

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
Louisea Storey	Other AIC	LStorey@cps.edu
Keianna Daniel	AP	kdaniel2@cps.edu
Charise Gardner	Connectedness & Wellbeing Lead	ckparson@cps.edu
Sharon Mason	Partnerships & Engagement Lead	slmason1@cps.edu
Camika Harding	LSC Member	cdharding@cps.edu
Yvonne Luckey	Inclusive & Supportive Learning Lead	yasparks@cps.edu
Chioma Ochiabutor	Teacher Leader	cnochiabutor@cps.edu
Myra Abbott	Curriculum & Instruction Lead	mabbott1@cps.edu
Shakita Butler	Parent	shakitabutler37@gmail.com
	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	5/1/23	5/10/23
Reflection: Curriculum & Instruction (Instructional Core)	4/14/23	5/26/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/14/23	6/2/23
Reflection: Connectedness & Wellbeing	6/1/23	6/30/23
Reflection: Postsecondary Success	6/1/23	6/30/23
Reflection: Partnerships & Engagement	6/1/23	6/30/23
Priorities	6/14/23	7/31/23
Root Cause	6/21/23	8/1/23
Theory of Acton	6/21	8/1/23
Implementation Plans	7/19/23	8/1/23
Goals	7/19/23	8/4/23
Fund Compliance	8/1/23	8/11/23
Parent & Family Plan	8/1/23	8/11/23
Approval	8/11/23	9/7/23

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	9/18/2023
Quarter 2	11/27/2023
Quarter 3	2/5/2023
Quarter 4	4/15/2023

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

[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

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

We have high quality curriculum in all subjects, Educators need PD development to implement it as intended. iReady data trends show that 81% of scholars met their typical growth in Reading and 80% in Math. The need for implementation of high quality, grade level instruction is need across all grade levels. In ELA the following grade levels had the highest percentage of scholars 2 or more grade levels behind, Fifth 77%, Sixth 69%, and Eighth 80%. In Math the following grades had the largest percent of scholars that are 2 or more grade levels below, Fifth 71%, Seventh 84% and Eight 83%. This indicates that our scholars need more access to grade level content in both Reading and Math. 5Essentials data trends show that scholars do not feel supported in Academic Personalism. there was a 38% Decline.

What is the feedback from your stakeholders?

"Educators need more experience with navigating curriculum and its components as it was intended. Educators are in need of more experience annotating the TFG. Clearly identify the roles of each ILT member to streamline appropriate distributed leadership. PM needs to occur daily. Begin with the end in mind and monitor the steps to reaching the goal. Too many resources to choose from, stick to the curriculum. Overcompensating when it pertains to reading. Progress monitoring. Use Branching Minds as way to house and monitor progress of student tiers. Educators focus more on the summative assessments and were not intentional about the formative assessments.

Skyline features embedded assessments in checkpoint to ensure that mastery of standards are being met. "

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?

"Ongoing PD for educators in Skyline for ELA, SS, Science and Envisions for Math. Purposefully curriculum planning and implementing consistent and high quality student to student discourse and questioning

Provide Pacing Guides for educators to follow with fidelity. Develop Assessment Plan to PM, Track PM in Branching Minds for tiered support. "

- [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.

Educators were not using the curriculum with fidelity. Therefore, scholars were not exposed to high quality, grade level curriculum.

[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

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

"According to 5Essentials 39% of Scholars disagreed that Educators connect with students in the classroom and support them in achieving academic goals."

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

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
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
Yes	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.

Interventions were not implemented for tier 1 or tier 2 scholars to increase mastery of the standard. Stretch goals were not imbedded into student work.

What is the feedback from your stakeholders?

Less than 5% of educators used Branching Minds with Fidelity.

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?

"A new Primary DL Educator has been staffed. A new Case Manager has been staffed. Skyline includes WIDA and Language Standards in every lesson. Educators will have PD on Branching Minds to ensure that tier 1 and tier 2 interventions are being tracked. MTSS Lead has create Assessment Plan that will include Formative Progress monitoring Educators will utilize the curriculum with fidelity to ensure that TFG annotations include do nows, exit slips, content and vocabulary that mimics the IAR & Star 360

Track interventions in Branching Minds

Proper training and implementation on how to use intervention tools effectively

Team Lead will engage teams in Weekly Data and student sample analysis."

