

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 
Lucille Howard	Principal	Lmhoward@cps.edu
Yvette Killingsworth	Counselor	yekillingsworth@cps.edu
Nico Thigpen	Curriculum & Instruction Lead	nlthigpen@cps.edu
Valerie Matar	Teacher Leader	vgmatar@cps.edu
Brianna Cooper	Teacher Leader	bcooper3@cps.edu
Janise Randle	Teacher Leader	jcrandle@cps.edu
Teanna Gordon	LSC Member	Teana.missy.gordon@gmail.com
Marshall Langston	Community Member	mifenner36@gmail.com
Cambria Gilmore	Other Non Teacher	cgilmore1@cps.edu
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	6/2/23	6/8/23
Reflection: Curriculum & Instruction (Instructional Core)	6/8/23	6/30/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/8/23	8/18/23
Reflection: Connectedness & Wellbeing	8/28/23	9/1/23
Reflection: Postsecondary Success	8/31/23	9/1/23
Reflection: Partnerships & Engagement	9/5/23	9/6/23
Priorities	8/28/23	9/8/23
Root Cause	8/29/23	9/11/23
Theory of Acton	8/30/23	9/12/23
Implementation Plans	8/31/23	9/7/23
Goals	8/31/23	9/7/23
Fund Compliance	9/5/23	9/7/23
Parent & Family Plan	9/5/23	9/7/23
Approval	9/8/23	9/8/23

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	10/20/2023
Quarter 2	12/15/2023
Quarter 3	3/15/2024
Quarter 4	6/7/2023

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


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
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

After reviewing our metrics, our takeaways includes the following: 1. IAR data revealed that over 50% of our students scored at partially and/or did not meet expectations for Reading and Math. 2. iReady data showed some positive movement and revealed that approximately 50%+ students scored at mid/at grade level for Reading and Math. 3. Star data revealed some positive trends at very few grade levels. As a result, our students' scores for reading and math flatlined from Spring 2022 to Spring 2023 which means most of our students are still scoring below expectations. 

What is the feedback from your stakeholders?

Parents request that home tasks be given consistently which will enable them to support their students at home. Cultivate data revealed that students want meaningful feedback immediately relevant to tasks to support their learning. Based on inconsistencies with inputting inventions, teachers need more training which will enable them to track student progress and provide interventions timely. 


What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

Some improvements that are currently in progress include implementing a high quality curriculum to ensure all students have access to a rigorous instruction and consistently implementing interventions school wide. Some barriers include an increase in the amount of EL students enrolling within our school and having limited resources to support their various learning styles. 

- [IAR \(Math\)](#)
- [IAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

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.

Interventions are not leading to increased student performance overall. English learners don't have enough resources to support their various learning styles in the core subject areas. 

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Inclusive & Supportive Learning Environment


Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
		MTSS Integrity Memo

After reviewing the data in Branching Minds/MTSS, the classroom teachers were able to see their students' deficiencies and begin to provide an evidence-based approach to differentiating instruction, provide interventions within the core subjects and support students' social-emotional needs and behaviors. 

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

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.	
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
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

Most teachers reported that they have increased their practices relevant to providing academic, social-emotional, and behavior interventions consistently based on tools that are embedded within Branching Minds. 🍌

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

We will provide various options for professional development and supports for teachers to address specific deficiencies. We will communicate regularly with parents to increase their awareness relevant to their child's progress. This will also give parents an opportunity to seek additional support when necessary. Also, we are in the process of implementing strategies and supports to improve instructional delivery. support and resources to our English Learners. 🍌

- [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 CIWP.

With the student-centered approach, teachers have to assign the right student to the right job in the groups to ensure tasks are completed successfully. This approach ensures that students understand their tasks. Some of our English Language Learners and Diverse Learners are often disengaged based on skill deficiencies. This disengagement may hinder their ability to make connections with peers and teachers. Their tasks need to be differentiated based on their individual learning styles. 🍌

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	After reviewing our metrics relevant to the MTSS Overview, our key takeaways include the following: 25% of our students were in Tier 3 for math and 12% were in Tier 2 for math. Our Diverse Learners' math data shows that 50% are in Tier 3 and 10% of our Diverse Learners are in Tier 2. The data also shows that 43% of our ESL students are in Tier 3 and 14% are in Tier 2 for Reading. Based on these takeaways, more interventions and SEL supports need to be in place to further support our students' SEL needs first which will enable them to focus more and increase academic performance. 🍌	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? Parents want additional opportunities relevant to extended learning opportunities to increase their students skills. Students want immediate and meaningful feedback according to Cultivate Data. Students also want to increase their grades with additional opportunities to practice difficult skills and make corrections and explain wrong answers. 🍌	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance

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

What, 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 Voice Infrastructure](#)

[Reduction in number of students with dropout codes at EOY](#)

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

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

While all students need universal support, our metrics show a higher percentage of our ESL and Diverse Learners in Tier 3 for both reading and math. We need to provide multiple options whenever possible to support them in developing the academic skills necessary to be actively engaged in school. We will also provide parents resources as well as training to assist them in working with their children to improve their academic achievement.

