CIWP Team & Schedules

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
Evelyn Randle-Robbins	Principal	emrandle@cps.edu
Yocelin Perez	AP	ycintron1@cps.edu
Katrina Sabino	Teacher Lead Primary	KSabino@cps.edu
Carline Hollimon	Teacher Lead Intermediate	CPasquier-hollim@cps.edu
Tracy Hunter	Teacher Lead Sped	tmhunter1@cps.edu
Kevin Bond	Teacher Lead Math/Upper	kbond4@cps.edu
Temple Payne	Lead Coach	tkeelen-payne@cps.edu
Elizabeth Aguilar	School-wide Interventionist	EDAguilar@cps.edu
Jennifer Gomez	Teacher Lead Early Childhood	JLHeredia@cps.edu
Sydney Fedor	Connectedness & Wellbeing Lead	sfedor@cps.edu
Margarita Arcos	ELPT	marcos3@cps.edu
Selena Nelson	LSC Member	tweetybaby730@gmail.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/7/23	6/30/23
Reflection: Curriculum & Instruction (Instructional Core)	6/7/23	6/30/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/7/23	6/30/23
Reflection: Connectedness & Wellbeing	6/7/23	6/30/23
Reflection: Postsecondary Success	6/7/23	6/30/23
Reflection: Partnerships & Engagement	6/7/23	6/30/23
Priorities	6/19/23	7/10/23
Root Cause	6/19/23	7/10/23
Theory of Acton	7/10/23	8/15/23
Implementation Plans	7/10/23	8/15/23
Goals	7/10/23	8/15/23
Fund Compliance	August 15	9/15/23
Parent & Family Plan	8/15/23	9/15/23
Approval	8/15/23	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	October 27
Quarter 2	December 14
Quarter 3	March 15
Quarter 4	May 23

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	On the SY22-23 IAR (45%) of our students did not meet expectations: This is the largest group. Almost half of the students are falling significantly short of the expected performance in math.	IAR (Math)
			This indicates a substantial gap in their understanding. Partially met expectations (34%): More than a third of the students have achieved only a partial understanding of the assessed skills.These students might need targeted instruction to address specific areas they're struggling with.	IAR (English)
		Rigor Walk Rubric	Approached expectations (15%): A smaller proportion of students are close to meeting the expectations; Met expectations (6%): This is the smallest group.	Rigor Walk Data (School Level Data)
		Teacher Team Learning Cycle Protocols	Only 6% of students met the expected standard, showing proficiency in their math skills.	PSAT (EBRW)
Yes	Students experience grade-level, standards-aligned instruction.		This is a very low percentage and is very concerning because it suggests that the majority of students are not attaining the desired learning outcomes. Interventions would need to be tailored for all these groups, given the large number of students who did not meet or only partially met the expectations.	PSAT (Math)
		Quality Indicators Of Specially Designed Instruction	Depending on the specific issues these students are facing, solutions could include additional tutoring, differentiated instruction, the use of different teaching strategies, and increased focus on foundational math skills. ACCESS: 94% (119) students did not reach language proficiency, 6% (7) students reached language proficiency. .i-Ready Reading: Kdg 50% at grade level, 50% below 1st: 37% on grade level, 51% 1 grade level below, 12% 2 grade levels below 2nd:30% on grade level, 44% 1 grade level below, 26% 2 grade levels below Math: Kdg: 41% on grade level, 59% 1 grade level below, 0% 2 grade levels below 1st: 9% on grade level, 51% 1 grade level below, 40% 2 grade levels below 2nd: 7% on grade level, 67% 1 grade level below, 26% 2 grade levels below	STAR (Reading)
			What is the feedback from your stakeholders?	STAR (Math)
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	Teachers: Once we start a new program in this school, we follow up to make sure that it's working.	iReady (Reading)
		Learning Conditions	Curriculum, instruction, and learning materials are well coordinated across different grade levels at this school. There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.	iReady (Math)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness		Cultivate
		Distributed Leadership	Students: Teachers help explains things in a different way if I don't understand something in class. classes really makes me think	Grades
				ACCESS
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		TS Gold
		ES Assessment Plan Development Guide		Interim Assessment Data
		HS Assessment Plan Development		
		Assessment for Learning Reference Document	**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?**	

Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	All teachers/grade-levels are implementing Skyline Literacy & Math All students are receiving small group instruction based on i-Ready data. Students are being taught using standards aligned curriculum that is culturally relevant. Providing professional learning for staff around instructional focus (question and discussion techniques).

