

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 |
|---|--------------------------------------|--|
| Hamed Flores | Principal | haflores@cps.edu |
| Wendy Arzate | Curriculum & Instruction Lead | wguerra.cps.edu |
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| Maria de Jesus Cristobal / Maria Martinez | LSC Member | mjcristobal1971@gmail.com / mtzmaria21@gmail.com |
| Esmeralda Arroyo | LSC Member | airelibra20@gmail.com |
| Nancy Ballesteros | Teacher Leader | nballesteros@cps.edu |
| Miguel Fragoso | Teacher Leader | mfragoso@cps.edu |
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| Angela Guerrero/Yvonne Lee | Teacher Leader | amguerrero9@cps.edu / ymtimlin@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 | 7/13/23 | 7/13/23 |
| Reflection: Curriculum & Instruction (Instructional Core) | 8/9/23 | 8/9/23 |
| Reflection: Inclusive & Supportive Learning (Instructional Core) | 8/9/23 | 8/9/23 |
| Reflection: Connectedness & Wellbeing | 8/9/23 | 8/9/23 |
| Reflection: Postsecondary Success | 8/9/23 | 8/9/23 |
| Reflection: Partnerships & Engagement | 8/9/23 | 8/9/23 |
| Priorities | 8/9/23 | 8/9/23 |
| Root Cause | 8/9/23 | 8/9/23 |
| Theory of Acton | 8/9/23 | 8/9/23 |
| Implementation Plans | 8/9/23 | 8/9/23 |
| Goals | 8/9/23 | 8/9/23 |
| Fund Compliance | 8/9/23 | 8/9/23 |
| Parent & Family Plan | 8/9/23 | 8/9/23 |
| Approval | 9/13/23 | 9/13/23 |

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 | 10/19/2023 |
| Quarter 2 | 12/21/2023 |
| Quarter 3 | 3/21/2024 |
| Quarter 4 | 5/30/2024 |

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources 

[Reflection on Foundations Protocol](#)

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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 |
| Yes | School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. | Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development |
| Partially | Evidence-based assessment for learning practices are enacted daily in every classroom. | Assessment for Learning Reference Document |

Participants agreed that it was meaningful to look at the metrics so that there are clear expectations on how to evaluate the curriculum in order to make high quality. Since Madero is an IB school. The ILT and other stakeholders still want to preserve IB units as they align with IB expectations. 

What is the feedback from your stakeholders?

All stake holders that participated in the creation of the CIWP agreed that an ongoing reflection on the quality of the curriculum should happen. Stakes holders agree on evaluating the curriculum for SS, Science, and ELA. in order to make a decision on adopting the Skyline curriculum 


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?

Madero adopted Math Skyle and there is collaboration with the Network 7 office to ensure that the math curriculum is followed with fidelity but at the same time, it alignes to the needs of the students, academically and culturaly. The impact falls into the delivery of the curriculum as it is new material for the math team. Madero Admin has allocated funds to ensure that there uis tme invested in planning and preparation. 

- [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.

Lack of consistent opportunities to cultivate student voice 
 Not all teachers are using a monitor tool for learning to track student progress

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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 |


We are doing well, but we need to improve parent communication. We will be sending out quarterly notifications of MTSS support to all students. 

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

What student-centered problems have surfaced during this reflection?


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

Lack of student and parent engagement in regards to MTSS expectations
Lack of supports for EL/DL students 

What is the feedback from your stakeholders?



We are doing all we can but we need support from the district. 