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

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

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

What are the takeaways after the review of metrics?

5-Essentials data show that students -teacher trust is weak. The data dropped by 22 points from SY22 to SY23. Core walks showed that in 1 out of 5 classrooms scholars did not have an opportunity to provide or receive feedback.

What is the feedback from your stakeholders?

Family focus provides OST programs. Score provides sports OST programs. Programs are selected from parent and student surveys developed by the organization. Attendance plan has been put into place but require PM and implementation with fidelity.

- 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](#)

Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>Students and teachers do not share a high level of mutual trust and respect. </p>		<p>Specific students require SEL supports. A discipline lead has been identified to support with student wellbeing. BHT has been established lead by New Hire Counselor to ensure that all SEL is tracked in Branching Minds and PM with fidelity to identify appropriate supports. Culture and Climate team will include SVC to ensure student connectedness. All educators are being fully trained in Conscious Discipline to support Adult and Scholar Tier 1 SEL. </p>	

[Student Voice Infrastructure](#)

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

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

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

	Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	<p>Most scholars were exposed to post secondary activities. Counselors lead most of the work. Educators must be trained to complete the lessons in class daily. </p> <p>What is the feedback from your stakeholders? They would like to see career options in the curriculum that they are engaged in daily. </p> <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>A new counselor has been hired to support the work around Post Secondary Engagement. Scholars will engage with successbound beginning Week 1. Each scholar will complete career goals surveys, the partnership RAGE and AR will support with obtaining speakers and corporations that specialize in the careers. Scholars will learn about to career through observation and research and present at an EOY Career Fest hosted by the Scholars for the Scholars with support from RAGE, BAM, Family Focus and AR partnerships. </p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCE</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p> <p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit		
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric		
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager		

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.

Educators did not provide post secondary differentiate option for scholars.

[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	<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>More parent engagement opportunities are needed to increase student experiences and connectedness. Family Focus is coordinating with the Culture and climate team to build a strong parent and community engagement calendar for SY24. By fully maximizing our community partnerships, family engagement and connectedness will increase.</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>
No	<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>Provide more opportunities for scholars to lead activities and to engage in authentic discussions about educational content that reflects their relationships and identity.</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>Teacher did not make students feel connected to the instructional experience.</p>		<p>All partnership have met with Admin to communicate the school-wide priorities and how the partnerships will support with addressing the priorities. To ensure that partnerships are aligned they will meet every 4 weeks to track and monitor the support being provided. We will also leverage the cultivate data and quarterly surveys.</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

We have high quality curriculum in all subjects, Educators need PD development to implement it as intended. iReady data trends show that 81% of scholars met their typical growth in Reading and 80% in Math. The need for implementation of high quality, grade level instruction is need across all grade levels. In ELA the following grade levels had the highest percentage of scholars 2 or more grade levels behind, Fifth 77%, Sixth 69%, and Eighth 80%. In Math the following grades had the largest percent of scholars that are 2 or more grade levels below, Fifth 71%, Seventh 84% and Eight 83%. This indicates that our scholars need more access to grade level content in both Reading and Math. 5Essentials data trends show that scholars do not feel supported in Academic Personalism. there was a 38% Decline.

What is the feedback from your stakeholders?

"Educators need more experience with navigating curriculum and its components as it was intended. Educators are in need of more experience annotating the TFG. Clearly identify the roles of each ILT member to streamline appropriate distributed leadership. PM needs to occur daily. Begin with the end in mind and monitor the steps to reaching the goal. Too many resources to choose from, stick to the curriculum. Overcompensating when it pertains to reading. Progress monitoring. Use Branching Minds as way to house and monitor progress of student tiers. Educators focus more on the summative assessments and were not intentional about the formative assessments.

Skyline features embedded assessments in checkpoint to ensure that mastery of standards are being met."

What student-centered problems have surfaced during this reflection?

Educators were not using the curriculum with fidelity. Therefore, scholars were not exposed to high quality, grade level curriculum.