We are expanding our learning time and opportunities with after-school and pull-out in school with small group that will provide a combination of targeted academic support and resources for our EL students.

[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 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)	After reviewing our 3-8 On Track data is showed a high percentage of Off-track students. 65% Off-track, 16% On-track, 10% almost On-track, and 9% Far from On-track. However, some grades were missing in one or more core course. If a student is missing a grade in more than one core course, a GPA will not be calculated and they will be classified as off track.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCE 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Yes Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		9th and 10th Grade On Track
Partially Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	What is the feedback from your stakeholders? The Instructional leadership team will audit the teachers gradebook to see about the missing grades in their students core courses. The ILT members will also look at attendance as well as what resouces the teacher is using and their method of delivery.	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 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? After reviewing the teachers' gradebook and looking in their method of teaching they will receive immediate feedback as well as follow-up visit from the instructional coach.	
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.

Educate staff on strategies to effectively remove any barriers/obstacles that hinder student success. Giving students opportunities to make-up some grades in core courses that were missing. Provide professional development if needed for teachers and students time before and/or after school with additional learning opportunities.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<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>After review the 5-Essentials our overall rating is Well-Organized. Ambitious Instruction 78 strong, Collaborative teachers 70 strong, Effective Leaders 65 strong, Involved families 65 strong. I was however disturbed that our supportive environment was only 44 neutral. 🍌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Yes	<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 ODLSS Family Advisory Board (School Level Data)</p>
Partially	<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>In order to establish a more supportive environment the teachers will conduct a survey to see how they can support the students and help them to achieve their academic goals 🍌</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>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>A positive school climate is foundational to creating a quality experience for all students. Students will participate in decision-making related to the best practices and delivery of instructional support for them. Students are encouraged to seek assistance when from the social worker and/or counselor and other support personnel. 🍌</p>		<p>The teachers will implement equitable strategies with an emphasis on development/enrichment opportunities for all students to ensure our students receive a high quality education, effective differentiation/interventions and Tiered supports to close the achievement gap. 🍌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
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?

After reviewing our metrics, our takeaways includes the following: 1. IAR data revealed that over 50% of our students scored at partially and/or did not meet expectations for Reading and Math. 2. iReady data showed some positive movement and revealed that approximately 50%+ students scored at mid/at grade level for Reading and Math. 3. Star data revealed some positive trends at very few grade levels. As a result, our students' scores for reading and math flatlined from Spring 2022 to Spring 2023 which means most of our students are still scoring below expectations.

What is the feedback from your stakeholders?

Parents request that home tasks be given consistently which will enable them to support their students at home. Cultivate data revealed that students want meaningful feedback immediately relevant to tasks to support their learning. Based on inconsistencies with inputting inventions, teachers need more training which will enable them to track student progress and provide interventions timely.

What student-centered problems have surfaced during this reflection?

Interventions are not leading to increased student performance overall. English learners don't have enough resources to support their various learning styles in the core subject areas.

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?

Some improvements that are currently in progress include implementing a high quality curriculum to ensure all students have access to a rigorous instruction and consistently implementing interventions school wide. Some barriers include an increase in the amount of EL students enrolling within our school and having limited resources to support their various learning styles.

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

Students... are not making the necessary academic progress due to inconsistencies relevant to rigorous instruction school wide.

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... are not providing consistent and continuous high quality instruction school wide.

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.

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What is your Theory of Action?

If we... participate in professional development activities, implement high quality curriculum and progress monitoring to

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.

then we see....

teachers implementing rigorous grade level instruction with fidelity, implementing supports based on our students' needs and using data to adjust/differentiate instruction. We will also see students engaging in rigorous tasks



which leads to...

an increase in the number of students earning higher grades in the core subjects and an increase in the number of students showing academic growth on benchmark assessments.