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 are implementing a new way to provide I/A at Madero. We are receiving the support from the Network 7 Office to ensure that Madero's efforts are aligned with the expectations of the the district but also that ensures we are reaching all of our student needs. The new approach for Madero/ I/As block is center-based and student-led/ teacher-facilitated 

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

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

| Using the associated references, is this practice consistently implemented? | References | What are the takeaways after the review of metrics? | Metrics |
|---|--|--|--|
| Yes | BHT Key Component Assessment SEL Teaming Structure | The takeaways is that there is a high need for including even more the student voice into school decisions.  | % 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 |
| 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? Stakeholders, including parents and community members is that students should be included in decisions by creating opportunities such as the Student Voice Committee and the participation in the LSC  | Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance |

| | | | |
|--|---|--|---|
| Partially | <p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</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>Inconsistent implementation of Tier 1 SEL support (Second Step)</p> <p>Lack of effective attendance plan</p> | | 👉 | <p>This school year Madero officially created the CCT (Climate and Culture Team) and Madero is in progress of creating the SVC (Student Voice Committee). The challenge is the learning. To be able to understand expectation of a CCT and SVC. The district is providing professional development for this purpose and Madero staff have already enrolled in these learning opportunities.</p> |

[Student Voice Infrastructure](#)

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

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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) | <p>This a strong area at Madero. We have a variety of events and opportunities for students to explore their alternatives for HS schools, college and career. 👉</p> | <p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p> <p>9th and 10th Grade On Track</p> |
| N/A | 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 | | |
| 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 | | |
| 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 | | |
| 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 | | |
| <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 is the feedback from your stakeholders?</p> <p>For Madero to continue offering the current opportunities for students such as field trips to HS and universities, to conduct HS presentations at Madero, Career Day, etc. 👉</p> | | <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p> |
| <p>Increasing the incorporation of work based learning activities 👉</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>Madero is planning on creating more partnerships with other HS for that Madero students to receive information in Madero. A new partnership that is in planning to be create is Kelly High School. No obstacles are presents for these efforts. It requires coordination from the SEL and CCT teams. 👉</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.

Increasing the incorporation of work based learning activities 👉

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Partnership & Engagement

| Using the associated references, is this practice consistently implemented? | References | What are the takeaways after the review of metrics? | Metrics |
|--|--|---|---|
| Yes | <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>Parent and communitie members believe that it would be important to learn about other Non-for profit organizations to collaborate. 🍌</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>Parents anf community members would like more programs to be open at Madero for adults such as GED, technology and visual arts. 🍌</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>Hay necesidad del involucramiento y/o participacion de los estudiantes. El estudioante no se le da oportunidad de dar su opinion o presentar inconformidades durante las clases academicas. Participacion del estudiante en el concilio escolar y en decisiones de actividades extracurriculares. Una propuesta de es tener un jefe de grupo/representante. 🍌</p> | | <p>Taller de portal de padres en los diferentes eventos. Tener una estructura y sistema para que los maestros se comuniquen a tiempo cuando los estudiantes tienen dificultades academicas (MTSS). Dar una lista de los maestros con su correo electronico. 🍌</p> | |

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

| | |
|-----------|--|
| Partially | School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo. |
| Partially | School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. |
| Partially | Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP. |
| Partially | Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. |
| Yes | English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services. |
| Partially | There are language objectives (that demonstrate HOW students will use language) across the content. |

What are the takeaways after the review of metrics?

We are doing well, but we need to improve parent communication. We will be sending out quarterly notifications of MTSS support to all students.

What is the feedback from your stakeholders?

We are doing all we can but we need support from the district.

What student-centered problems have surfaced during this reflection?

Lack of student and parent engagement in regards to MTSS expectations
Lack of supports for EL/DL students

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

We are implementing a new way to provide I/A at Madero. We are receiving the support from the Network 7 Office to ensure that Madero's efforts are aligned with the expectations of the the district but also that ensures we are reaching all of our student needs. The new approach for Madero/ I/As block is center-based and student-led/ teacher-facilitated

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Determine Priorities

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

Students...

Students do not have consistent opportunities to voice their opinions, perspective on their learning environment.



[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.

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Root Cause

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

As adults in the building, we...

we are overburden to get to one lesson to another due to the amount of CPS mandates that are required by all teachers to meet by a certain deadline.



we do not have the foundational systems to support the time it takes to created a successful student lead environment

lessons are teacher led instead of student facilitated

the pressure to meet all the CPS mandates and standards

[5 Whys 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.

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Theory of Action

What is your Theory of Action?