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?

"Ongoing PD for educators in Skyline for ELA, SS, Science and Envisions for Math. Purposefully curriculum planning and implementing consistent and high quality student to student discourse and questioning

Provide Pacing Guides for educators to follow with fidelity.
Develop Assessment Plan to PM, Track PM in Branching Minds for tiered support. "

Return to Top Determine Priorities

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

Students...
Will engage in High quality curriculum with fidelity.

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...
We were teaching the curriculum however the data from the iready lessons did not transfer over to EOY data. ... Because the curriculum was changed in the last 10 weeks of school. Because the curriculum did not align to i ready.... Because students were not taught in the context and content of the Assessment... Because the curriculum was not being used with fidelity.

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 Professional Learning and Coaching around curriculum planning and implementation while intentionally embedding formative assessments relate to curriculum and instructional practices.

Resources:

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

then we see....

Teachers building student capacity for grade level standard based curriculum and instruction.



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...

Successful student outcomes on curriculum based activities and summative assessments.



[Return to Top](#)

Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

ILT/ GLT

Dates for Progress Monitoring Check Ins

Q1 9/18/2023

Q3 2/5/2023

Q2 11/27/2023

Q4 4/15/2023

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Curriculum Planning and Annotations	ILT	Quarter 1	Completed
Action Step 1	Provide PL for all teachers.	Admin/Coach	Week 1	Completed
Action Step 2	Provide feedback on evidence of implementation.	Admin	Week 2	Completed
Action Step 3	Provide Collaborative Planning Time/Peer Walks	GLT	Every 5 Weeks	In Progress
Action Step 4	Analyze Benchmark Diagnostic Data	ILT	Week 5	Completed
Action Step 5	Based on Data tier teacher coaching supports.	Coach/ Interventionist	Week 7	In Progress
Implementation Milestone 2	Curriculum Pacing/ Time Distribution	Lead Educators	Quarter 2	Completed
Action Step 1	Provide PL for all teachers	N11 ISL	Week 1	Completed
Action Step 2	Provide feedback on evidence of Pacing Time Stamps in Plans/Annotations	Coach/ Admin	Week 11	Select Status
Action Step 3	Provide time for the exemplar TFG annotation/Plan to be peer observed.	ILT	Week 12	Select Status
Action Step 4	Observe lesson pacing in real time.	Admin	Week 15	Select Status
Action Step 5	Identify tiered Supports based on observations of Pacing.	Coach/ Interventionist	Week 16	Select Status
Implementation Milestone 3	Student Academic Discourse	GLT	Quarter 3	Select Status
Action Step 1	Provide PL for all teachers	Kagan	Week 0/Week 19	Select Status
Action Step 2	Provide feedback on evidence of implementations	Coach/Admin	Week 21	Select Status
Action Step 3	Provide time for the exemplar classroom to be peer observed.	GLT	Week 22	Select Status
Action Step 4	Identify tiered Supports based on observations of student discourse.	SVC	Week 24	Select Status
Action Step 5	Based on Survey Data Provide tiers Coaching supports.	Admin	Week 26	Select Status
Implementation Milestone 4	Formative Assessments	ILT	Quarter 4	Select Status
Action Step 1	Provide PL for all teachers	Interventionist	Week 29	Select Status
Action Step 2	Provide feedback on evidence of implementations	Coach	Week 31	Select Status
Action Step 3	Provide time for the exemplar student work sample to be peer analyzed.	GLT	Week 32	Select Status
Action Step 4	Provide time for teachers to share formative strategies.	GLT	Week 33	Select Status
Action Step 5	Provide tiered supports based on assessment rubric analysis.	Admin	Week 35	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Build student STEAM capacity. Focus on student experiences that connect to the inner core, (identity, community and relationships). Increase Student Voice Advocacy in Curriculum and Instruction Implementing academic structures with fidelity (By leveraging Kagan Strategies).	
SY26 Anticipated Milestones	Student Centered Classroom Environments Focus on student learning conditions and how it is conducive for differentiated/Tiered instruction. Learning spaces are organized to create classroom communities.	