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.

3rd-6th grade students lack math foundational skills (fluency, basic computation)
Students received no math tutoring.
Teachers pacing was inconsistent across all grade levels which led to our students not being exposed/instructed on all the grade level standards within the year.
Providing just in time supports for our students using multiple forms of data, with a clear monitored plan for addressing learning loss.

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	The majority of DL students are Tier 3 in Reading and Math Over 70% of students who received a D or F in Reading and Math are in Tier 3 For all students in grades 3-8 in Star 360 about 30% are in Tier 1 for Reading and Math For all students in grades 3-8 in Star 360 about 30% are in Tier 3 for Reading and Math For all students in grades 3-8 in Star 360 about 20% are in Tier 2 For Reading and Math	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
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.	MTSS Integrity Memo	For all students in grades 3-8 in Star 360 about 30% are in Tier 1 for Reading and Math	ACCESS MTSS Academic Tier Movement
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	**What is the feedback from your stakeholders?**	Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	Students- Students are saying the work is too hard. Not enough time given to complete the work. Teacher went too fast during the lesson and the students didn't understand. Parents- Teachers/Staff- Not enough time to implement the Skyline lessons.	
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool HS	**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?**	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		Small groups instruction is being provided to all students based on their Tier, by teachers in the Gen. Ed setting Specific intervention time embedded in the instructional schedule Tier 1 instruction is being provided to all students. Tutor corps provides interventions for Tier 2 and 3 in primary grades. The ELPT provides small-group support for ELL students that are not in a BIL/ESL classroom. We see growth school-wide but growth is stagnant amongst groups furtherest from opportunity. i-Ready Reading: BOY-EOY Tier 3 50:%-39%, Tier 2: 34%-32% Tier 1: 29%-28% i-Ready Math: BOY-EOY Tier 3 52% -42% Tier 2: 42%-39% Tier 1: 4%-19%	

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 are not recieving the amount of intervention time needed based on their tier.
When in the Gen. Ed setting, language objectives/strategies are not be used effectively to support EL students.

Connectedness & Wellbeing

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

Yes	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	42 out of school suspensions, 33 parent conferences, 11 restorative conversations (lack of documentation) Of 42 OSS, 38 were fights Out of __ they fall into the moderately severe category Out of the incidents, we only had 11 restorative conversations, 33 parent conferences, 2 restorative group counseling 3-5 grades had the most disciplinary infractionsWe have a need for better student-teacher relationships Some students do not have a connected adult in the school that they trust, some students do not like school at all Students feel like they are not being heard Students academic level is not near grade level, don't feel comfortable asking for help Students do not know how to self-regulate when they are upset or angry (express themselves), do not know how to handle others situations, lack of communication	% 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 Student Voice Infrastructure
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Student-teacher relationships - do we know what is going on with our students? Do we know what they are having difficulties with in class? Do we have ways to support student needs in the classroom? Students feeling like they are not being heard by adults in the building - students having more trauma than usual/having to deal with difficult situations in home Teachers not consistently teaching SEL strategies/lessons	
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** Students- teachers don't like them, teachers have favorites, teachers don't want to help them, they aren't doing anything to help them Parents- Teachers are not helping students, teachers don't do their job, teachers aren't doing enough to help their child (need to do a better job communicating what is going on in the school, strategies being used, next steps on how to support your child, signs to recognize behavior) Teachers/Staff- students are not accountable for their behavior, not enough time to implement SEL, not enough support from admin, not seeing any consequences for behavior	
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**
Consistency with SEL supports school-wide; increase average daily attendance; Implement OST programming for Kdg-2nd grade, We have a need for better student-teacher relationships Some students do not have a connected adult in the school that they trust, some students do not like school at all Students feel like they are not being heard Students' academic level is not near grade level, don't feel comfortable asking for help Students do not know how to self-regulate when they are upset or angry (express themselves), do not know how to cope when agitated by others behaviors, lack of communication	More restorative practices are in place, more mentoring for students Sending out surveys to students - doing a better job capturing how students feel about school environment Teachers are continuously trained in SEL/Restorative practices More parent conferences - better relationships with families Documenting incidents in Aspen (more than previous year) CICO, Pretty Brown Girls, I Am A Gentlemen (mentoring program), Monthly BHT meetings to discuss and create plans for students needing SEL supports Student groups furtherst from opportunity did not receive certain services due to extreme behaviors.

