

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 
Tonya Tolbert	Principal	tytolbert@cps.edu
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Tiffany Banks	Inclusive & Supportive Learning Lead	TSBanks@cps.edu
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Rashonda Spears	Teacher Leader	rnspears@cps.edu
	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	5/26/23	6/1/23
Reflection: Curriculum & Instruction (Instructional Core)	6/2/23	7/18/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/19/23	8/1/23
Reflection: Connectedness & Wellbeing	8/2/23	8/8/23
Reflection: Postsecondary Success	8/9/23	8/15/23
Reflection: Partnerships & Engagement	8/16/23	8/22/23
Priorities	8/23/23	8/29/23
Root Cause	8/23/23	8/29/23
Theory of Acton	8/30/23	8/29/23
Implementation Plans	8/30/23	8/29/23
Goals	8/30/23	8/29/23
Fund Compliance	09/06/23	9/12/23
Parent & Family Plan	9/6/23	9/12/23
Approval	9/13/23	9/20/23

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	Oct. 27, 2023
Quarter 2	12/15/2023
Quarter 3	03/08/2024
Quarter 4	5/17/2024

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

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

Even though we have access to high quality curriculum, Skyline, the implementation has been a work in progress since the content is new to teachers and everyone is becoming familiar with it.

What is the feedback from your stakeholders?

Some teachers are noticing that Skyline has gaps and wish some of the content were more engaging for students. Skyline does not offer enough options for differentiated instructions nor are there enough options for independent practice.

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 teachers used the standards to access content on Teachers Pay Teachers to supplement the writing portion and they saw big improvement in student work. Towards the end of the year, we had access to Amira, and Freckle to supplement and it is still early to see the impact. I-Ready instructional component was also used in K to 2 classes and the results have been positive in giving teachers an option to differentiate and for us to see student growth.

- [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.

-Since Skyline ELA lends itself to Social science, are teachers implementing Skyline with fidelity so that Social science is also being targeted?; Lack of Amplify training for K to 5 teachers;

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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

MTSS process was not completed with fidelity; more of a focus was for students who were being evaluated. Teachers lacked consistency for Tier 2 students. We have a small EL population and the only teacher that is certified is the Pre-K teacher. Teachers are not as familiar with Branching Minds and although interventions might have been completed with students the interventions were not being documented. We need to improve our use of data to determine the least restrictive environment for students and ensure that every decision is data driven.

- 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
No	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 is the feedback from your stakeholders?

Teachers are stating that they are not as comfortable with Branching Minds and how to use it to document what is being done. Teachers need a guided protocols on how to document and monitor student progress in Branching Minds and a schedule.

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 looked for tools to help us support EL and DL students; i.e. Amira and Freckle. With Amira, students are able to hear how they read, receive mini lesson for improvement and this has led to student improvement. This summer we are working on scheduling and protocols that teachers will use for DL and EL students.

- [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.

Additional staff to support EL population. - Additional training for DL staff to appropriately support the students' academic and social/emotional learning. - Additional training for staff regarding MTSS interventions and support to implement plans in branching minds, consistently.

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

Using the associated references, is this practice consistently implemented?	References
Yes	BHT Key Component Assessment SEL Teaming Structure
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

What are the takeaways after the review of metrics?

We are a small school and we have members of the staff that work together to ensure students feel connected to the school through Tier 1 incentives and events. We have teachers that use the school code of conduct and try to use restorative practices. SEL being embedded in Skyline is new and will be something that teachers focus more attention on this upcoming school year. We have Second step, Calm classroom and Success Bound as our Tier 1 SEL curriculum; the school counselors are in the classroom weekly to deliver that content.

What is the feedback from your stakeholders?

LSC members that we need more methods to get parents to feel more involved and actively participate in report card pick up. From student survey, students mentioned feeling connected to teachers and peers. Teachers care about our learning and want us to be successful and create a positive environment.