[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
If implement the action steps above then we will see a 8% increase in student ELA attainment, at grade level and above, in the area of Reading Comprehension on the EOY Benchmark Assessment, by the end of Quarter 4. in SY24	Yes	STAR (Reading)	Overall	12	20		
			Overall	12	20		
If we implement the action steps then we will see a 7% increase in Student Math Attainment, at grade level and above, in the area of Geometry, by the EOY Benchmark Assessment.	Yes	STAR (Math)	Overall	23	30		
			Overall	23	30		

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	The goal is to provide students with a high quality curriculum. We will measure this goal through observations of instruction, student work samples, small group lessons and formative assessments. Some teachers are using high quality curriculum with fidelity.	The goal is to provide students with a high quality curriculum. We will measure this goal through observations of instruction, student work samples, small group lessons and formative assessments. Most teachers are using high quality curriculum with fidelity.	The goal is to provide students with a high quality curriculum. We will measure this goal through observations of instruction, student work samples, small group lessons and formative assessments. All teachers are using high quality curriculum with fidelity.
C&I:2 Students experience grade-level, standards-aligned instruction.	The goal is to provide scholars with a learning experience that allows them to engage in student discourse. We will measure this goal through observations, formative assessment data analysis and Cultivate/ 5-Essential Surveys. Some students in some classrooms are engaged in student discourse.	The goal is to provide scholars with a learning experience that allows them to engage in student discourse. We will measure this goal through observations, formative assessment data analysis and Cultivate/ 5-Essential Surveys. Most students in most classrooms are engaged in student discourse.	The goal is to provide scholars with a learning experience that allows them to engage in student discourse. We will measure this goal through observations, formative assessment data analysis and Cultivate/ 5-Essential Surveys. All students in all classrooms are engaged in student discourse.
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.	The goal is to create a culturally responsive environment that focuses on the Inner Core. We will measure this through observations and Cultivate/5Essentials surveys. 70% of scholars strongly agree that Mays has a supportive learning environment.	The goal is to create a culturally responsive environment that focuses on the Inner Core. We will measure this through observations and Cultivate/5Essentials surveys. 80% of scholars strongly agree that Mays has a supportive learning environment.	The goal is to create a culturally responsive environment that focuses on the Inner Core. We will measure this through observations and Cultivate/5Essentials surveys. 90% of scholars strongly agree that Mays has a supportive learning environment.

[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
If implement the action steps above then we will see a 8% increase in student ELA attainment, at grade		Overall	12	20	Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Curriculum & Instruction					
Reflection	Root Cause	Implementation Plan	Select the Priority Foundation to pull over your Reflections here =>							
Student ELA attainment, at grade level and above, in the area of Reading Comprehension on the EOY Benchmark Assessment, by the end of Quarter 4, in SY24			STAR (Reading)	Overall	12	20	Select Status	Select Status	Select Status	Select Status
If we implement the action steps then we will see a 7% increase in Student Math Attainment, at grade level and above, in the area of Geometry, by the EOY Benchmark Assessment.			STAR (Math)	Overall	23	30	Select Status	Select Status	Select Status	Select Status
				Overall	23	30	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.	The goal is to provide students with a high quality curriculum. We will measure this goal through observations of instruction, student work samples, small group lessons and formative assessments. Some teachers are using high quality curriculum with fidelity.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	The goal is to provide scholars with a learning experience that allows them to engage in student discourse. We will measure this goal through observations, formative assessment data analysis and Cultivate/ 5-Essential Surveys. Some students in some classrooms are engaged in student discourse.	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.	The goal is to create a culturally responsive environment that focuses on the Inner Core. We will measure this through observations and Cultivate/5Essentials surveys. 70% of scholars strongly agree that Mays has a supportive learning environment.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
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.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

"According to 5Essentials 39% of Scholars disagreed that Educators connect with students in the classroom and support them in achieving academic goals."

What is the feedback from your stakeholders?

Less than 5% of educators used Branching Minds with Fidelity.

What student-centered problems have surfaced during this reflection?

Interventions were not implemented for tier 1 or tier 2 scholars to increase mastery of the standard. Stretch goals were not imbedded into student work.

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?

