

## 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
Kristine Wilber	Teacher Leader	kdwilber@cps.edu
Andy James	Teacher Leader	andy bajames@cps.edu
Craig Macfarland	LSC Member	cjmacfarland@cps.edu
Mary Rose O'Shea	Teacher Leader	moshea@cps.edu
Peter Auffant	Principal	pjauffant@cps.edu
Christine Altstiel	AP	cafusaro@cps.edu
Julie Lyons	AP	jnyons@cps.edu
Celeste Rodriguez	AP	cerodriguez@cps.edu
Diane Munoz	Inclusive & Supportive Learning Lead	dlmunoz@cps.edu
	Select Role	
	Select Role	
	Select Role	

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	12/9/22	5/23/23
Reflection: Curriculum & Instruction (Instructional Core)	1/25/23	6/9/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	1/25/23	6/9/23
Reflection: Connectedness & Wellbeing	1/25/23	6/9/23
Reflection: Postsecondary Success	1/25/23	6/9/23
Reflection: Partnerships & Engagement	1/25/23	6/9/23
Priorities	6/9/23	8/18/23
Root Cause	6/9/23	8/18/23
Theory of Action	6/9/23	8/18/23
Implementation Plans	6/15/23	9/1/23
Goals	6/15/23	9/1/23
Fund Compliance		
Parent & Family Plan		
Approval		9/15/23

## 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	9/7/2023
Quarter 2	12/7/2023
Quarter 3	3/7/2024
Quarter 4	5/23/2024

**Indicators of a Quality CIWP: Reflection on Foundations**

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

**Resources**

[Reflection on Foundations Protocol](#)

[Return to Top](#)




**Curriculum & Instruction**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">CPS High Quality Curriculum Rubrics</a> All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	High quality curriculum and instruction is underway at Mather. A focus of our previous CIWP, we are continuing to build teacher capacity to deliver high-quality, culturally responsive instruction. Teacher Course Teams (TCTs) include data review cycles that include standards prioritization, assessment revision, and planning for differentiating instruction and re-teaching Grading for Equity (GFE) works alongside ILT to create PDs focusing on aligning student tasks to standards and creating standards-aligned rubrics All TCTs create UbD unit plans. Teachers are trained on EL and DL supports with requirements for inclusion in unit plans, especially WIDA and CanDo standards	<a href="#">IAR (Math)</a> <a href="#">IAR (English)</a> Rigor Walk Data (School Level Data) <a href="#">PSAT (EBRW)</a> <a href="#">PSAT (Math)</a> <a href="#">STAR (Reading)</a>
Partially	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a> Students experience grade-level, standards-aligned instruction.		<a href="#">STAR (Math)</a>
Partially	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a> 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.	<p><b>What is the feedback from your stakeholders?</b></p> While students report feeling supported at school, there is low participation in Culture and Climate surveys. At the same time, 30% of students do not feel classes are preparing them "for life." Family involvement is low at school-sponsored academic events. Other low scores: lack PSAT growth/attainment, low student-reported scores for agency, academic risk-taking, rigor scores dropped, as did course clarity. Notes from ILT July Conference: Consider focusing on the rigor walk rubric, specifically student collaboration (this is a struggle post-COVID)  Possible root cause: not always communicated to students Consider structures of curriculum review/feedback	<a href="#">iReady (Reading)</a> <a href="#">iReady (Math)</a> <a href="#">Cultivate</a> <a href="#">Grades</a> <a href="#">ACCESS</a> <a href="#">TS Gold</a> <a href="#">Interim Assessment Data</a>
Partially	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a> The ILT leads instructional improvement through distributed leadership.		
Partially	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development Guide</a> 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.		
No	<a href="#">Assessment for Learning Reference Document</a> Evidence-based assessment for learning practices are enacted daily in every classroom.	<p><b>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?</b></p> ILT implemented shadow day to observe and evaluate student experiences More courses are including community engagement and service learning projects Courses were re-aligned vertically post-Covid Department chairs were given \$ at the end of 2022 to purchase culturally relevant materials Inconsistent unit plan quality and completion among departments TCT/dept time Lack of PSAT growth Achievement gaps by gender and DL status, EL (DL gaps have improved)	
<p><b>What student-centered problems have surfaced during this reflection?</b>                      If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			
<p>Students experience inconsistency from classroom to classroom in culturally sustaining, aligned and authentic learning tasks, which leads to academic barriers for college and career success </p>			