- Metrics**
- [% of Students receiving Tier 2/3 interventions meeting targets](#)
 - [Reduction in OSS per 100](#)
 - [Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)
 - [Access to OST](#)
 - [Increase Average Daily Attendance](#)
 - [Increased Attendance for Chronically Absent Students](#)
 - [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
 - [Cultivate \(Belonging & Identity\)](#)
 - Staff trained on alternatives to exclusionary discipline (School Level Data)
 - [Enrichment Program Participation: Enrollment & Attendance](#)

Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
<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>Students have a difficult time going from doing group work to complete similar tasks independently. We have a small percentage of students who are chronically absent. Although we are using Tier 1 strategies and restorative practice, it seems like some students are still having challenges with peer to peer relationships. 🍌</p>	<p>We had consistently scheduled incentives for student attendance and behavior. It is a work in progress, we saw that it worked with some students but not all. It motivated some of our students to improve their attendance. 🍌</p>		

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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	<p>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).</p> <p>College and Career Competency Curriculum (C4)</p>	<p>Students are exposed to postsecondary options from as early as Pre-k with the career days events that are hosted yearly. In grades 6th to 8th, we use Success Bound to ensure that students are learning about how middle school impacts college and career options. 🍌</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p>
Yes	<p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p> <p>Individualized Learning Plans</p>		<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p>
Yes	<p>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).</p> <p>Work Based Learning Toolkit</p>	<p>What is the feedback from your stakeholders? Some teachers are unsure of how they can engage with the Success Bound content although they are encouraged to. Teachers have given positive feedback on the range of careers that are presented at the career days although some also expressed interest in other careers being presented. 🍌</p>	<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	<p>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).</p>		
N/A	<p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p> <p>ECCE Certification List</p>		
N/A	<p>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).</p> <p>PLT Assessment Rubric</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>	
N/A	<p>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).</p> <p>Alumni Support Initiative One Pager</p>	<p>Students had more opportunities this year to attend field trips that connected to postsecondary options, for some students this brought a desire to go into those fields. 🍌</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.

Although Success Bound curriculum is being presented to students, students seem to not be fully engaged and it seems like there is a loss of opportunity due to the lack of engagement. 🍌

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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>We need to find more ways to incorporate students and parent voices in our decision making. We need to provide more opportunities for parent engagement. 🍌</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>The stakeholders say they do not have enough opportunities to participate. Parents are still upset that they can not use the parent room. 🍌</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>Lack of parent involvement is impacting students' academic performance. 🍌</p>		<p>The LSC talked to parent about taking the lead for planning and promoting school events. 🍌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Even though we have access to high quality curriculum, SKYline, the implementation has been a work in progress since the content is new to teachers and everyone is becoming familiar with it.

What is the feedback from your stakeholders?

Some teachers are noticing that Skyline has gaps and wish some of the content were more engaging for students. Skyline does not offer enough options for differentiated instructions nor are there enough options for independent practice.

What student-centered problems have surfaced during this reflection?

-Since Skyline ELA lends itself to Social science, are teachers implementing Skyline with fidelity so that Social science is also being targeted?; Lack of Amplify training for K to 5 teachers;

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 teachers used the standards to access content on Teachers Pay Teachers to supplement the writing portion and they saw big improvement in student work. Towards the end of the year, we had access to Amira, and Freckle to supplement and it is still early to see the impact. I-Ready instructional component was also used in K to 2 classes and the results have been positive in giving teachers an option to differentiate and for us to see student growth.

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Determine Priorities

Resources: 

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

Students...

Our school recognizes the diverse learning needs and abilities of our students. However, the current curriculum and instructional practices do not consistently cater to individual differences, resulting in some students not reaching their full academic potential. As a student-centered institution, we aim to address this challenge by enhancing differentiation and personalization in our teaching methods.



[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.

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Root Cause

Resources: 

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

As adults in the building, we...

- The school's curriculum might be designed in a one-size-fits-all manner, without considering the individual learning styles, interests, and abilities of the students. This uniform approach could lead to disengagement and difficulties for students with varying learning preferences.
- If the emphasis is primarily on standardized testing and assessment, teachers may feel pressured to focus on "teaching to the test" rather than tailoring instruction to meet individual student needs.



[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.


3. Teachers may face time constraints due to an overloaded curriculum or other responsibilities, making it challenging to allocate sufficient time for individualized instruction and student support.
4. The school might lack comprehensive data on students' learning styles, strengths, and weaknesses, leading to difficulties in effectively tailoring instruction.
5. A lack of collaboration and communication among teachers, support staff, and administrators could hinder the sharing of best practices and effective strategies for differentiation. This is especially true with the collaboration with regular/diverse learner's teachers.
6. Limited involvement of parents in their child's learning process could hinder the implementation of personalized learning plans and support at home.
7. The school might struggle to create an inclusive learning environment that supports students with diverse learning needs, including those with disabilities or English language learners.