"A new Primary DL Educator has been staffed. A new Case Manager has been staffed. Skyline includes WIDA and Language Standards in every lesson. Educators will have PD on Branching Minds to ensure that tier 1 and tier 2 interventions are being tracked. MTSS Lead has create Assessment Plan that will include Formative Progress monitoring Educators will utilize the curriculum with fidelity to ensure that TFG annotations include do nows, exit slips, content and vocabulary that mimics the IAR & Star 360

Track interventions in Branching Minds

Proper training and implementation on how to use intervention tools effectively

Team Lead will engage teams in Weekly Data and student sample analysis. "

Return to Top **Determine Priorities**

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

Students... will engage in small group instruction 2-3 times a week for at least 15 to 20 a day. Based on the assessment data from the BOY diagnostic and ongoing star360 assessment.

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... Educators did not intentionally plan for small group instruction.... Because teachers did not utilize their data plans... Because teachers did not maximize their time by pacing through the lessons components... Because teachers did not receive enough PD around the curriculum... Because curriculum implementation didn't start until 4 quarter.

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 Professional Learning on Curriculum and coach teachers around the components of small group instruction and how it was intended and should be implemented with fidelity and progress monitored.

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....
Provide Professional Learning on Curriculum and Coach teachers around the components of small group, tier 1 and tier 2 instructional shifts. and how it should be implemented and Progress monitored.

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...
AN increase in student academic attainment in their specific areas of growth. For example: In envision, during tier 1 instruction , there is a step 3: assess and differentiate. When students take online quick assessment, the system will organize students into small groups based on their needs - enrichment, intervention etc and provides relevant resources.

Return to Top Implementation Plan

Resources:

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

Team/Individual Responsible for Implementation Plan
MTSS/ ILT

Dates for Progress Monitoring Check Ins
Q1 9/18/2023 Q3 2/5/2023
Q2 11/27/2023 Q4 4/15/2023

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Grouping Students	MTSS/Interventionist	Quarter 1	In Progress
Action Step 1	Professional Learning on Small Group	Interventionist	Week 0	Completed
Action Step 2	Provide feedback on evidence of implementation.	Interventionist	Week 5	In Progress
Action Step 3	Provide Collaborative Planning Time/Peer Walks	GLT	Week 5	In Progress
Action Step 4	Analyze Weekly Small Group Data	GLT/ Interventionist	Week 7	In Progress
Action Step 5	Based on Data, tier teacher with coaching supports.	Interventionist	Week 10	In Progress
Implementation Milestone 2	Progress Monitoring, The interventionist will monitor the Branching Minds Teacher Usage bi-weekly.	Interventionist	Beginning of Quarter 2	Select Status
Action Step 1	Professional Learning for Branching Minds	GLT/Interventionist/ MTSS	Week 0	Completed
Action Step 2	Establish Groups in BM.	GLT	Week 7	In Progress
Action Step 3	Include at least 1 Small Group Strategic Support	GLT	Week 8	Completed
Action Step 4	Provide feedback to educators on their Small Group Supports Listed in BR	Interventionist/ Admin	Week 10	In Progress
Action Step 5	Provide additional supports to educators according to BR	Interventionist/ Admin	Week 11	In Progress
Implementation Milestone 3	Small Group Implementation	Interventionist/ Admin	End of Quarter 2	Select Status
Action Step 1	Review Professional Development Strategies	Interventionist	Week 12	Select Status
Action Step 2	Provide Educators with a Small Group Planning Template	Interventionist	Week 10	Select Status
Action Step 3	Develop Small Group Planning Look-fors Tool for evidence of implementation	MTSS/ Interventionist	Week 11	Select Status
Action Step 4	Tier teachers based on observation of SGI and provide coaching support	Interventionist/ Admin	Week 15	Select Status
Action Step 5	Provide additional supports to educators based on small group implementation and plans. Students will PM using Daily "Do Nows and Exit Slips" In addition to ongoing STAR360 Unit Assessments.	Interventionist/ Admin	Week 16	Select Status
Implementation Milestone 4	Goal Setting/ Conferencing	GLT/ Interventionist/ Admin	Beginning of Quarter 3	Select Status
Action Step 1	Professional Learning on student goal setting conversations	Interventionist	Week 17	Select Status
Action Step 2	Provide a Student Goal Setting Conversation Template	Interventionist	Week 17	Select Status
Action Step 3	Peer Observe Educators Completing Goal Setting Conversations.	Interventionist/ Admin	Week 19	Select Status
Action Step 4	Provide Feedback and Layered Support based on Observation Data.	Interventionist/ Admin	Week 20	Select Status
Action Step 5	Teachers provide Evidence of Goal Setting Conference and students next steps in Branching Minds.	MTSS	Week 21	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
Implementing Small Groups Strategies in Branching Minds with Fidelity.