[Return to Top](#)

**Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented? **References** **What are the takeaways after the review of metrics?** **Metrics**

Jump to...	<a href="#">Curriculum &amp; Instruction</a>	<a href="#">Inclusive &amp; Supportive Learning</a>	<a href="#">Connectedness &amp; Wellbeing</a>	<a href="#">Postsecondary</a>	<a href="#">Partnerships &amp; Engagement</a>
No	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.	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>	Inclusive and Supportive Learning, especially focused on MTSS is a focus for this CIWP. For this category, we are considering all aspects of MTSS, both social-emotional and academic.		 Unit/Lesson Inventory for Language Objectives (School Level Data) <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a> <a href="#">ACCESS</a> <a href="#">MTSS Academic Tier Movement</a> <a href="#">Annual Evaluation of Compliance (ODLSS)</a>
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Integrity Memo</a>	MTSS work takes place in Achievement Teams and Teacher Course Teams (TCTs), but we do not have grade-level meetings to discuss specific students. We evaluate data on a five-week cycle. Tier 2 supports are offered through a structured literacy class. AVID and Seminar programs provide regular academic and SEL check ins, as does our advisory program in which all students are enrolled. Strong FOT and Freshman connection programs. "Developed" category for all MTSS continuum rubric elements, except for "High Quality/Well Documented Student Support and Support Plans," "Supplemental Interventions 2-3," and "Interpret Data and Adjust Instruction" where we are "Foundational." We have a student mentoring class. WE have after-school tutoring AP Cafe, Redemption days/opportunities to retake		<a href="#">Quality Indicators of Specially Designed Curriculum</a> <a href="#">EL Program Review Tool</a>
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	<a href="#">LRE Dashboard Page</a>	<p style="text-align: center;"><b>What is the feedback from your stakeholders?</b></p>  C Compliance C Co C Compliance C Compliance with least restrict		
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>	Some staff lack knowledge of how to provide tiered support in classrooms MTSS Coordinator sent out a survey to all teachers		
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>	<p style="text-align: center;"><b>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?</b></p>  Barriers/Obstacles Addressed: Mather does not currently have MTSS teams for all staff Inconsistent delivery of core curriculum and Tier 1 differentiated supports. IEP Compliance is consistent with District averages, with room for improvement. Student agency, growth mindset, and academic risk-taking scores are low based on Cultivate Survey. Improvement Efforts in Progress: MTSS coordinator hired for 2023-24 SY to lead the process of growing and monitoring our supports. CARE team triages and progress monitors using a menu of Tier 1-3 supports. Branching Minds platform used for attendance with plans to expand its use to other areas. Students and families receive daily email communication about attendance. Teacher push-in intervention for classes started this year. AVID and ESL tutoring in class, tutoring every day after school in all subject areas. Freshman screening in literacy and math. Staff PD from ESL coordinator to work in WIDA and CanDo standards in unit plans; DL Leadership team		
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.

Students do not have a choice of ESL electives.  
 Students experience a lack of Tier 2 and 3 academic supports.  
 Students experience inconsistency in classrooms in terms of Inclusive and Supportive Learning.  
 Students do not benefit from very many teachers who speak their home language.  
 Newcomer and Latinx students do not feel adequately celebrated.  
 Students are not asked directly about their experiences with their IEP processes and services provided.  
 While supports may be available, students may not know how to take advantage of them (or may be too overwhelmed to do so)  
 Students experience inconsistent supports at the individual student, classroom, and school-wide levels, which leads to a lack of student agency, academic risk-taking, and growth mindset.



**Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>	Mather has a highly functional BHT team that has a referral, triage, and progress monitoring process. School wide behavioral expectations are articulated in student-friendly language. We train staff on SEL standards and encourage adding to unit plans. Ongoing partnerships include Alternatives, Community Schools, Asian Human Services, Refugee One, Youth Guidance (BAM & WOW) and others. An established SEL program exists through advisory. The curriculum is written, revised, and delivered by Mather staff. Peer mentoring is taught through the curriculum. Counselors have a menu of Tier 1, 2, and 3 interventions. Counselor load is lower than CPS average. Mather is aligned with District process and procedures for crisis intervention.	 % 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		

				<a href="#">Increased Attendance for Chronically Absent Students</a>
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		<p><b>What is the feedback from your stakeholders?</b></p> <p>Opt-in structure; some students do know what supports we offer (some staff do not know either). Unclear communication Lack of buy-in for advisory; not all teachers have SEL skills explicitly present in unit plans and/or utilize restorative strategies. Concerned about drop in attendance. Need more consistent messaging to students about opportunities We are not the same school or people as pre-pandemic, so using the pre-pandemic standards for attendance, SEL supports, etc., does not feel authentic</p>	<a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>  <a href="#">Cultivate (Belonging &amp; Identity)</a>  Staff trained on alternatives to exclusionary discipline (School Level Data)  <a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a>  <a href="#">Student Voice Infrastructure</a>  <a href="#">Reduction in number of students with dropout codes at EOY</a>
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			
	<p><b>What student-centered problems have surfaced during this reflection?</b></p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students must opt-in to school-sponsored activities and would benefit from “matching” help from teachers and staff. They may not know what programs are available. Students do not realize the connection between academic/classroom work and socio-emotional learning. Students do not feel SEL resources are linguistically and culturally relevant/accessible. Students do not feel included in SEL processes. Some students have not responded to interventions offered</p> <p>Students experience inconsistent connectedness and engagement in/to non-instructional settings which leads to students’ lack of sense of belonging.</p>		<p><b>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?</b></p> <p>Barriers/Obstacles Addressed:</p> <p>Lack of space and time for school staff to engage in student-level discussions. Difficulty in tracking student interventions outside Student Logger. Not all staff consider restorative interventions to be the standard. Absence of Culture and Climate committee. Communication pathways between counselors and deans.</p> <p>Improvement Efforts in Progress:</p> <p>Counseling department holds small groups based on SEL trends. Counselor position added. Implementation restorative practices in conflict resolution. Communication with families about available resources. CHRONIC ABSENCES</p>	

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


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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">College and Career Competency Curriculum (C4)</a>  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).	With the addition of a College and Career Coach, our Post Secondary offerings are robust, including Individual Learning Plans for each senior. In support of ILPs, we offer ongoing workshops and one-on-one meetings with every senior. Programs include College Possible, Career Launch Chicago, POSSE, alumni scholarships for college and trade, Career Fairs, field trips to trade and job sites, college fairs and visits, essay workshops, career fairs, guest speakers, decision day celebrations, trade expos, in-class resume and cover letter writing, and mock interview practice. Students take dual credit courses in English and Music, and sign up for Jump Start through City Colleges. Students earn certifications through CTE programs in digital media, engineering, and information technology. Students take college placement tests for CCC, NEIU, and UIC.	<a href="#">Graduation Rate</a>  <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a>  <a href="#">3 - 8 On Track</a>  <a href="#">Learn, Plan, Succeed</a>
Partially	<a href="#">Individualized Learning Plans</a>  Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Underclassmen work on “touch base” lessons throughout the year to begin their post secondary thinking and planning.  A strong leadership team is in place including counselors, coaches, and administrators. We have winter and summer alumni coordinators.	<a href="#">% of KPIs Completed (12th Grade)</a>  <a href="#">College Enrollment and Persistence Rate</a>
Partially	<a href="#">Work Based Learning Toolkit</a>  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><b>What is the feedback from your stakeholders?</b></p> <p>Not all staff members are aware of the ILPs: disconnect from classrooms/counseling Lack of clarity on progression of post-secondary tasks, especially for kids not in AVID/seminar. More advisory alignment needed.</p>	<a href="#">9th and 10th Grade On Track</a>  <a href="#">Cultivate (Relevance to the Future)</a>  Freshmen Connection Programs Offered (School Level Data)
Select Rating	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).		