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What is your Theory of Action?

If we....
implement a comprehensive approach to differentiate and personalize instruction, supported by targeted professional development, collaborative efforts, and the effective use of resources 

then we see....
more inclusive and engaging learning environment that meets the diverse needs of all students which includes collaborative group discussions, differentiated instructional strategies to meet the needs of tier 1-3 students. 

which leads to...
-increased academic growth
-higher levels of engagement
- improved overall well-being
- leading to enhanced academic achievement
-more inclusive and engaging learning environment that meets the diverse needs of all students and
-a stronger sense of community within the school. 

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.

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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 

ILT

Dates for Progress Monitoring Check Ins

Q1 **Oct. 27, 2023** Q3 **03/08/2024**
Q2 **12/15/2023** Q4 **5/17/2024**

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	By the end of the academic year, Mason School will increase the percentage of students showing measurable academic growth in core subjects through the implementation of differentiated and personalized instruction by 15%.	ILT	06/07/24	Select Status
Action Step 1	Conduct monthly professional development workshops for all teaching staff on differentiated instruction, personalized learning techniques, and effective use of adaptive learning tools. Engage external experts to lead specialized training sessions on Amplify Science and Branching Minds based on the identified needs of the faculty.	Administrators	Ongoing	Select Status
Action Step 2	Analyze the results of formative assessments and student data (teacher observations, classwork, participation,etc) to identify individual learning needs and preferences. Collaborate with teachers by grade band to tailor the curriculum and instructional materials to cater to diverse student learning styles and interests.	All Teachers	Ongoing	Select Status
Action Step 3	Conduct a thorough assessment of existing resources and identify gaps in technology, adaptive learning tools, and instructional materials. Allocate the necessary budget to ensure equitable access to resources for all students.	Administrators	10/27/23	Select Status
Action Step 4	Establish a monthly forum for teachers to share best practices, strategies, and challenges related to differentiated instruction and personalized learning.	Administrators	Ongoing	Select Status

Action Step 5	Implement regular formative assessments and progress monitoring to track student growth and identify areas for improvement. Collect feedback from students and teachers on the effectiveness of differentiated instruction and personalized learning initiatives.	All teachers	Ongoing	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	By the end of the academic year, 100% of teachers will successfully integrate a diverse range of inclusive teaching strategies and learning materials into their lesson plans. This milestone symbolizes a deliberate shift in instructional practices to accommodate an array of learning styles, abilities, and needs. The achievement of this milestone will be evident through lesson plan audits, classroom observations, and student feedback, demonstrating our commitment to fostering a truly inclusive and equitable learning environment.	
SY26 Anticipated Milestones	By the end of the school year, students will actively demonstrate increased engagement, participation, and receptiveness to the inclusive teaching strategies and diverse learning materials integrated into their lessons. This milestone reflects the successful implementation of inclusive practices by teachers, as students' heightened engagement and positive response signify the effectiveness of the instructional shift. Progress will be measured through student feedback surveys, classroom observations, and academic performance indicators, showcasing the positive impact of these efforts on students' learning experiences.	

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

Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
80% of Mason students will meet their proficiency target on iReady Assessment.	Yes	iReady (Reading)	African American	71%	80%	75%	80%
			Overall				
80% of Mason students will meet their growth target on Star360 Assessment.	Yes	STAR (Reading)	African American	21.5	40%	45%	50%
			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

Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting Implementation Plan	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction
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 Pre K-8 classes are using ELA skyline and teachers are attending PDs. Skyline is standards based and culturally responsive. All middle school classes are receiving instruction through Science Skyline (Amplify).	Skyline Math will be adopted in grades K-8 to ensure we have high quality instruction provided.	All subject areas for Skyline will be adopted so all K-8 students will receive high quality instruction.
C&I:2 Students experience grade-level, standards-aligned instruction.				GLEAM will be utilized so that all students are exposed to grade level, Tier 1 content.	Summative assessments will reflect appropriate progress for students due to be provided grade level instruction while meeting the needs of all students.	Teachers will engage in ongoing professional development to stay updated on best practices for effectively delivering grade level standards aligned instruction.
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.				Skyline Curriculum has literature that is cultural diverse text. We are a Second Step, Success Bound and Calm Classroom school. Teachers will utilize SEL practices to build community and allow for the expression of student voice.	We will utilize UDL to ensure multiple learning modalities are represented and all students are able to gain access to the lessons and experience academic success.	Data driven equity practices (i.e. equitable grading, use of progress monitoring, interventions) will help close the learning gap.