SY26 Anticipated Milestones
 Student led and Teacher facilitation of Small Groups.

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

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
If implement the action steps above then we will see a 8% increase in student ELA attainment, at grade level and above, in the area of Reading Comprehension on the EOY Benchmark Assessment, by the end of Quarter 4, in SY24 .	Yes <input type="checkbox"/>	STAR (Reading)	Overall	12	20		
			Overall	12	20		
If we implement the action steps then we will see a 7% increase in Student Math Attainment, at grade level and above, in the area of Geometry, by the EOY Benchmark Assessment. .	Yes <input type="checkbox"/>	STAR (Math)	Overall	23	30		
			Overall	23	30		

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.	The goal is to provide students with a high quality curriculum. We will measure this goal through observations and formative assessments. Some teachers are tracking interventions with fidelity.	The goal is to provide students with a high quality curriculum. We will measure this goal through observations and formative assessments. Most teachers are tracking interventions with fidelity.	The goal is to provide students with a high quality curriculum. We will measure this goal through observations and formative assessments. All teachers are tracking interventions with fidelity.
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.	Some teachers are using multiple data points to create, implement, and progress monitor academic interventions	Most teachers are using multiple data points to create, implement, and progress monitor academic interventions	All teachers are using multiple data points to create, implement, and progress monitor academic interventions
I&S:3 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.	All of Scholars with IEP receive 80% of their resource minutes in a DL Classroom	Most of Scholars with IEP receive 70% of their resource minutes in a DL Classroom	Some of Scholars with IEP receive 50% of their resource minutes in a DL Classroom

[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
If implement the action steps above then we will see a 8% increase in student ELA attainment, at grade level and above, in the area of Reading Comprehension on the EOY Benchmark Assessment, by the end of Quarter 4, in SY24 .	STAR (Reading)	Overall	12	20	Select Status	Select Status	Select Status	Select Status
		Overall	12	20	Select Status	Select Status	Select Status	Select Status
If we implement the action steps then		Overall	23	30	Select Status	Select Status	Select Status	Select Status

[Jump to...](#)
[Priority](#)
[TOA](#)
[Goal Setting](#)
[Progress Monitoring](#)

Reflection	Root Cause	Implementation Plan	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>
we will see a 7% increase in Student Math Attainment, at grade level and above, in the area of Geometry, by the EOY Benchmark Assessment.		STAR (Math)	Overall	23
				30

Inclusive & Supportive Learning Environment

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: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.	The goal is to provide students with a highly quality curriculum. We will measure this goal through observations and formative assessments. Some teachers are tracking interventions with fidelity.	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Some teachers are using multiple data points to create, implement, and progress monitor academic interventions	Select Status	Select Status	Select Status	Select Status
I&S:3 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.	All of Scholars with IEP receive 80% of their resource minutes in a DL Classroom	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 **STAR (Math): If we implement the action steps then we will see a 7% incr...**

Required Reading Goal **STAR (Reading): If implement the action steps above then we will see a 8...**

Optional Goal **Select a Goal**

Student Groups	Baseline	SY24	SY25	SY26
Overall	23	30		
Overall	23	30		
Overall	12	20		
Overall	12	20		

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.

The school-wide Priorities are Planning and Tier 1 and Tier 2 Small Group Instruction. The parent engagement will include Curriculum Nights and Academic Incentive to support scholars with meeting and exceeding the goals that they set in collaboration with the teacher and parent based off student achievement data.



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