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)	Lack of focus for planning work based learning activites throughout the year to help bring career awareness and career exploration opportunities for all of our students, particularly 6th-8th grade. First year implementing SuccessBound was challenging for our teachers because they were learning how to use the curriculum while teaching it to our students.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
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		
No — Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** As a school we have not collected feedback from our stakeholders to gain their insights about postsecondary opportunities.	
N/A — Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A — Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A — There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
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	2nd year implementation of SuccessBound, planned opportunities for students to experience post secondary options. Career fair, college week, alma mater board with teacher info. These initiatives along with parent education can help support students who are furthest from opportunity.	

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.

More opportunities for students to explore college & careers (trades; thoughtful reflections; career days; fieldtrips)

Partnership & Engagement

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

Yes	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.	[Spectrum of Inclusive Partnerships](#)	Create More opportunities to hear from our students and parents when making school-wide decisions. Work with outside partnership to hire more parent mentors ✏️
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	[Reimagining With Community Toolkit](#)	
Partially	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).	[Student Voice Infrastructure Rubric](#)	

Sidebar links:
[Cultivate](#)

[5 Essentials Parent Participation Rate](#)

[5E: Involved Families](#)

[5E: Supportive Environment](#)

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

Teachers: School leadership makes clear to the staff the leadership's expectations for meeting instructional goals. Communicates a clear vision for our school. ✏️

Students: I feel safe with my teachers at this school. feel comfortable with my teachers at this school. My teachers always listen to students' ideas.

Parents: Involves parents in the development of programs aimed at improving students' academic outcomes. Involves parents in commenting on school curricula. Includes parent leaders from all backgrounds in school improvement efforts.

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.

Create opportunities to hear from the primary students, develop a structure that includes student voice in decision making on a consistent basis. ✏️

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?

There are multiple forms of communication that are used with our parents, IE: Remind App, LiveSchool, School website, monthly calendars, and social media. Partnership with Center of United Workers to help train parent mentors ✏️

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

42 out of school suspensions, 33 parent conferences, 11 restorative conversations (lack of documentation)
Of 42 OSS, 38 were fights
Out of __ they fall into the moderately severe category
Out of the incidents, we only had 11 restorative conversations, 33 parent conferences, 2 restorative group counseling
3-5 grades had the most disciplinary infractionsWe have a need for better student-teacher relationships
Some students do not have a connected adult in the school that they trust, some students do not like school at all
Students feel like they are not being heard
Students academic level is not near grade level, don't feel comfortable asking for help
Students do not know how to self-regulate when they are upset or angry (express themselves), do not know how to handle others situations, lack of communication

Student-teacher relationships - do we know what is going on with our students? Do we know what they are having difficulties with in class? Do we have ways to support student needs in the classroom?
Students feeling like they are not being heard by adults in the building - students having more trauma than usual/having to deal with difficult situations in home
Teachers not consistently teaching SEL strategies/lessons

What is the feedback from your stakeholders?

Students- teachers don't like them, teachers have favorites, teachers don't want to help them, they aren't doing anything to help them

Parents- Teachers are not helping students, teachers don't do their job, teachers aren't doing enough to help their child (need to do a better job communicating what is going on in the school, strategies being used, next steps on how to support your child, signs to recognize behavior)

Teachers/Staff- students are not accountable for their behavior, not enough time to implement SEL, not enough support from admin, not seeing any consequences for behavior

What student-centered problems have surfaced during this reflection?

Consistency with SEL supports school-wide;
increase average daily attendance; Implement OST programming for Kdg-2nd grade,
We have a need for better student-teacher relationships
Some students do not have a connected adult in the school that they trust, some students do not like school at all
Students feel like they are not being heard
Students' academic level is not near grade level, don't feel comfortable asking for help
Students do not know how to self-regulate when they are upset or angry (express themselves), do not know how to cope when agitated by others behaviors, lack of communication

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?