If we....

create a shift in instructional pedagogy to a student led and teacher facilitated environment by offering authentic, informed student perspective, challenging learning experiences, and open-ended assessment, students will master grade-level standards while prioritizing their Inner Core



Indicators of a Quality CIWP: Theory of Action

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

Resources:

Inclusive & Supportive Learning Environment

then we see....
an increase of student discourse, student ownership of learning, and student agency



Theory of Action is an impactful strategy that counters the associated root cause.
Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...
Global citizens having autonomy over their learning, developing self efficacy and achieving success outside of their community and in the global world.



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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
Instructional Leadership Team


Dates for Progress Monitoring Check Ins
Q1 10/19/2023 Q3 3/21/2024
Q2 12/21/2023 Q4 5/30/2024

| | SY24 Implementation Milestones & Action Steps | Who | By When | Progress Monitoring |
|-----------------------------------|--|---|----------------|----------------------------|
| Implementation Milestone 1 | By the end of Quarter 1, 90% of teachers will be implementing gradual release of responsibility. | IB MYP Teachers | 10/19/2023 | Completed |
| Action Step 1 | Unit 1 Completed | IB MYP Teachers | 08/21/2023 | Completed |
| Action Step 2 | Start the Learning Cycle on Gradual Release of Responsibility by conducting peer observation to create base line data | ILT | 08/24/2023 | Completed |
| Action Step 3 | Teaching Gradual Release of Responsibility during GLT facilitate by ILT Leads. | IB MYP Teachers | 08/31/2023 | Completed |
| Action Step 4 | Gradual Release of Responsibility Safe Practice | ILT | 09/22/2023 | Completed |
| Action Step 5 | Analyze of safe practice data and plan for next steps | IB MYP Teachers | 09/14/2023 | Completed |
| Implementation Milestone 2 | By the end of Quarter 2, teachers will effectively implement the Modeled Component of the Gradual Release of Responsibility by establishing the purpose or intended learning outcome. | IB MYP and Students | 12/21/2023 | Not Started |
| Action Step 1 | Teaching Modeled Instruction of the Gradual Release of Responsibility during GLT facilitate by ILT Leads. | Lead Coach/IB MYP Coordinator/IB MYP Teachers | 11/10/2023 | Not Started |
| Action Step 2 | Gradual Release of Responsibility: Modeled Instruction Safe Practice | IB MYP Coordinator | 11/17/2023 | Not Started |
| Action Step 3 | Gradual Release of Responsibility: Modeled Instruction Peer observation | IB MYP Teachers | 11/17/2023 | Not Started |
| Action Step 4 | Analyze of safe practice data and plan for reteaching | IB MYP Teachers | 12/1/2023 | Not Started |
| Action Step 5 | Gradual Release of Responsibility: Modeled Instruction Connected Coaching | IB MYP Teachers | 12/15/2023 | Not Started |
| Implementation Milestone 3 | By the end of Quarter 3, teachers will effectively implement the Collaborative Learning of the Gradual Release of Responsibility by establishing the purpose or intended learning outcome. | ILT | 03/22/2024 | Not Started |
| Action Step 1 | Teaching Collaborative Learning of the Gradual Release of Responsibility during GLT facilitate by ILT Leads. | ILT | 1/19/23 | Not Started |
| Action Step 2 | Gradual Release of Responsibility: Collaborative Learning Safe Practice | ILT | 1/26/23 | Not Started |
| Action Step 3 | Gradual Release of Responsibility: Collaborative Learning Peer observation | ILT | 2/23/24 | Not Started |
| Action Step 4 | Analyze of safe practice data and plan for reteaching | ILT | 3/8/24 | Not Started |
| Action Step 5 | Gradual Release of Responsibility: Collaborative Learning Connected Coaching | ILT | 3/15/24 | Not Started |
| Implementation Milestone 4 | By the end of Quarter 4, teachers will effectively implement the Independent Practice of the Gradual Release of Responsibility by establishing the purpose or intended learning outcome. | ILT | 05/30/2024 | Not Started |
| Action Step 1 | Teaching Independent Practice of the Gradual Release of Responsibility during GLT facilitate by ILT Leads. | ILT | 04/12/2024 | Not Started |
| Action Step 2 | Gradual Release of Responsibility: Independent Practice Safe Practice | ILT | 04/26/2024 | Not Started |
| Action Step 3 | Gradual Release of Responsibility: Independent Practice Peer observation | ILT | 05/10/2024 | Not Started |
| Action Step 4 | Analyze of safe practice data and plan for reteaching | ILT | 05/24/2024 | Not Started |
| Action Step 5 | Gradual Release of Responsibility: Independent Practice Connected Coaching | ILT | 05/24/2024 | Not Started |

