	ILT	December 1, 2023	Select Status
Action Step 2 — Inform admin and obtain classroom coveraage	Working Groups	December 1, 2023	Select Status
Action Step 3 — Visit classrooms	Working Groups	December 21, 2023	Select Status
Action Step 4 — Debrief observations and incorporate learning	Working Groups	December 22, 2023	Select Status
Action Step 5 —			Select Status
Implementation Milestone 4 —			Select Status
Action Step 1 —			Select Status
Action Step 2 —			Select Status

| Jump to... | Priority | TOA | Goal Setting | Progress | Select the Priority Foundation to |
| Reflection | Root Cause | Implementation Plan | | Monitoring | pull over your Reflections here => |

Curriculum & Instruction

Action Step 3					Select Status
Action Step 4					Select Status
Action Step 5					Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	100% of unit plans will include academic vocabulary and indicate when instruction is happening. For each grade level, create a list of academic vocabulary words that each student needs to know.	✍️

SY26 Anticipated Milestones	100% of teachers will differentiate vocabulary application activities.	✍️

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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 ✍️	SY24	SY25	SY26
Raise on-track rates.	Yes	Grades	English Learners	33	39	45	50
			Students with an IEP	32	38	44	50
Raise median growth percentiles.	Yes	STAR (Math)	English Learners	35	40	45	50
			Students with an IEP	26	31	36	40

Numerical Targets [Optional] ✍️

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT members lead their departments in completing action steps. 100% of teachers participate in classroom visits.	ILT members lead their departments in completing action steps. 100% of teachers participate in classroom visits.	ILT members lead their departments in completing action steps. 100% of teachers participate in classroom visits.
C&I:2 Students experience grade-level, standards-aligned instruction.	Unit plans are reviewed each quarter for alignment to grade level standards, inclusion of academic vocabulary terms, and appropriate instructional strategies. Feedback is provided within 5 school days.	Unit plans are reviewed each quarter for alignment to grade level standards, inclusion of academic vocabulary terms, and appropriate instructional strategies. Feedback is provided within 5 school days.	Unit plans are reviewed each quarter for alignment to grade level standards, inclusion of academic vocabulary terms, and appropriate instructional strategies. Feedback is provided within 5 school days.
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Learning teams in PLCs will complete 2 learning cycles using Elevate data.	Learning teams in PLCs will complete 2 learning cycles using Elevate data.	Learning teams in PLCs will complete 2 learning cycles using Elevate data.

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

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
Raise on-track rates.	Grades	English Learners	33	39	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	32	38	Select Status	Select Status	Select Status	Select Status
Raise median growth percentiles.	STAR (Math)	English Learners	35	40	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	26	31	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT members lead their departments in completing action steps. 100% of teachers participate in classroom visits.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Unit plans are reviewed each quarter for alignment to grade level standards, inclusion of academic vocabulary terms, and appropriate instructional strategies. Feedback is provided within 5 school days.	Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Learning teams in PLCs will complete 2 learning cycles using Elevate data.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
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?

Data Protocol: Connectedness & Wellbeing

What is the feedback from your stakeholders?

Data Protocol: Connectedness & Wellbeing

What student-centered problems have surfaced during this reflection?

Students require more collaborative and supportive partnerships between the school, families, and community resources.

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?

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

Return to Top | **Determine Priorities**

Resources: 🚀

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

Students...

Students self-report low ratings on the CASEL competencies as measured by the SECA and 5Essentials surveys.

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...

do not have a common understanding or instructional expectations when it comes to Social Emotional Learning.

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**

Connectedness & Wellbeing

What is your Theory of Action?

If we....

engage in ongoing, job-embedded professional learning around SEL competencies and skills to support Tier 1 planning, instruction, and assessment

then we see....

comprehensive Tier 1 SEL instruction building-wide

which leads to...

students exhibiting self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

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

Counseling Team, Climate Team, Grade Level Leads, Advisory Teachers

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	2/9/24
Q2	12/22/23	Q4	6/5/24

SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1 — 100% of staff members engage in ongoing professional learning around SEL competencies and skills	Rocio Moya	Beginning 8/16/2023	Select Status
Action Step 1 Instruction on SEL Competencies	Rocio Moya & Julie Bugala	August 16, 2023	Select Status
Action Step 2 Review Success Bound, Second Step and Calm Classroom	Rocio Moya & Julie Bugala	August 16, 2023	Select Status
Action Step 3 Model SEL strategies in Whole school PD	Counselors & Admin	September 22, 2023	Select Status
Action Step 4 Opportunities to revisit plans in Team meetings, flex meeting, school wide PD	Admin & Grade Level Teams	Monthly according to Schedule	Select Status
Action Step 5			Select Status
Implementation Milestone 2 — 100% of staff members are teaching Tier 1 SEL in Advisory weekly	Grade Level Leads	August 18, 2023	Select Status
Action Step 1 Teachers will complete Google Sheet monthly to log SEL lessons	J. Bugala will create & Monitor	August 21, 2023	Select Status
Action Step 2 Team will create and follow monthly Advisory Plans	Grade Level Leads	Ongoing	Select Status
Action Step 3 Staff Recognition at School wide PD	K. Graham-McHugh	Beginning 9-22, Ongoing	Select Status
Action Step 4 Classroom Visits during Advisory	Counseling Team	Quarterly begining Monday, September 11th	Select Status
Action Step 5 Advisory Schedule Recommendations/ Curriculum Calendar			Select Status
Implementation Milestone 3 — 100% of Students will participate in Social Emotional Competency Assessment three times a year	Corei Gordon		Select Status
Action Step 1 Students will participate in Social Emotional Competency Assessment BOY	Corei Gordon	September 15, 2023	Select Status
Action Step 2 Students will participate in Social Emotional Competency Assessment MOY	Corei Gordon	December 15, 2023	Select Status
Action Step 3 Students will participate in Social Emotional Competency Assessment EOY	Corei Gordon	May 17, 2024	Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 4 — 100% of teachers will engage in Data analysis protocol twice a year.			Select Status

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

Action Step 1	Administration will work with grade level leads to organize SECA data and create a data protocol	Admin+ Grade Level Leads	September 20, 2023	Select Status
Action Step 2	Teacher teams will analyze SECA data and create data informed SEL learning plans for their advisories	Grade Level Leads	September 22, 2023	Select Status
Action Step 3	Administration & Grade Level Leads will engage in classroom visits and provide feedback on plans	Admin+ Grade Level Leads	October 18, 2023	Select Status
Action Step 4	Administration will work with grade level leads to organize SECA data and create a data protocol	Admin+ Grade Level Leads	December 20, 2023	Select Status
Action Step 5	Teacher teams will analyze SECA data and create data informed SEL learning plans for their advisories	Grade Level Leads	December 22, 2023	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	75% of teachers will use specific instructional strategies and management techniques in their content classes. This planning would be evident in unit plans and classroom visits Learning will incorporated into content PLCs
SY26 Anticipated Milestones	100% of teachers will use specific instructional strategies and management techniques in their content classes. This planning would be evident in unit plans and classroom visits Learning will incorporated into content PLCs 100% Teachers incorporate SEL Competencies into Husky Discovery Days based on student data (SECA) 100% of Out of classroom experiences are tied to SEL Competencies

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Goal Setting

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Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	SY24	SY25	SY26
SECA Survey: Self Management - Emotion Regulation (Easy + Very Easy)	Yes	Other	Overall	60%	65%	70%	75%
			Select Group or Overall				
SECA Survey: Self Management - School Work (Easy + Very Easy)	Yes	Other	Overall	60	65	70	75
			Select Group or Overall				

Numerical Targets [Optional]

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.	100% of teachers are providing instruction around the 5 CASEL competencies using Second Step and Success Bound.	100% of teachers are providing instruction around the 5 CASEL competencies using Second Step and Success Bound. 50% of teachers are integrating these competencies into their content area instruction.	100% of teachers are providing instruction around the 5 CASEL competencies using Second Step and Success Bound. 100% of teachers are integrating these competencies into their content area instruction.
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.	BHT and CCT meet regularly and demonstrate growth on self-assessment tools.	BHT and CCT meet regularly and demonstrate growth on self-assessment tools.	BHT and CCT meet regularly and demonstrate growth on self-assessment tools.

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

C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.

All content area teams engage in two learning cycles around Elevate and Cultivate data.

All content area teams engage in two learning cycles around Elevate and Cultivate data. Teacher Caring and Classroom Community learning conditions each reach 73%.

All content area teams engage in two learning cycles around Elevate and Cultivate data. Teacher Caring and Classroom Community learning conditions each reach 76%.

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
SECA Survey: Self Management - Emotion Regulation (Easy + Very Easy)	Other	Overall	60%	65%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
SECA Survey: Self Management - School Work (Easy + Very Easy)	Other	Overall	60	65	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
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	100% of teachers are providing instruction around the 5 CASEL con	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.	BHT and CCT meet regularly and demonstrate growth on self-asses	Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	All content area teams engage in two learning cycles around Elevat	Select Status	Select Status	Select Status	Select Status

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

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.
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

What are the takeaways after the review of metrics?

Data Protocol: Partnerships & Engagement

What is the feedback from your stakeholders?

Data Protocol: Partnerships & Engagement

What student-centered problems have surfaced during this reflection?

Students report a lack of parent support at home on the 5Es.

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?

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

Return to Top
Determine Priorities

Resources: 🚀

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

Determine Priorities Protocol

Students...

require more collaborative and supportive partnerships between the school, families, and community

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top
Root Cause

Resources: 🚀

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

5 Why's Root Cause Protocol

As adults in the building, we...

have not established goals, expectations, roles, or responsibilities for engaging parents.