[Return to Top](#) **Implementation Plan**

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

ILT, Classroom Teachers, Instructional Coach, Interventionist

Dates for Progress Monitoring Check Ins

Q1 10/20/2023

Q3 3/15/2024

Q2 12/15/2023

Q4 6/7/2023

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Implement Skyline Curriculum School Wide	Classroom Teachers	August 21, 2023	Completed
Action Step 1	All teachers attended professional development activities relevant at Skyline at the beginning of the year and as scheduled	Classroom Teachers	August 17, 2023	Completed
Action Step 2	ILT Members conduct meetings relevant to Skyline implementation, review and provide feedback to enhance instructional practices.	ILT Team Leads	Beginning October 2, 2023	In Progress
Action Step 3	ILT will conduct rigor walks quarterly utilizing the rubric for standards based instruction.	ILT Team Leads	Beginning October 2023	In Progress
Action Step 4	Interventionist and teachers will implement small group tasks based on student data to provide individual support for Tier 2 and Tier 3 students.	Homeroom Teachers and Interventionist	Beginning September 28, 2023--Ongoing	In Progress
Action Step 5	Utilize Instructional Coach to support instruction relevant to the core curriculum	Principal	August 2023	In Progress
Implementation Milestone 2	Provide instructional/curriculum support within the classroom	Instructional Coach	Beginning August 21, 2023--Ongoing	In Progress
Action Step 1	Conduct rigor walks to provide feedback and support teachers	ILT	Beginning October 2023--Ongoing	In Progress
Action Step 2	Implement weekly support from Teaching Lab to support instruction and curriculum	Teaching Lab Facilitator/Principal	August 2023-Ongoing	In Progress
Action Step 3	ILT members will review and provide feedback relevant to unit plans to ensure the effective use of the curriculum.	ILT	August 2023-Ongoing	In Progress
Action Step 4	Identify and provide tiered levels of support relevant to curriculum implementation.	Principal/ILT	August 2023-Ongoing	In Progress
Action Step 5				Select Status
Implementation Milestone 3	Teachers with EL students are providing instruction and supports for EL students.	Classroom Teachers	August 2023-Ongoing	In Progress
Action Step 1	ILT will work with teacher team to determine supports needed based on data.	ILT Leads	August 2023-Ongoing	In Progress
Action Step 2	Observe classroom with EL students to monitor teaching and learning.	Principal	August 2023-Ongoing	In Progress
Action Step 3	Ensure EL students have high quality instructional materials and resources to support their learning.	Principal	August 2023-Ongoing	In Progress
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 100% of classroom teachers will be implementing high quality curriculum in the core subjects, 70% of teachers will begin to differentiate instruction effectively and 70% will interpret data to effectively adjust teaching to support learning.



SY26 Anticipated Milestones	100% of teachers will be implementing high quality curriculum with fidelity in the core subjects, 85% of teachers will effectively differentiate instruction and 100% of teachers will interpret data to effectively adjust teaching to support learning.	
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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:

<u>IL-EMPOWER Goal Requirements</u>
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
Increase the amount of students earning a C or better in Reading.	Yes <input type="checkbox"/>	Grades	Overall	60%	70%		
			Select Group or Overall				
Increase the amount of students growing academically on assessments.	Yes <input type="checkbox"/>	STAR (Reading)	Overall	60%	70%		
			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&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers will be observed and provided feedback relevant to implementing rigorous instruction based on the standards rubric.	Most teachers will be implementing high quality instructional materials with fidelity and adjusting based on data to meet our students' needs.	All teachers are implementing high quality instructional materials with fidelity and differentiating instruction based on our students' individual needs.
C&I:2 Students experience grade-level, standards-aligned instruction.	All students will have access to grade level, culturally relevant, standards aligned instruction in the core subject areas.	All students will have access to and utilize grade level instructional materials within the core subjects that are culturally relevant. Students will also receive differentiated based on their needs by most teachers.	All students will have access to and utilize grade level curriculum within the core subjects. All students will receive effective differentiated instruction based on data by all teachers to meet their needs.
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the amount of students earning a C or better in Reading.	Grades	Overall	60%	70%	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 Monitoring	<i>Select the Priority Foundation to pull over your Reflections here =></i>				Curriculum & Instruction						
Reflection	Root Cause	Implementation Plan													
Increase the amount of students growing academically on assessments.		STAR (Reading)		Overall	60%	70%	Select Status	Select Status	Select Status	Select Status					
				<i>Select Group or Overall</i>			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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.		All teachers will be observed and provided feedback relevant to implementing rigorous instruction based on the standards rubric.		Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.		All students will have access to grade level, culturally relevant, standards aligned instruction in the core subject areas.		Select Status	Select Status	Select Status	Select Status
<i>Select a Practice</i>				Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
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?