More restorative practices are in place, more mentoring for students
Sending out surveys to students - doing a better job capturing how students feel about school environment
Teachers are continously trained in SEL/Restorative practices
More parent conferences - better relationships with families
Documenting incidents in Aspen (more than previous year)
CICO, Pretty Brown Girls, I Am A Gentlemen (mentoring program),
Monthly BHT meetings to discuss and create plans for students needing SEL supports
Student groups furtherst from opportunity did not receive certain services due to extreme behaviors.

Return to Top

Determine Priorities

Resources: 🚀

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

Students...

Access to student-centered enrichment through OST programs, restorative practices, and integrated SEL instruction will positively impact chronic absentism and severe discipline infractions, enhancng students' overall well-being.

[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

Connectedness & Wellbeing

Resources: 🚀

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

5 Why's Root Cause Protocol

As adults in the building, we...

are inconsistent in building relationships through the use of SEL lessons/strategies, and using restorative practices when addressing problem behaviors.
OST programming only being offered to a specific group of students, students with chronic absentism are not recieving tiered support

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?

Resources: 🚀

If we....

are consistent in building relationship through the use of SEL lesson/Strategies, using restorative practices and conscious discipline when addressing problem behaviors, providing student-centered enrichment and integrated SEL instruction, and solicit more student-parent voice

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.

then we see....

teachers delivering SEL lessons daily, using restorative and conscious discipline practices when addressing behaviors, OST coordinator providing access to student-centered enrichment to all students and offering multiple opportunities to solicit student-parent voices.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...

a reduction in chronic absenteeism, reduction in behavior, greater student and parent engagement, an increase in student achievement and enhanced student well-being and stronger student-teacher-parent relationships.

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 ✍

BHT and ILT

Dates for Progress Monitoring Check Ins

Q1	October 27	Q3	March 15
Q2	December 14	Q4	May 23

SY24 Implementation Milestones & Action Steps ✍	**Who** ✍	**By When** ✍	**Progress Monitoring**
Implementation Milestone 1 — Strengthen relationships to support positive classroom environments	BHT	Ongoing	Select Status
Action Step 1 — School-wide professional development of conscious discipline	Conscious Discipline (external partner)	August 15 - Ongoing	Select Status
Action Step 2 — Through training and support strengthen the exisitng usage(calm classroom, Second Step, Morning Meeting, LiveSchool)	School Counselor Ms. Fedor, BHT	August 16- Ongoing	Select Status
Action Step 3 — monitor usage of Tier 1 SEL supports through bi-weekly observations	School Counselor Ms. Fedor, BHT	Bi-weekly, starting Week 1 Aug.21- ongoing	Select Status
Action Step 4			Select Status
Action Step 5			Select Status

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

Implementation Milestone 2	Enhance student ownership and identity	Student Council	Monthly starting in Sept.	*Select Status*
Action Step 1	increase student voice through the use of student survey	BHT, Classroom teachers	Week of Sept. 11	*Select Status*
Action Step 2	increase student voice through the use of student council	Student Council/ Student Council Advisors(teachers)	Week of Sept. 18 - ongoing	*Select Status*
Action Step 3	increase student discourse during instruction	ILT	Ongoing	*Select Status*
Action Step 4	Access to student-centered enrichment through OST programs	OST Coordinator	Ongoing	*Select Status*
Action Step 5	Create parent survey's BOY and EOY (MOY if needed)	BHT	BOY, EOY	*Select Status*
Implementation Milestone 3	Increase average daily attendance and reduce the amount of students with chronic absenteeism and truancy.	Attendance Team	Ongoing	*Select Status*
Action Step 1	Identify students who fall within the chronic absent and truancy range	Attendance Clerk	August 25 - ongoing	*Select Status*
Action Step 2	Meet with parents of students with attendance concerns to develop action plan	Attendance team	September 5- ongoing	*Select Status*
Action Step 3	Incentives for "HOT" Days and students with perfect/improved attendance	Attendance Team	Ongoing	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 4				*Select Status*
Action Step 1				*Select Status*
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	75% of teachers using SEL curriculum with fidelity (calm classroom, Second Step) Student council expanded into 6th-8th to increase student voice 75% of teachers utilizing accountable talk strategies to increase student discourse in ELA and Math decrease the amount of students that are considered chronically absent/truant by 10%	✏️
SY26 Anticipated Milestones	100% of teachers using SEL curriculum with fidelity (calm classroom, Second Step) Student council expanded into 4th-8th to increase student voice 75% of teachers utilizing accountable talk strategies to increase student discourse in all content areas. decrease the amount of students that are considered chronically absent/truant by 20%	✏️

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
Increase average daily attendance and reduce the amount of students	Yes	Increased Attendance for Chronically Absent	Other [Specify]	20%			

with chronic absenteeism and truancy.