[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
80% of Mason students will meet their proficiency target on iReady Assessment.	iReady (Reading)	African American	71%	80%	Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
80% of Mason students will meet their growth target on Star360 Assessment.	STAR (Reading)	African American	21.5	40%	Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&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 Pre K-8 classes are using ELA skyline and teachers are attending PDs. Skyline is standards based and culturally responsive. All middle school classes are receiving instruction through Science Skyline (Amplify).	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	GLEAM will be utilized so that all students are exposed to grade level, Tier 1 content.	Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Skyline Curriculum has literature that is cultural diverse text. We are a Second Step, Success Bound and Calm Classroom school. Teachers will utilize SEL practices to build community and allow for the expression of student voice.	Select Status	Select Status	Select Status	Select Status

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.
No	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?

MTSS process was not completed with fidelity; more of a focus was for students who were being evaluated. Teachers lacked consistency for Tier 2 students. We have a small EL population and the only teacher that is certified is the Pre-K teacher. Teachers are not as familiar with Branching Minds and although interventions might have been completed with students the interventions were not being documented. We need to improve our use of data to determine the least restrictive environment for students and ensure that every decision is data driven.

What is the feedback from your stakeholders?

Teachers are stating that they are not as comfortable with Branching Minds and how to use it to document what is being done. Teachers need a guided protocols on how to document and monitor student progress in Branching Minds and a schedule.

What student-centered problems have surfaced during this reflection?

Additional staff to support EL population. - Additional training for DL staff to appropriately support the students' academic and social/emotional learning. - Additional training for staff regarding MTSS interventions and support to implement plans in branching minds, consistently.

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 looked for tools to help us support EL and DL students; i.e. Amira and Freckle. With Amira, students are able to hear how they read, receive mini lesson for improvement and this has led to student improvement. This summer we are working on scheduling and protocols that teachers will use for DL and EL students.

Return to Top **Determine Priorities**

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

Students...
 DL students will receive academic and social emotional supports.
 Tier 2 students will receive interventions that provide targeted supports.

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...
 will receive professional development to support teachers' understanding of providing and documenting Tier 2 instruction in Branching minds. Also, diverse learner teachers will document data appropriately by progress monitoring and provide the instruction to support the students growth based on IEP goals. Teachers will ensure they are progress monitoring weekly.

Resources:

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

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

Return to Top **Theory of Action**

What is your Theory of Action?

If we....
 Provide teachers with ongoing support to create a positive and interactive school environment, provide professional development on adapting curriculum and instruction, providing interventions, progress monitoring, data analysis and using CPS platforms efficiently.

Resources:

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

Inclusive & Supportive Learning Environment

then we see....

Students becoming more engaged and enthusiastic about learning, actively participating in various educational activities, discussions, and projects.

Students interacting positively with peers from diverse backgrounds, students develop essential qualities such as empathy, tolerance, and effective communication skills. students of all skill levels experience academic success.

Improved attendance rates as students are eager to be part of the supportive community.

Incidents of disruptive behavior notably decrease. By proactively addressing challenges and creating a conducive space for learning, the occurrence of disruptions diminishes.

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...

- students who are lifelong learners who make a valuable contribution to society leading to long-term success
- strengthened teacher morale
- increased parental involvement
- positive school culture