Yes	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	<a href="#">ECCE Certification List</a>
Yes	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).	<a href="#">PLT Assessment Rubric</a>
Yes	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).	<a href="#">Alumni Support Initiative One Pager</a>

**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.


Students feel intimidated by the college application, acceptance, and attendance process.   
 Non-college options are not as celebrated.  
 Students struggle to feel they deserve where they're going.

**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?**

Barriers/Obstacles Addressed:   
 Students experience a lot of stress talking to parents about leaving for college. The college process, particularly around finance, is opaque and intimidating. Writing essays continues to be a challenge.


Improvement Efforts in Progress:  
 Beginning personal essays at the end of junior year. Continue individualized approach to learning plans.

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


Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">Spectrum of Inclusive Partnerships</a> 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>The diversity of the Mather community is an asset that we are still working to develop and celebrate. We've had several PAC events this year, per CPS requirements, our LSC includes parent members, we send a translated parent memo each month, families are included in school-wide celebrations (Ethnic Fest, theater and band performances), and we offer grade-level-only parent meetings. We have partnerships with the alderman, Asian Human Services, Legal Services, Refugee One, and others. Mather offers space to local elementary schools for graduation and performances. We have partnerships with the Lyric Opera, Steppenwolf and Goodman theaters, Chicago Public Library, and Northwestern University. Student Voice Committee members are involved in school-wide decision making, student representatives participate in LSC, and students run after-school clubs and senior events alongside faculty.</p> <p><b>What is the feedback from your stakeholders?</b></p> <p>Most families not familiar with school's goals and how they can contribute. Beyond notification, caregivers are not always utilized in asset-based, creative ways as partners. Parents would benefit from more programming. Students would benefit from more leadership and authentic partnership opportunities. </p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p> <p><a href="#">5E: Supportive Environment</a></p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the</p> <p>Formal and informal family and community feedback received locally. (School Level Data)</p>
Partially	<a href="#">Reimagining With Community Toolkit</a> Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.		
No	<a href="#">Student Voice Infrastructure Rubric</a> School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).		

**What student-centered problems have surfaced during this reflection?**

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

Student Centered Problems:   
 Students experience a disconnect between home and school. Parents and families are not aware of available resources.

**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?**

Barriers/Obstacles Addressed:   
 Parent involvement is low. Students are not engaged in community service through academic classes.

Improvement Efforts in Progress:  
 Curricular focus on cultural relevance. Diverse learner fair with community resources.

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.
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.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

High quality curriculum and instruction is underway at Mather. A focus of our previous CIWP, we are continuing to build teacher capacity to deliver high-quality, culturally responsive instruction. Teacher Course Teams (TCTs) include data review cycles that include standards prioritization, assessment revision, and planning for differentiating instruction and re-teaching Grading for Equity (GFE) works alongside ILT to create PDs focusing on aligning student tasks to standards and creating standards-aligned rubrics All TCTs create UbD unit plans. Teachers are trained on EL and DL supports with requirements for inclusion in unit plans, especially WIDA and CanDo standards

What is the feedback from your stakeholders?

While students report feeling supported at school, there is low participation in Culture and Climate surveys. At the same time, 30% of students do not feel classes are preparing them "for life." Family involvement is low at school-sponsored academic events. Other low scores: lack PSAT growth/attainment, low student-reported scores for agency, academic risk-taking, rigor scores dropped, as did course clarity. Notes from ILT July Conference: Consider focusing on the rigor walk rubric, specifically student collaboration (this is a struggle post-COVID)

Possible root cause: not always communicated to students Consider structures of curriculum review/feedback

What student-centered problems have surfaced during this reflection?

Students experience inconsistency from classroom to classroom in culturally sustaining, aligned and authentic learning tasks, which leads to academic barriers for college and career success

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?