Yes

for Chronically Absent Students

Select Group or Overall

Strengthen relationships to support positive classroom environments	Yes	Walkthrough data, platform usage reports	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
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.	Most teachers are using SEL curricula fidelity (Second Step, Calm Classroom, Morning Meeting) as measured through classroom walkthroughs and platform usage reports. 100% of teachers attend Conscious discipline training.	ALL teachers are using SEL curricula fidelity (Second Step, Calm Classroom, Morning Meeting) as measured through classroom walkthroughs and platform usage reports. Most teacher implementing Conscious discipline strategies with fidelity as measured through classroom walkthroughs	ALL teachers are using SEL curricula fidelity (Second Step, Calm Classroom, Morning Meeting) as measured through classroom walkthroughs and platform usage reports. ALL teachers implementing Conscious discipline strategies with fidelity as measured through classroom walkthroughs
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.	All teachers will be given professional development that support the development of agency, identity and authority of students within the classroom.	Most teachers will implement with fidelity strategies that support the development of agency, identity and authority of students within the classroom.	ALL teachers will implement with fidelity strategies that support the development of agency, identity and authority of students within the classroom.
Select a Practice			

Return to Top

SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase average daily attendance and reduce the amount of students with chronic absenteeism and truancy.	Increased Attendance for Chronically Absent Students	Other [Specify]	20%		*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
Strengthen relationships to support positive classroom environments	Walkthrough data, platform usage reports	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**
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.	Most teachers are using SEL curricula fidelity (Second Step, Calm Classroom, Morning Meeting) as measured through classroom walkthroughs and platform usage reports. 100% of teachers attend Conscious discipline training.	*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

Connectedness & Wellbeing

		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.	All teachers will be given professional development that support the development of agency, identity and authority of students within the classroom.				
Select a Practice		Select Status	Select Status	Select Status	Select Status

Connectedness & Wellbeing

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
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.
Yes	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?

The majority of DL students are Tier 3 in Reading and Math
Over 70% of students who received a D or F in Reading and Math are in Tier 3
For all students in grades 3-8 in Star 360 about 30% are in Tier 1 for Reading and Math
For all students in grades 3-8 in Star 360 about 30% are in Tier 3 for Reading and Math
For all students in grades 3-8 in Star 360 about 20% are in Tier 2 For Reading and Math

For all students in grades 3-8 in Star 360 about 30% are in Tier 1 for Reading and Math

What is the feedback from your stakeholders?

Students- Students are saying the work is too hard. Not enough time given to complete the work.
Teacher went too fast during the lesson and the students didn't understand.
Parents-
Teachers/Staff- Not enough time to implement the Skyline lessons.

What student-centered problems have surfaced during this reflection?

Students are not recieving the amount of intervention time needed based on their tier. When in the Gen. Ed setting, language objectives/strategies are not be used effectively to support EL students.

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

Small groups instruction is being provided to all students based on their Tier, by teachers in the Gen. Ed setting
Specific intervention time embedded in the instructional schedule
Tier 1 instruction is being provided to all students.
Tutor corps provides interventions for Tier 2 and 3 in primary grades.
The ELPT provides small-group support for ELL students that are not in a BIL/ESL classroom.
We see growth school-wide but growth is stagnant amongst groups furtherest from opportunity.
i-Ready Reading:
BOY-EOY Tier 3 50:%-39%, Tier 2: 34%-32% Tier 1: 29%-28%
i-Ready Math:
BOY-EOY Tier 3 52% -42% Tier 2: 42%-39% Tier 1: 4%-19%

Determine Priorities

Return to Top

Resources: ✏️

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

Determine Priorities Protocol

Students...

will receive appropriate interventions based on assessment data after every diagnostic and interim assessment, small group plans will be developed for students who will recieve tiered supports that are time bound and goal oriented.   EL students will receive support through the use of language objectives and strategies in all settings.