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

Dates for Progress Monitoring Check Ins

Q1	Oct. 27, 2023	Q3	03/08/2024
Q2	12/15/2023	Q4	5/17/2024

SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
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Implementation Milestone 1	Teachers will be 100% compliant with conducting interventions and entering progress monitoring data in Branching Minds.	All Teachers	6/7/24	<i>Select Status</i>
Action Step 1	Provide professional development to all staff on implementing interventions and entering data accurately in Branching Minds.	Administrators	10/3/2023	<i>Select Status</i>
Action Step 2	Teacher grade bands will meet at a scheduled date and time to discuss and enter data in Branching Minds, and provide reports to ILT on data gathered and entered.	All Teachers	10/03/23	<i>Select Status</i>
Action Step 3	Teachers will analyze data in gradebands and determine effectiveness of interventions based on student movement in tiers.	All Teachers	10/27/2023	<i>Select Status</i>
Action Step 4				<i>Select Status</i>
Action Step 5				<i>Select Status</i>
Implementation Milestone 2	100% of teachers will have professional development on the CPS Platforms.	All Teachers	06/07/24	<i>Select Status</i>
Action Step 1	Teachers will attend Branching Minds trainings	All Teachers	10/03/23	<i>Select Status</i>
Action Step 2	K to 2 Teachers will attend IReady professional development	K to 2 Teachers	06/07/24	<i>Select Status</i>
Action Step 3	ILT will provide training on Star360 for 3rd to 8th grade teachers (embedded links in Assessment calendar)	ILT	10/03/23	<i>Select Status</i>
Action Step 4	Teachers will attend Freckle trainings.	All Teachers	10/03/23	<i>Select Status</i>
Action Step 5	K to 2, DL teachers will attend Amira trainings.	K to 2 Teachers; DL teachers	10/03/23	<i>Select Status</i>
Implementation Milestone 3	Parental involvement in various activities and councils (LSC and PAC) will be consistently noted in monthly meetings and school events.	Parents	06/07/2024	<i>Select Status</i>
Action Step 1	Promotion of vacant LSC and PAC member seats on school website, in notices sent home, notices posted in the office.	Administrators	Ongoing	<i>Select Status</i>
Action Step 2	Outreach to parents by using robocalls, bulk emails, outreach from teachers, etc. consistently done to ensure parent communications are completed.	Administrators	Ongoing	<i>Select Status</i>
Action Step 3	Plan and develop events that parents and students can participate in and become more involved consistently.	PAC	Ongoing	<i>Select Status</i>
Action Step 4	Conduct parent surveys to determine areas of strengths and and concerns from parents.	ILT Members	11/02/23	<i>Select Status</i>
Action Step 5				<i>Select Status</i>
Implementation Milestone 4				<i>Select Status</i>
Action Step 1				<i>Select Status</i>
Action Step 2				<i>Select Status</i>
Action Step 3				<i>Select Status</i>
Action Step 4				<i>Select Status</i>
Action Step 5				<i>Select Status</i>

SY25 Anticipated Milestones 100% of teachers will integrate inclusive teaching strategies and diverse learning materials into their lesson plans. This milestone signifies the shift towards catering to various learning styles and abilities.

SY26 Anticipated Milestones Workshops for parents will be conducted, focusing on fostering support for inclusive practices at home. This milestone highlights the school's dedication to involving parents in creating an inclusive learning environment.

[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
By the end of the academic year, increase the percentage of students meeting or exceeding expectations on the IAR (Illinois Assessment of Readiness) reading by at least 20%. Additionally, ensure that students in historically underperforming groups achieve a growth rate that is 10% higher than the overall student population.	Yes	IAR (English)	Overall	13%	25%	30%	35%
			Students with an IEP	0	10%	15%	20%
By the end of the academic year, raise the percentage of students meeting or exceeding expectations on the IAR (Illinois Assessment of Readiness) Math assessment by a minimum of 15%. Furthermore, prioritize a growth rate of 10% higher for historically disadvantaged student groups in comparison to the school-wide growth rate.	Yes	IAR (Math)	Overall	3%	15%	20%	25%
			Students with an IEP	0	10%	15%	20%