After reviewing our metrics, our takeaways includes the following: 1. IAR data revealed that over 50% of our students scored at partially and/or did not meet expectations for Reading and Math. 2. iReady data showed some positive movement and revealed that approximately 50%+ students scored at mid/at grade level for Reading and Math. 3. Star data revealed some positive trends at very few grade levels. As a result, our students' scores for reading and math flatlined from Spring 2022 to Spring 2023 which means most of our students are still scoring below expectations.

What is the feedback from your stakeholders?

Parents request that home tasks be given consistently which will enable them to support their students at home. Cultivate data revealed that students want meaningful feedback immediately relevant to tasks to support their learning. Based on inconsistencies with inputting inventions, teachers need more training which will enable them to track student progress and provide interventions timely.

What student-centered problems have surfaced during this reflection?

Interventions are not leading to increased student performance overall. English learners don't have enough resources to support their various learning styles in the core subject areas.

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?

Some improvements that are currently in progress include implementing a high quality curriculum to ensure all students have access to a rigorous instruction and consistently implementing interventions school wide. Some barriers include an increase in the amount of EL students enrolling within our school and having limited resources to support their various learning styles.

Return to Top Determine Priorities

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

Students... are not progressing based on data and the interventions we are currently implementing.



[Determine Priorities Protocol](#)

Resources:

Indicators of a Quality CIWP: Determine Priorities

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

Return to Top Root Cause

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

As adults in the building, we... are not providing quality interventions to support our students academically relevant to growth.



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

Resources:

Indicators of a Quality CIWP: Root Cause Analysis

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

Return to Top Theory of Action

What is your Theory of Action?

If we... develop and implement MTSS intervention plans for Tier 2 and Tier 3 students that are effective, intentional, consistent and well documented with fidelity



[Indicators of a Quality CIWP: Theory of Action](#)

Resources:

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.

then we see....

students engaging in data driven intervention plans that are consistent, intentional, designed based on their individual deficiencies and individual learning styles



which leads to...

an increase in the amount of students growing academically as a result of their tiered intervention plans for reading and math.



[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, Instructional Coach, Interventionist, Classroom Teachers

Dates for Progress Monitoring Check Ins

Q1 10/20/2023

Q3 3/15/2024

Q2 12/15/2023

Q4 6/7/2023

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1	Create and Implement a MTSS support system school wide to support Tier 2 and Tier 3 students	MTSS Team/Classroom Teachers	October 2023	In Progress
Action Step 1	Organize a MTSS team to create and monitor Tiered systems and structured to support students.	Principal	September 2023	In Progress
Action Step 2	Complete the MTSS Continuum the determine our effectiveness and next steps	MTSS Team	September 2023-Ongoing	In Progress
Action Step 3	Engage in monthly data analysis relevant to tiered supports	Teachers	October-Ongoing	In Progress
Action Step 4	Disaggregate Branching Mind data to determine next steps and effectiveness of interventions	ILT/MTSS	October-Ongoing	In Progress
Action Step 5	Conduct Branching Minds Professional Development	Network ISL	September 2023-Ongoing	Select Status
Implementation Milestone 2	Engage in progres monitoring to provide targeted support for students	MTSS Team/ILT	Ocotober 2023-Ongoing	In Progress
Action Step 1	Create a progress monitoring schedule	MTSS Team	October 2023-Ongoing	In Progress
Action Step 2	Engage in professional development relevant to progress monitoring with Branching Minds	Classroom Teachers	September 2023-Ongoing	In Progress
Action Step 3	Engage in monthly data analysis using Branching Minds	Classroom Teachers	November 2023-Ongoing	In Progress
Action Step 4	Disaggregate student progress to effectiveness of interventions	ILT	November 2023-Ongoing	In Progress
Action Step 5				Select Status
Implementation Milestone 3	Implement a system for Tiered referrals and communicating with parents regarding statuses and supports provided	MTSS Team	October 2023-Ongoing	In Progress
Action Step 1	Ensure student intervention plans are being updated every 5 weeks and shared with all stakeholders	MTSS Team	November 2023-Ongoing	In Progress
Action Step 2	Host parent data meeting which includes informatin on multi-tiered systems of support and resources to support student learning.	Principal	Quarterly	In Progress
Action Step 3	Disaggregate data at the beginning, middle and end of the year to determine next steps and update Tierrd supports.	ILT	September, February, May of each year	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Implement additional EL intervention support	Principal/MTSS	October 2023-Ongoing	Select Status
Action Step 1	Purchase Spanish resources to further support EL students in ELA	Principal	August 2023-Ongoing	Select Status
Action Step 2	Pair EL students with Spanish speaking teachers/grade level peers when possible	Principal	August 2023-Ongoing	Select Status
Action Step 3	Implement Spanish computer programs to ensure EL students are receiving supplemental support relevant to standards	Computer Teacher/ Classroom Teachers	August 2023-Ongoing	Select Status
Action Step 4	Ensure classroom teachers are providing high quality instruction in Spanish within the classroom	Principal	August 2023-Ongoing	Select Status
Action Step 5	Provide Spanish tasks to EL students to ensure they understand they have access to high quality instruction	Classroom Teachers	August 2023-Ongoing	Select Status