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.

Root Cause

Return to Top

Resources: ✏️

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

5 Why's Root Cause Protocol

As adults in the building, we...

were not using the problem solving process aligned to the MTSS Memo after assessments utilizing multiple forms of data to identify specific skill gaps, and monitor student progress

Indicators of a Quality CIWP: Root Cause Analysis

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

Inclusive & Supportive Learning Environment

utilizing multiple forms of data to identify specific skill gaps and monitor student progress on those gaps

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.

　　Theory of Action

What is your Theory of Action?

If we....

ensure that all staff are effectively delivering primary core instruction, provide tiered support for teachers based on rigorwalk data ,collaborate regularly to create cross-grade support plans for interventions for students, review whether or not students are making progress and make adjustments to instruction

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

teachers analyzing multiple forms of data to create intervention plans for students that can be supported cross-grade or subjects, closely monitoring if students are making progress and adjusting their instruction and differentiating when necessary.

which leads to...

a higher number of students maintaining or exceeding proficiency as measured by formative and summative assessment

---

　　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/MTSS Team

Dates for Progress Monitoring Check Ins

Q1	October 27	Q3	March 15
Q2	December 14	Q4	May 23

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 — ALL teachers effectively implementing Skyline Core Curriculum	ILT/Instructional Coach	May 27, 2024	*Select Status*
Action Step 1 — New teachers sign up for and attend ongoing training for curriculum implementation through Universal PL plan	Teachers	(CPS professional learning deadlines)	*Select Status*
Action Step 2 — ILT members review and provide feedback on teachers lesson/unit plans to ensure use of the core curriculum during GLTs, weekly	ILT Members	August 25th - Ongoing	*Select Status*
Action Step 3 — ILT members conduct rigorwalks to observe, collect data, provide pd on instructional focus to help support core curriculum, monthly	ILT Members	August 30th (Weekly)	*Select Status*
Action Step 4 — All teachers participate in Skyline Co-labs for Reading and Math	Teacher Leaders	Sept. - Ongoing	*Select Status*
Action Step 5 —			*Select Status*
Implementation Milestone 2 — Meets DEVELOPING components for Primary Instruction and Core Curriculum on the MTSS Continuum	Instructional Coach/ILT	May 27, 2024	*Select Status*
Action Step 1 — MTSS members conduct rigorwalks to observe, collect data, provide pd on instructional focus to help support core curriculum, monthly	MTSS Team, Interventionist, Teachers	Sept. 25th - Ongoing	*Select Status*

Inclusive & Supportive Learning Environment

Action Step 2	Differentiated supports for implementation of core curriculum for teachers based on rigorwalk observation data.	Instructional coach	Ongoing	Select Status
Action Step 3	Teachers routinely implement differentiated instruction and provide additional scaffolds for students and adjust delivery approach based on students' needs	Teachers	Sept. 25th - Ongoing	Select Status
Action Step 4	MTSS team makes adjustments to the core curriculum, schedule, human, and/or program resources based on analyses of multiple data points to include summative assessment	MTSS Team	Sept. 25th - Ongoing	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Meets Fully Operational components for high quality, well-documented student support and support plan on the MTSS Continuum	MTSS Team	May 27, 2024	Select Status
Action Step 1	Cross-grade support plans for interventions for students/groups demonstrate evidence of "shared responsibility" for students in BM	MTSS Team, Interventionist, Teachers	Sept. 25th - Ongoing	Select Status
Action Step 2	Student support plan is implemented with fidelity and includes an inventory of evidence-based interventions that are documented in Branching Minds	MTSS Team, Interventionist, Teachers	Weekly for Tier 3, Bi-weekly for Tier 2 starting Sept. 25th-Ongoing	Select Status
Action Step 3	Regularly observe staff providing interventions to students are implementing evidence-based interventions that are documented in Branching Minds	MTSS Lead	Bi-Weekly	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	All teachers/staff providing EL supports through Tier 1 instruction and supports	ELPT Coordinator	May 27, 2024	Select Status
Action Step 1	Observe teachers to identify what/if supports are being given to EL students	ELPT Coordinator	Aug. 30, 2023 - Ongoing	Select Status
Action Step 2	PD on Tier 1 EL student supports based on observation data monthly	ELPT Coordinator	Sept. - Ongoing	Select Status
Action Step 3	GLT team work time with EL Coordinator to implement identified strategies for teachers/grade level	ELPT Coordinator	Monthly	Select Status
Action Step 4	Observe teachers implementing strategies to determine next steps	ELPT Coordinator/Leadership Team	Monthly	Select Status
Action Step 5	Tutoring for El Students	ESL/BIL Endorsed teachers	Nov. 2023 - April 2024	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Teacher's differentiated instruction result in identified students maintaining or exceeding proficiency as measured by formative and summative assessment
Teachers adjust students tiered supports for interventions based on district curated and approved resources
MOST teachers will effectively plan for EL students using the language objectives that demonstrate HOW students will use language across the content as demonstrated through walkthroughs and lesson plan reviews.
SY26 Anticipated Milestones	MTSS team makes routine adjustments that result in 80% of student population meeting or exceeding expectations as measured by summative assessment data
Cross-grade support plans for interventions for students/groups demonstrate evidence of "shared responsibility" for students
ALL teachers will effectively plan for EL students using the language objectives that demonstrate HOW students will use language across the content as demonstrated through walkthroughs and lesson plan reviews.