ILT implemented shadow day to observe and evaluate student experiences More courses are including community engagement and service learning projects Courses were re-aligned vertically post-Covid Department chairs were given \$ at the end of 2022 to purchase culturally relevant materials Inconsistent unit plan quality and completion among departments TCT/dept time Lack of PSAT growth Achievement gaps by gender and DL status, EL (DL gaps have improved)

Return to Top Determine Priorities

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

Students... experience inconsistency from classroom to classroom in culturally sustaining, aligned, authentic learning tasks

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... Need to fully understand the level of rigor expected of each standard and communicate this to our students and align this work across grades/departments

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... fully unpack standards to understand their true level of rigor, communicate this knowledge and skills needed for proficiency to students, and create meaningful learning tasks that fully align to this level while offering opportunities for student agency

Resources:

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

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

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

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

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

then we see....

Students who will understand what they are learning, how they are a part of their learning, and how they can demonstrate this



which leads to...

Increased student engagement and readiness for post-secondary demands



[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 9/7/2023

Q3 3/7/2024

Q2 12/7/2023

Q4 5/23/2024

**SY24 Implementation Milestones & Action Steps**

**Who**

**By When**

**Progress Monitoring**

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	Departments break down content standards into objectives	All teachers (TCTs)	3/22/24	Select Status
<b>Action Step 1</b>	Standards are prioritized	All teachers (TCTs)	10/27/23	Select Status
<b>Action Step 2</b>	Prioritized standards broken down into skills/knowledge students need to meet/exceed objective	All teachers (TCTs)	3/22/24	Select Status
<b>Action Step 3</b>	Skills/knowledge needed is communicated to students in each class	All teachers	Quarter 4	Select Status
<b>Action Step 4</b>	Veritcal plan is updated by departments	All teachers (departments)	6/7/24	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	UbDs completed consistently across content areas	All teachers (TCTs)	3/22/24	Select Status
<b>Action Step 1</b>	Teachers receive time to collaborate/complete UbDs	All teachers (TCTs)	12/22/23	Select Status
<b>Action Step 2</b>	UbD "look-fors" are shared among all teachers	Admin	12/22/23	Select Status
<b>Action Step 3</b>	UbD feedback cycle created	Admin/dept heads/ILT	12/22/23	Select Status
<b>Action Step 4</b>	UbD feedback is provided on stage 1 and 2 of unit plans	Admin/dept heads/ILT	3/22/24	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Learning objectives are posted in all classrooms for each class, each day	All teachers (TCTs)	Quarter 4	Select Status
<b>Action Step 1</b>	Teachers practice crafting what, why, and how statements	All teachers (TCTs)	12/22/23	Select Status
<b>Action Step 2</b>	Teachers add language objectives to daily objective (ESL)	Elena Indman (EPLT)	2/9/24	Select Status
<b>Action Step 3</b>	Teachers add SEL objectives to UBDS	Culture and Climate Team	3/22/24	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**  
 -Feedback provided on stage 3 of the UbD, the learning plan  
 -Curriculum shared with parents -Students self-assess using proficiency scales

**SY26 Anticipated Milestones**  
 Rigor Walk Rubric Metric (set from SY25 data) -Feedback is provided on summative student tasks for authenticity/agency

[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
All units have a high quality UbD plan as indicated by: objectives are linked to proficiency scales and summative assessments that measure articulated objectives; Learning objective and how meet objective is posted for students at the beginning of each class	Yes	Other	Overall				
			Select Group or Overall				
Classroom rigor and academic press ratings will increase on the student 5essentials survey	Yes	Cultivate (Relevance to the Future)	Overall				
			Select Group or Overall				

**Practice Goals**

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

Specify your practice goal and identify how you will measure progress towards this goal.   
 SY24 SY25 SY26

I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	All classes/teachers communicate the class learning target and the specific			
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.	Teacher unit plans (UbDs) include evidence of rigorous, authentic			
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.	Prioritized standards broken down into skills/knowledge students need to meet/exceed objective			

[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
as indicated by: objectives are linked to proficiency scales and summative assessments that measure articulated objectives; Learning objective and how meet objective is posted for students at the beginning of each	Other	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Classroom rigor and academic press ratings will increase on the student 5essentials survey	Cultivate (Relevance to the Future)	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices

SY24

Quarter 1

Quarter 2

Quarter 3

Quarter 4



Jump to...	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	<i>Select the Priority Foundation to pull over your Reflections here =&gt;</i>	<b>Curriculum &amp; Instruction</b>			
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>							
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	All classes/teachers communicate the class learning target and the specific steps students will complete to achieve that target				<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	
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.	Teacher unit plans (UbDs) include evidence of rigorous, authentic learning tasks (summative is planned before unit instruction begins)				<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	
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.	Prioritized standards broken down into skills/knowledge students need to meet/exceed objective				<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
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?