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

Giving students opportunities to make classroom decisions and student choice to take agency in their learning.

Prioritize students' needs and valuing their ability to learn independently by creating a student-led classroom environment.

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

Student Led Environment

Ensure that teachers are actively reviewing data and behavioral documentation to identify students to receive MTSS,

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

Indicators of a Quality CIWP: Goal Setting

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


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

Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).

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

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

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




Resources: 

[IL-EMPOWER Goal Requirements](#)



For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

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

Performance Goals

| Specify the Goal  | Can this metric be frequently monitored? | Metric | Student Groups (Select 1-2) | Baseline  | Numerical Targets [Optional]  | | |
|--|--|--------|-----------------------------|--|--|------|------|
| | | | | | SY24 | SY25 | SY26 |
| By the end of May, 2024, 100% of teachers will implement a protocol of student collaboration and content-aligned talk moves AND will have in place tas/content aligned criteria of success. | Yes | Other | Overall | | | | |
| | | | Students with an IEP | | | | |
| By the end of May 2024, 90% of students will have the opportunity and the resources to collaborate equitably with their peers using a student collaboration protocol and content-aligned talk moves. | Yes | Other | Overall | | | | |
| | | | Students with an IEP | | | | |

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. | By May 2024, the ILT & MTSS will establish systems and structures of collaboration based on data analysis to identify the SEL needs of each of Madero's students to provide students with effective educational Tier 1, Tier2, and Tier 3 services | By May 2025, the BHT, and CCT will establish systems and structures of collaboration based on data analysis to identify the SEL needs of each of Madero's students to provide students with effective educational Tier 1, Tier2, and Tier 3 services | By May 2026, the ILT, MTSS, BHT, and CCT will establish systems and structures of collaboration based on data analysis to identify the SEL needs of each of Madero's students to provide students with effective educational Tier 1, Tier2, and Tier 3 services |
| I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo. | By May 2024, all students will receive research-based, center-approach interventions provided as needed (MTSS), based on 6-week cycles continuous review of student performance; root cause analysis of problem areas; and refinements to strategies, supports and interventions. Madero will implement a comprehensive cycle-based data driven analysis system (On/off tracks, Branching minds, Star 360, IXL) that is sustainable and aligned to effective protocols. | By May 2025, all students will receive research-based, center-approach interventions provided as needed (MTSS), based on 6-week cycles continuous review of student performance; root cause analysis of problem areas; and refinements to strategies, supports and interventions. Madero will implement a comprehensive cycle-based data driven analysis system (On/off tracks, Branching minds, Star 360, IXL) that is sustainable and aligned to effective protocols. 90% of students will be able to self reflect on their academic and SEL needs. | By May 2026, all students will receive research-based, center-approach interventions provided as needed (MTSS), based on 6-week cycles continuous review of student performance; root cause analysis of problem areas; and refinements to strategies, supports and interventions. Madero will implement a comprehensive cycle-based data driven analysis system (On/off tracks, Branching minds, Star 360, IXL) that is sustainable and aligned to effective protocols. 100% of students will be able to self reflect on their academic and SEL needs. |
| C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. | By May 2024, 6th, 7th, and 8th grade teachers will be able to analyze data and reflect independently or as a team by using a thorough criteria to progress monitor learning for students in Tier 1, 2, and 3. At least 80% of teachers will analyze their student's data independently and 80% of teachers will reflect on the effectiveness of the interventions used. | By May 2025, 6th, 7th, and 8th grade teachers will be able to analyze data and reflect independently or as a team by using a thorough criteria to progress monitor learning for students in Tier 1, 2, and 3. At least 90% of teachers will analyze their student's data independently and 90% of teachers will reflect on the effectiveness of the interventions used. | By May 2026, 6th, 7th, and 8th grade teachers will be able to analyze data and reflect independently or as a team by using a thorough criteria to progress monitor learning for students in Tier 1, 2, and 3. At least 100% of teachers will analyze their student's data independently and 100% of teachers will reflect on the effectiveness of the interventions used. |