Anticipated Milestones	100% of teachers will provide differentiated instruction/interventions for Tier 2 and Tier 3 students. 70 % of interventions will be documented within the Branching Minds Platform. 60% of individual support plans will be implemented with fidelity.	
Anticipated Milestones	100% of teachers will effectively differentiate core instruction. 100% of interventions will be documented and monitored within the Branching Minds platform. 100% of individual support plans will be implemented effectively and with fidelity.	

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
Increase the amount of students consistently receiving Tier 2 and Tier 3 students to 70%	Yes	Branching Mind Platform	Tier 2 and Tier 3 Students	60%	75%		
			<i>Select Group or Overall</i>				
Move 30% of students with Tier 2 status to Tier 1 status with consistent and documented support	Yes	Branching Mind Platform	Overall				
			<i>Select Group or Overall</i>				

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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers will be implementing high quality interventions to support our Tier 2 and Tier 3 students based on data. Most teachers will input data in Branching Minds to measure progress.	All teachers will be creating interventions based on data to meet the needs of our Tier 2 and Tier 3 students. Most teachers will input in data in Branching Minds based on criteria set by the MTSS team which will determine next steps relevant to interventions.	All teachers will be creating and implementing with fidelity interventions based on our students' needs in Tier 2 and Tier 3. All teachers will be consistently inputting data in Branching Minds based on protocols determined by the MTSS team.
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.	The MTSS team measured their progress utilizing the MTSS Continuum Tool to determine our effectiveness and determine next steps. Based on our findings, we are in the developing stage overall. We will continue to implement MTSS protocols and processes to improve our practices.	The MTSS team will utilize the MTSS Continuum to determine the effectiveness of protocols and policies implemented. The team will rate a higher that developed in most areas.	The MTSS Continuum will reveal ratings in most areas as operational based on protocols and processes put in place to support our students with the most needs.
<i>Select a Practice</i>			

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
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Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Curriculum & Instruction				
Reflection	Root Cause	Implementation Plan			<i>Select the Priority Foundation to pull over your Reflections here =></i>				
Increase the amount of students consistently receiving Tier 2 and Tier 3 students to 70%	Branching Mind Platform	Tier 2 and Tier 3 Students	60%	75%	Select Status	Select Status	Select Status	Select Status	
		<i>Select Group or Overall</i>			Select Status	Select Status	Select Status	Select Status	
Move 30% of students with Tier 2 status to Tier 1 status with consistent and documented support	Branching Mind Platform	Overall			Select Status	Select Status	Select Status	Select Status	
		<i>Select Group or Overall</i>			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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers will be implementing high quality interventions to support	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	The MTSS team measured their progress utilizing the MTSS Contin	Select Status	Select Status	Select Status	Select Status
<i>Select a Practice</i>		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

What is the feedback from your stakeholders?

What student-centered problems have surfaced during this reflection?

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?

[Return to Top](#) **Determine Priorities**

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

Resources:

[Determine Priorities Protocol](#)

Students...



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?

Resources:

[5 Whys Root Cause Protocol](#)

As adults in the building, we...



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....

Resources:



Indicators of a Quality CIWP: Theory of Action

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

Reflection

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....

which leads to...

[Return to Top](#) **Implementation Plan**

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Dates for Progress Monitoring Check Ins

Q1 10/20/2023 Q3 3/15/2024
 Q2 12/15/2023 Q4 6/7/2023

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1				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
Implementation Milestone 2				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
Implementation Milestone 3				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
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

[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]

SY26 Anticipated Milestones

[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]

[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
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

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

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

	SY24	SY25	SY26
Select a Practice			
Select a Practice			
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

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

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:
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)**



<p>Select a Goal</p>					
<p>Select a Goal</p>					
<p>Select a Goal</p>					

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.

Parents will have the opportunity to consult with the school in decisions relating to the education of their children at monthly Local School Council Meetings and other parent meetings. The parents are also given a Google Numbers for their children's teachers to further open the lines of communication. Parents will have access to their children's grade through parent portal. For those that need assistance, the school will instructions on how to access the parent portal. Lastly, parents will receive the Hughes Handbook, the CPS STUDENT CODE OF CONDUCT book as well as a contract describing how they can assist and support their children's learning.



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