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
<i>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.</i>	Within the first year, the school teams will establish a solid foundation for the equity-based MTSS framework by ensuring all staff members receive comprehensive training on the core principles of equity, teaming, and the problem-solving process. This will be measured through the completion of training modules and assessments that demonstrate staff understanding	By the end of the second year, the school teams will effectively integrate the equity-based MTSS framework into daily practices. This will involve establishing clear systems and structures for teaming, data analysis, and problem-solving. Progress will be tracked through the successful execution of these practices, as evidenced by increased collaboration and documented data-driven decision-making	Over the course of the third year, the school teams will enhance student and family engagement by implementing proactive outreach strategies, hosting workshops, and involving families in the problem-solving process. Additionally, sustainability mechanisms will be developed, including ongoing professional development plans and continuous improvement feedback loops. The effectiveness of these efforts will be measured by increased active participation from families and a sustained positive impact on student outcomes.
<i>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.</i>	Within the first year, the school teams will lay a strong foundation for the equity-based MTSS framework. They will conduct an in-depth review of the MTSS Integrity Memo, identify key expectations, and assess the current state of teaming, systems, and structures. The goal is to have a clear understanding of the existing gaps and areas for improvement, and to develop a detailed implementation plan outlining the steps to be taken.	By the end of the second year, the school teams will have effectively implemented the equity-based MTSS framework, focusing on teaming, systems, structures, and the problem-solving process. Regular data meetings, collaborative problem-solving sessions, and data-driven interventions will become a standard practice. The goal is to have the framework fully integrated into the school's culture and practices, supported by clear protocols and documentation."	Over the course of the third year, the school teams will enhance student and family engagement within the equity-based MTSS framework. They will implement strategies such as regular communication updates to families, hosting information sessions, and involving families in the problem-solving process. The goal is to have measurable improvements in both student outcomes and family involvement, as evidenced by increased active participation and positive feedback.

<p><i>I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</i></p>	<p>Within the first year, the staff will assess the current process of developing and implementing IEPs. They will identify areas for improvement and training needs. The goal is to have a comprehensive understanding of the challenges and opportunities related to IEP development and implementation.</p>	<p>By the end of the second year, the staff will implement a streamlined IEP development process. This will involve establishing clear timelines, roles, and responsibilities for each team member involved in the process. Regular training sessions will be conducted to ensure that all staff are well-versed in best practices for developing high-quality IEPs</p>	<p>Over the course of the third year, the staff will focus on ensuring fidelity in the implementation of IEPs. Regular progress monitoring and data collection will be in place to track the effectiveness of IEP goals and interventions. Feedback loops will be established to encourage ongoing collaboration among team members and to identify areas for continuous improvement.</p>
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[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 the academic year, increase the percentage of students meeting or exceeding expectations on the IAR (Illinois Assessment of Readiness) reading by at least 20%. Additionally, ensure that students in historically underperforming groups achieve a growth rate that is 10% higher than the overall student population.	IAR (English)	Overall	13%	25%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	0	10%	Select Status	Select Status	Select Status	Select Status
By the end of the academic year, raise the percentage of students meeting or exceeding expectations on the IAR (Illinois Assessment of Readiness) Math assessment by a minimum of 15%. Furthermore, prioritize a growth rate of 10% higher for historically disadvantaged student groups in comparison to the school-wide growth rate.	IAR (Math)	Overall	3%	15%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	0	10%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S: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.	Within the first year, the school teams will establish a solid foundation for the equity-based MTSS framework by ensuring all staff members receive comprehensive training on the core principles of equity, teaming, and the problem-solving process. This will be measured through the completion of training modules and assessments that demonstrate staff understanding	Select Status	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.	Within the first year, the school teams will lay a strong foundation for the equity-based MTSS framework. They will conduct an in-depth review of the MTSS Integrity Memo, identify key expectations, and assess the current state of teaming, systems, and structures. The goal is to have a clear understanding of the existing gaps and areas for improvement, and to develop a detailed implementation plan outlining the steps to be taken.	Select Status	Select Status	Select Status	Select Status
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Within the first year, the staff will assess the current process of developing and implementing IEPs. They will identify areas for improvement and training needs. The goal is to have a comprehensive understanding of the challenges and opportunities related to IEP development and implementation.	Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below



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

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

If Checked:
No action needed



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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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



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



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



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

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



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



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



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



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



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



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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal **IAR (Math): By the end of the academic year, raise the percentage of stud...**

Required Reading Goal **IAR (English): By the end of the academic year, increase the percentage of...**

Optional Goal **Select a Goal**

Student Groups	Baseline	SY24	SY25	SY26
Overall	0.03	0.15	0.2	0.25
Students with an IEP	0	0.1	0.15	0.2
Overall	0.13	0.25	0.3	0.35
Students with an IEP	0	0.1	0.15	0.2

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.

Parent funds will be used to help develop skills in keeping their children on track with the use of academic supportive programs by offering parent workshops. Creating a stronger parent support base will create a more inclusive and engaging learning environment that is more inviting for parents feeling comfortable in supporting their students at home. This additional support will help to ensure student growth on daily instructional work, which will be reflected in improved assessment scores. 

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