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

Resources: 

Below are the goals for this Theory of Action that were created

above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

| Specify the Metric | Metric | Student Groups (Select 1-2) | Baseline | SY24 | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--|--------|-----------------------------|----------|------|------------------|---------------|---------------|---------------|
| By the end of May, 2024, 100% of teachers will implement a protocol of student collaboration and content-aligned talk moves AND will have in place tas/content aligned criteria of success. | Other | Overall | | | Limited Progress | Select Status | Select Status | Select Status |
| | | Students with an IEP | | | Limited Progress | Select Status | Select Status | Select Status |
| By the end of May 2024, 90% of students will have the opportunity and the resources to collaborate equitably with their peers using a student collaboration protocol and content-aligned talk moves. | Other | Overall | | | Limited Progress | Select Status | Select Status | Select Status |
| | | Students with an IEP | | | Limited Progress | 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. | By May 2024, the ILT & MTSS will establish systems and structures of collaboration based on data analysis to identify the SEL needs of each of Madero's students to provide students with effective educational Tier 1, Tier2, and Tier 3 services | On Track | Select Status | Select Status | Select Status |
| I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo. | By May 2024, all students will receive research-based, center-approach interventions provided as needed (MTSS), based on 6-week cycles continuous review of student performance; root cause analysis of problem areas; and refinements to strategies, supports and interventions. Madero will implement a comprehensive cycle-based data driven analysis system (On/off tracks, Branching minds, Star 360, IXL) that is sustainable and aligned to effective protocols. | On Track | Select Status | Select Status | Select Status |
| C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. | By May 2024, 6th, 7th, and 8th grade teachers will be able to analyze data and reflect independently or as a team by using a thorough criteria to progress monitor learning for students in Tier 1, 2, and 3. At least 80% of teachers will analyze their student's data independently and 80% of teachers will reflect on the effectiveness of the interventions used. | On Track | 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?

The takeaways is that there is a high need for including even more the student voice into school decisions.

What is the feedback from your stakeholders?

Stakeholders, including parents and community members is that students should be included in decisions by creating opportunities such as the Student Voice Committee and the participation in the LSC

What student-centered problems have surfaced during this reflection?

Inconsistent implementation of Tier 1 SEL support (Second Step)
 Lack of effective attendance plan

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?

This school year Madero officially created the CCT (Climate and Culture Team) and Madero is in progress of creating the SVC (Student Voice Committee). The challenge is the learning. To be able to understand expectation of a CCT and SVC. The district is providing professional development for this purpose and Madero staff have already enrolled in these learning opportunities.

Return to Top Determine Priorities

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

Students...
 feel disengaged from the school community.

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 implement Tier 1 SEL curriculum (Second Step) and Advisory activities consistently across all homerooms.
 lack financial capacity to provide a variety of engaging after school programming. We rely on the budgets of other non-profit community partners.
 are not using technological tools (Aspen Journals) to effectively communicate SEL and attendance issues.

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
 streamline communication through Aspen and Branching Minds, and provide consistent and intentional Social and Emotional Learning support

Resources:

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

then we see....

students strengthening their relational trust with their teachers and peers, taking accountability and ownership for their growth both academically and socially



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

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

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

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

which leads to...

a supportive environment where students reach their full academic and emotional potential that would lead to an increase of student attendance and student voice.