Inclusive and Supportive Learning, especially focused on MTSS is a focus for this CIWP. For this category, we are considering all aspects of MTSS, both social-emotional and academic.

MTSS work takes place in Achievement Teams and Teacher Course Teams (TCTs), but we do not have grade-level meetings to discuss specific students. We evaluate data on a five-week cycle. Tier 2 supports are offered through a structured literacy class. AVID and Seminar programs provide regular academic and SEL check ins, as does our advisory program in which all students are enrolled. Strong FOT and Freshman connection programs. "Developed" category for all MTSS continuum rubric elements, except for "High Quality/Well Documented Student Support and Support Plans," "Supplemental Interventions 2-3," and "Interpret Data and Adjust Instruction" where we are "Foundational." We have a student mentoring class. WE have after-school tutoring AP Cafe, Redemption days/opportunities to retake

What is the feedback from your stakeholders?

Compliance with least restrictive environments as required by student IEPs. IEP compliance for re-evaluations is 97%. Transition plan compliance is 100%.

What student-centered problems have surfaced during this reflection?

Students do not have a choice of ESL electives. Students experience a lack of Tier 2 and 3 academic supports. Students experience inconsistency in classrooms in terms of Inclusive and Supportive Learning. Students do not benefit from very many teachers who speak their home language. Newcomer and Latinx students do not feel adequately celebrated. Students are not asked directly about their experiences with their IEP processes and services provided. While supports may be available, students may not know how to take advantage of them (or may be too overwhelmed to do so)

Students experience inconsistent supports at the individual student, classroom, and school-wide levels, which leads to a lack of student agency, academic risk-taking, and growth mindset.

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?

Barriers/Obstacles Addressed:  
 Mather does not currently have MTSS teams for all staff  
 Inconsistent delivery of core curriculum and Tier 1 differentiated supports.  
 IEP Compliance is consistent with District averages, with room for improvement.  
 Student agency, growth mindset, and academic risk-taking scores are low based on Cultivate Survey.

Improvement Efforts in Progress:  
 MTSS coordinator hired for 2023-24 SY to lead the process of growing and monitoring our supports.  
 CARE team triages and progress monitors using a menu of Tier 1-3 supports.  
 Branching Minds platform used for attendance with plans to expand its use to other areas.  
 Students and families receive daily email communication about attendance.  
 Teacher push-in intervention for classes started this year.  
 AVID and ESL tutoring in class, tutoring every day after school in all subject areas.

Return to Top Determine Priorities

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

Students...  
 experience inconsistent supports and personalization at the individual student, classroom, and school-wide levels



Resources: [Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...  
 Do not have a consistent structure or knowledge of high-quality interventions for identifying, supporting, and progress monitoring students who are not achieving academically



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....  
 Have a clear structure for identifying and progress monitoring students who are off-track and have knowledge of high-quality interventions that support students



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

## Inclusive & Supportive Learning Environment

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

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

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

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

then we see....  
 Students who are supported before they are failing through intentional planning and delivery of academic supports

which leads to...  
 Increased student performance and pass rate and access to grade-level curriculum

### Return to Top Implementation Plan

Resources:

**Indicators of a Quality CIWP: Implementation Planning**

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

**Team/Individual Responsible for Implementation Plan**

**Dates for Progress Monitoring Check Ins**

Q1	9/7/2023	Q3	3/7/2024
Q2	12/7/2023	Q4	5/23/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	UbD Plans Include personalized MTSS Tier 1/2 supports in the learning plan	Teachers in TCT	3/22/24	Not Started
<b>Action Step 1</b>	Continue 5 week data analysis to identify off-track students	MTSS Coordinator and Team	Progress reports every 5 weeks	Not Started
<b>Action Step 2</b>	Dedicate time to understanding and planning classroom interventions	MTSS Coordinator and Team	Progress reports every 5 weeks and on as needed basis	Not Started
<b>Action Step 3</b>	Survey current tier 1 and 2 academic supports	MTSS Coordinator	End of Quarter 1	In Progress
<b>Action Step 4</b>	Build quality Tier 1 and 2 Academic Supports List	MTSS Coordinator and Team	12/22/23	In Progress
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	All teachers will progress monitor a small group of students	English and Math Teachers	12/22/23	Not Started
<b>Action Step 1</b>	All 9th graders will complete screening in math and Reading	English and Math Teachers administer	TCT time prior to Q1 Report Cards	In Progress
<b>Action Step 2</b>	Teachers will analyze data and select students to progress monitor	Achievement Team Meeting	September 22nd School Improvement Day	Not Started
<b>Action Step 3</b>	MTSS team collaborates to discuss and respond to the effectiveness of Tier 1 supports and scaffolds	MTSS designated meeting times once a month.	3rd Wednesday 5th period -Once a month	In Progress
<b>Action Step 4</b>	Professional development on progress monitoring tools	TCT Meeting	Quarterly	Not Started
<b>Action Step 5</b>				Not Started
<b>Implementation Milestone 3</b>	Establish communication pathways among teachers, staff & families to individualize student supports	MTSS Coordinator and Team	"MTSS Corner" Mather Matters and designated AT meetings	Not Started
<b>Action Step 1</b>	Provide time for grade-level teachers to discuss students	TCT Collaboration	Quarterly, School Improvement Days	Not Started
<b>Action Step 2</b>		MTSS Coordinator and Team	Institute Days, Staff Development Days, and scheduled AT Meetings by 12/22/23	In Progress
<b>Action Step 3</b>	Training on communication capabilities in Branching Minds			
<b>Action Step 3</b>	Create peer observation protocol	MTSS Coordinator and ILT	1 cycle of observation per semester, 12/22/23	Not Started
<b>Action Step 4</b>	Host Parent Engagement workshop	MTSS Coordinator & admin	3/22/24	Not Started
<b>Action Step 5</b>				In Progress
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones** Explore more academic options for support (mentoring, tutoring, more math/reading help)

SY26 Anticipated Milestones

Explore potential structural changes (blocks, team teaching, enrichment/intervention, etc.)



[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
Decreased failure rate, specifically for males of color	Yes	Grades	Latino Male				
			African American Male				
100% of UbD plans include evidence of MTSS tiered supports	Yes	Other	Overall				
			Other [Specify]				

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
I&S: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.	UbD Plans Include personalized MTSS Tier 1/		
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.	All teachers will progress monitor a small gro		
Select a Practice			

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

**Resources:**

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Decreased failure rate, specifically for males of color	Grades	Latino Male			Select Status	Select Status	Select Status	Select Status
		African American Male			Select Status	Select Status	Select Status	Select Status

100% of UbD plans include evidence of MTSS tiered supports	Other
--	-------

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

## Inclusive & Supportive Learning Environment

Overall			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
Other [Specify]			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

### Practice Goals

### Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	UbD Plans Include personalized MTSS Tier 1/2 supports in the learn	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</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.	All teachers will progress monitor a small group of students	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
<i>Select a Practice</i>		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

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

Student Groups	Baseline	SY24	SY25	SY26

Required Reading Goal

Optional Goal

## Parent and Family Plan

If Checked:



### Our school is a Title I school operating a Schoolwide Program

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections

If Checked:



### Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)

No action needed

### SCHOOL & FAMILY ENGAGEMENT POLICY

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

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

### SCHOOL & FAMILY COMPACT

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

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

### PARENT & FAMILY ENGAGEMENT BUDGET

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

Academic priority areas: Increased literacy and math attainment and growth, as evidenced by the P/SAT



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