Return to Top

Goal Setting

Resources: 🚀

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.

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

Numerical Targets [Optional] ✏️

Inclusive & Supportive Learning Environment

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
Decrease the percent of students in Tier 2 and 3 in both Reading and Math by 10%	Yes	MTSS Academic Tier Movement	Overall	65	55	45	35
Percent of students who earn B's or better	Yes	Grades	English Learners	68			
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers delivering high-quality grade-level, standards-aligned instruction utilizing the core curriculum Teachers utilize instructional materials to implement and adjust instruction	Teacher's differentiated instruction result in identified students maintaining or exceeding proficiency as measured by formative and summative assessment	MTSS team makes routine adjustments that result in 80% of student population meeting or exceeding expectations as measured by summative assessment data
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.	Student support plan is implemented with fidelity and includes an inventory of evidence-based interventions that are documented in Branching Minds and regularly reviewed and modified by a multidisciplinary team	Teachers adjust students tiered supports for interventions based on district curated and approved resources	Cross-grade support plans for interventions for students/groups demonstrate evidence of "shared responsibility" for students
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Professional development will be given to all teachers on how to plan for EL students using the language objectives that demonstrate HOW students will use language across the content.	MOST teachers will effectively plan for EL students using the language objectives that demonstrate HOW students will use language across the content as demonstrated through walkthroughs and lesson plan reviews.	ALL teachers will effectively plan for EL students using the language objectives that demonstrate HOW students will use language across the content as demonstrated through walkthroughs and lesson plan reviews.

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
Decrease the percent of students in Tier 2 and 3 in both Reading and Math by 10%	MTSS Academic Tier Movement	Overall	65	55	*Select Status*	*Select Status*	*Select Status*	*Select Status*
					Select Status	*Select Status*	*Select Status*	*Select Status*
Percent of students who earn B's or better	Grades	English Learners	68		*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

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

Inclusive & Supportive Learning Environment

C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers delivering high-quality grade-level, standards-aligned instruction utilizing the core curriculum Teachers utilize instructional materials to implement and adjust instruction	*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.	Student support plan is implemented with fidelity and includes an inventory of evidence-based interventions that are documented in Branching Minds and regularly reviewed and modified by a multidisciplinary team	*Select Status*	*Select Status*	*Select Status*	*Select Status*
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Professional development will be given to all teachers on how to plan for EL students using the language objectives that demonstrate HOW students will use language across the content.	*Select Status*	*Select Status*	*Select Status*	*Select Status*

	☑	**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.

☐ **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	MTSS Academic Tier Movement: Decrease the percent of students in Tier...	**Overall**	65	55	45	35
Required Reading Goal	MTSS Academic Tier Movement: Decrease the percent of students in Tier...	**Overall**	65	55	45	35
Optional Goal	Select a Goal					

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		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.
If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds.**
No action needed		**(Continue to Approval)**

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 primary objective of Mireles Academy's Title I Parent & Family Engagement funds is to elevate student academic performance by deepening parental and family involvement and enhancing skills development. Our strategy emphasizes literacy and math as focal academic areas, aiming to strengthen parental capabilities and foster deeper connections and relationships.

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