[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

CCT (Climate and Culture Committee)

Dates for Progress Monitoring Check Ins

Q1 10/19/2023

Q3 3/21/2024

Q2 12/21/2023

Q4 5/30/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

| | | | | |
|-----------------------------------|--|----------------------------------|------------|---------------|
| Implementation Milestone 1 | By the end of Quarter 1, Madero's Culture and Climate team will be created. | CCT | 10/19/2023 | Completed |
| Action Step 1 | Identified Focus area for CCT | CCT | 08/04/2023 | Completed |
| Action Step 2 | Identified possible team members | CCT | 08/18/2023 | Completed |
| Action Step 3 | Plan and Implement CCT | CCT | 08/18/2023 | In Progress |
| Action Step 4 | Create calendar of events with Goal and Action Steps | CCT | 09/01/2023 | Not Started |
| Action Step 5 | Data Review | CCT | 10/19/2023 | Not Started |
| Implementation Milestone 2 | By the end of Quarter 1, teachers will utilize Aspen Journal/Branching Minds to communicate SEL and attendance concerns. | BHT and MTSS | 10/20/23 | Completed |
| Action Step 1 | Clarify what goes into Apsen and into Branching Minds | BHT and MTSS | 08/31/2023 | Completed |
| Action Step 2 | Train teachers on how to use Journals feature and how to escalate entries | YIS | 08/31/2023 | Completed |
| Action Step 3 | Use data to implement and improve student attendance and engagement | BHT | 10/19/2023 | Completed |
| Action Step 4 | Implement regular attendance incentives with fidelity | CCT | 10/19/2023 | In Progress |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 3 | Grow the Student Voice Committee | YIS | 12/21/2023 | In Progress |
| Action Step 1 | Recruit new students | YIS | 11/10/2023 | Completed |
| Action Step 2 | Set meeting dates and times | YIS | 11/17/2023 | In Progress |
| Action Step 3 | Create SVC roster in Aspen | YIS | 12/1/2023 | Select Status |
| Action Step 4 | Implement SVC curriculum | YIS | 12/8/2023 | Select Status |
| Action Step 5 | Choose SVC representative for LSC | | 12/15/2023 | Select Status |
| Implementation Milestone 4 | Implement a Madero Social Calendar | CCT, Enlace, Madero Stakeholders | 6/6/24 | Select Status |
| Action Step 1 | Host and reflect on one social event and prepare the calendar for Quarter 2. | CCT, Enlace, Madero Stakeholders | 10/19/2023 | Select Status |
| Action Step 2 | Plan, execute and reflect on 2 social events for Quarter 2 | CCT, Enlace, Madero Stakeholders | 12/21/2023 | Select Status |
| Action Step 3 | Host and reflect on social events from Quarter 2 and prepare the calendar for Quarter 3. | CCT, Enlace, Madero Stakeholders | 3/22/2023 | Select Status |
| Action Step 4 | Plan, execute and reflect on 3 social events for Quarter 3 | CCT, Enlace, Madero Stakeholders | 3/22/2023 | Select Status |
| Action Step 5 | Host and reflect on social events from Quarter 3 and prepare the calendar for Quarter 4. | CCT, Enlace, Madero Stakeholders | 06/06/2024 | Select Status |

SY25-SY26 Implementation Milestones

| | | |
|------------------------------------|---|--|
| SY25 Anticipated Milestones | Ensure that Social Calendar structure and routines are in place. Have Social Calendar completed at the beginning of the year. | |
|------------------------------------|---|--|

| | |
|-----------------------------|--|
| SY26 Anticipated Milestones | Implement Social Calendar and recruit students to take lead on events to have events student lead. |
|-----------------------------|--|

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

| Specify the Goal | Can this metric be frequently monitored? | Metric | Student Groups (Select 1-2) | Baseline | Numerical Targets [Optional] | | |
|--|--|--|-----------------------------|----------|------------------------------|------|------|
| | | | | | SY24 | SY25 | SY26 |
| By the end of April 2023, Students attendance will be Increased by 2% | Yes | Increase Average Daily Attendance | Overall | | | | |
| | | | Other [Specify] | | | | |
| By the end of May, 2023, there will be a decrease of the suspension rates by 20% by increase Restorative Practices and adjusting adult collaboration on disciplinary cases | Yes | Reduction in repeated disruptive behaviors (4-6 SCC) | Overall | | | | |
| | | | Students with an IEP | | | | |