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

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

What is your Theory of Action?

If we....

establish a community engagement committee (consisting of staff members and parents) and adopt a school-wide digital communication platform

then we see....

more effective and responsive communication between staff members and families

which leads to...

increased school-family engagement in the domains of parenting support, communication, volunteering, learning at home, school decision making, and community collaboration.

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.

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

Community Engagement Committee

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	2/9/24
Q2	12/22/23	Q4	6/5/24

SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1 — Establish Community Engagement Committee	Sackett + Admin		Select Status
Action Step 1 — Identify members of CEC	Sackett + Admin		Select Status
Action Step 2 — Schedule meetings	Sackett + Admin		Select Status
Action Step 3 — Set goals	Sackett + Admin		Select Status
Action Step 4 —			Select Status
Action Step 5 —			Select Status
Implementation Milestone 2 — 80% of parents/guardians receiving messages via Remind app	CEC		Select Status
Action Step 1 — Set it up	Cy		Select Status
Action Step 2 — Share information	Cy + CEC		Select Status
Action Step 3 — Analyze data from Remind and problem solve	Cy + CEC		Select Status
Action Step 4 —			Select Status
Action Step 5 —			Select Status
Implementation Milestone 3 — Survey parents (modified 5Es)	CEC + ILT		Select Status
Action Step 1 — Create Survey	CEC + ILT		Select Status
Action Step 2 — Adminster survey with Remind	CEC + ILT		Select Status
Action Step 3 — Analyze data and devise next steps	CEC + ILT		Select Status
Action Step 4 —			Select Status
Action Step 5 —			Select Status
Implementation Milestone 4 — Create parent volunteer opportunities	CEC + STEM + PBIS		Select Status
Action Step 1 — Analyse survey data	CEC + STEM + PBIS		Select Status
Action Step 2 — Identify and schedule opportunities	CEC + STEM + PBIS		Select Status
Action Step 3 — Recruit volunteers	CEC		Select Status
Action Step 4 —			Select Status
Action Step 5 —			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	100% of parents/guardians receiving messages via remind app Monthly parent volunteer opportunities/committees 150 students participate in at least two service activities 250 students participate in at least one service activities

SY26 Anticipated Milestones	Engage 10% of parents in volunteer activities/committees 250 students participate in at least two service activities 350 students participate in at least one service activities

Goal Setting

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Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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	SY24	SY25	SY26
Parent Involvement in School measure on 5Es	Yes	5E: Involved Families	Overall	33	42	46	50
			Select Group or Overall				
Percent of parents engaged on Remind	Yes	Formal and informal family and community feedback received locally. (School Level Data)	Overall	0	80	100	100
			Students with an IEP	0	90	100	100

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
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.	Complete 10 engagements with CIS partners, engage 50 students in service-learning opportunities, create 2 non-fieldtrip parent volunteer opportunities.	Complete 12 engagements with CIS partners, engage 150 students in service-learning opportunities, create 8 non-fieldtrip parent volunteer opportunities.	Complete 14 engagements with CIS partners, engage 250 students in service-learning opportunities, engage 10% of parents in volunteer opportunities.
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	100% of teachers use remind, engaging 90% of parents in two-way communication.	100% of teachers use remind, engaging 100% of parents in two-way communication.	100% of teachers use remind, engaging 100% of parents in two-way communication.
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).	Student Voice Committee will meet weekly and include at least 6 students. They will present a proposed change idea to the LSC at least once.	Student Voice Committee will meet weekly and include at least 12 students. They will present a proposed change idea to the LSC at least twice.	Student Voice Committee will meet weekly and include at least 15 students. They will present a proposed change idea to the LSC at least thrice.

Jump to...   Priority   TOA   Goal Setting   Progress
Reflection   Root Cause   Implementation Plan   Monitoring   Select the Priority Foundation to pull over your Reflections here =>

Partnership & Engagement

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
Parent Involvement in School measure on 5Es	5E: Involved Families	Overall	33	42	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Percent of parents engaged on Remind	Formal and informal family and community feedback received locally. (School Level Data)	Overall	0	80	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	0	90	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E: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.	Complete 10 engagements with CIS partners, engage 50 students i	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.	100% of teachers use remind, engaging 90% of parents in two-way	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).	Student Voice Committee will meet weekly and include at least 6 stu	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	**STAR (Math): Raise median growth percentiles.**	**English Learners**	35	40	45	50
		Students with an IEP	26	31	36	40
Required Reading Goal	**Grades: Raise on-track rates.**	**English Learners**	33	39	45	50
		Students with an IEP	32	38	44	50
Optional Goal	**Other: SECA Survey: Self Management - School Work (Easy + Very Easy)**	**Overall**	60	65	70	75
		Select Group or Overall				

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

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

☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Parental and family engagement and supporting skills development will be in support of improving grades in Math, Reading, Science, and Social Sciences.

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