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. | By May of 2024 YIS should develop a list of dates in which they will run attendance reports, and communicate concerns to parents via CPS 5 or 10 day Absence letter. This list should be used to schedule conferences with parents/ guardians at the beginning and end of each quarter in efforts to collaborate in an attendance plan with the family. | By May of 2025 YIS and CCT should be develop a community newsletter which will report general attendance data, campus wide incidents, and communal events in efforts to provide multiple streams of communication with all Madero Stake holders. | By May of 2026 the CCT, SVC, and LSC should have well established lines of communication in efforts to tackle shared goals. |
| 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. | By May of 2024 Madero's staff should be increasing the use of restorative practices and consistent parent communication by properly documenting incidents and teacher responses/ interventions in the Journal section of ASPEN as outlined in the "effective discipline guidelines". | By may of 2025 students should be familiarized with restorative justice practices and be able to lead peer peace circles under the supervision of trained adults. | By may of 2026 Madero should have a well established peer adjudication program which is overseen by members of the CCT. |
| 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). | By May of 2024 the SVC should have established a clear line of communication between Administration and SVC members as well as communication between SVC members and the LSC/ other decision making teams within the school community such as CCT. | By May of 2025, members of the SVC should have planed and executed one school wide improvement project in collaboration with the LSC. | By May of 2026 SVC members and LSC members should have collaborated on atleast one mutual goal and or project per quarter. |

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

Resources:

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

Performance Goals

| Specify the Metric | Metric | Student Groups (Select 1-2) | Baseline | SY24 | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|-----------------------------------|-----------------------------|----------|------|------------------|------------------|---------------|---------------|
| By the end of April 2023, Students attendance will be Increased by 2% | Increase Average Daily Attendance | Overall | | | Limited Progress | On Track | Select Status | Select Status |
| | | Other [Specify] | | | Limited Progress | Limited Progress | Select Status | Select Status |

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

Connectedness & Wellbeing

| | | | | | | | | |
|--|--|----------------------|--|--|-------------------------------|-------------------------------|----------------------------|----------------------------|
| By the end of May, 2023, there will be a decrease of the suspension rates by 20% by increase Restorative Practices and adjusting adult collaboration on disciplinary cases | Reduction in repeated disruptive behaviors (4-6 SCC) | Overall | | | On Track | On Track | Select Status | Select Status |
| | | Students with an IEP | | | Limited Progress | Limited Progress | Select Status | Select Status |

Practice Goals

Progress Monitoring

| Identified Practices | SY24 | Progress Monitoring | | | |
|--|--|-------------------------------|-------------------------------|----------------------------|----------------------------|
| | | 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. | By May of 2024 YIS should develop a list of dates in which they will | On Track | On Track | 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. | By May of 2024 Madero's staff should be increasing the use of restorative | On Track | On Track | 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). | By May of 2024 the SVC should have established a clear line of communication | Limited Progress | Limited Progress | Select Status | Select Status |

If Checked:
Complete
IL-Empower
Section below



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

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

If Checked:
No action needed



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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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



The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).



The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.



Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:

- a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
- b) Contracting for professional services from State-Approved Learning Partners
- c) Conducting school-level needs assessments
- d) Analyzing data
- e) Identifying resource inequities
- f) Researching and implementing evidence-based interventions
- g) Purchasing standards-aligned curriculum and materials
- h) Purchasing and administering local assessments for progress monitoring



Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.



Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.



School Improvement Reports (SIR) are due on a triannual basis.



Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.



As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.



As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Student Groups

Baseline

SY24

SY25

SY26

Required Math Goal

STAR (Math):

Required Reading Goal

STAR (Reading):

Optional Goal

Select a Goal

| Student Groups | Baseline | SY24 | SY25 | SY26 |
|----------------|----------|------|------|------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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.

SEL Training sessions
Technology Education to Build student academic awareness
Health and Wellness Education and Resources
Professional and Personal Growth



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