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 ✍
Ashley Thomas	Teacher Leader	althomas3@cps.edu
Amethyst Smith	Teacher Leader	amsmith65@cps.edu
Leslie Bello	Teacher Leader	lbustos4@cps.edu
Nereida Ruiz	Teacher Leader	nruiz14@cps.edu
Jenni De Los Reyes	Teacher Leader	jcdelosreyes@cps.edu
Shannon Slade	Teacher Leader	sljamicich@cps.edu
Trinidad Lopez	AP	tlopez17@cps.edu
Kyle Schulte	Principal	klschulte@cps.edu
Chris Carlson	Other: Partnership	chris@fulcrumeducationsolutions.com
Kelly Hernandez	Parent	hernandezkelly29@yahoo.com
Nelson Trautman	LSC Member	nelson.trautman@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	5/22/23	5/27/23
Reflection: Curriculum & Instruction (Instructional Core)	6/28/23	6/28/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/28/23	6/28/23
Reflection: Connectedness & Wellbeing	6/28/23	6/28/23
Reflection: Postsecondary Success	6/28/23	6/28/23
Reflection: Partnerships & Engagement	6/28/23	6/28/23
Priorities	6/28/23	6/28/23
Root Cause	7/10/23	7/13/23
Theory of Acton	7/10/23	7/13/23
Implementation Plans	9/7/23	9/8/23
Goals	9/7/23	9/8/23
Fund Compliance	9/11/23	9/11/23
Parent & Family Plan	9/11/23	9/11/23
Approval	9/15/23	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	10/27/2023
Quarter 2	12/22/2023
Quarter 3	2/9/2024
Quarter 4	4/19/2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀
Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	K-2 i-Ready: Math 3% at BOY and up to 20% at or above for EOY. 0% to 26% for Spanish. EOY: 20.59% Above Grade Level, 18.38% On Grade Level, 50.74% One Grade Level Below	IAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	K-2 ELA EOY: 39% Far Below, 15% Below, 12% Proficient, 34% Above (English) EOY: 37% Far Below, 18% Below, 29% Proficient, 16% Above (Spanish) 3-8 Math EOY: 33% Urgent, 17% Intervention, 14% On Watch, 36% At/Above. Every single grade has the two highest percentages in Urgent and At/Above category. Percentage of Urgent Intervention went up from BOY to EOY. Most 3rd-8th on IAR are scoring below met expectations (grade level). Grades - no students are getting F's. The amount of students getting D's and F's have went down. More students are grading below level in Spring compared to Winter. 3-8 ELA EOY: 30% Urgent, 21% Intervention, 16% On Watch, 32% At/Above. Every single grade has the two highest percentages in Urgent and At/Above category, except for 3rd. Percentage of Urgent Intervention went up from BOY to EOY. Most grades had more meeting expectations than needing interventions. IAR succeed higher than in years past.	IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
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	**What is the feedback from your stakeholders?** Every category on the 5essentials survey went up from the year prior. All five are in the neutral rating, two were ranked weak the year prior. Teacher Responses. Top three were Socialization of New Teachers, Teacher-Principal Trust, and Quality PD. Bottom three were Collective Responsibility, Teacher Safety, and Collaborative Practices.	STAR (Math) iReady (Reading) iReady (Math)
No	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership	Student Responses. Top two were Academic Engagement, Inquire-Based Science Instruction, and Student Peer Relationships. Bottom three were Grit, Parent Supportiveness, Rigourous Study Habits.	Cultivate 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 ES Assessment Plan Development Guide HS Assessment Plan Development	Rigor Walk EOY: Teaher group comment number 1, "As a student at Monroe, I am engaged in my learning, my teacher leads most of the instruction while I listen, but I think I'm capable of more but not sure how. I would welcome the opportunity to explore learning opportunities on my own.' Teacher group comment number 2, "If I was a student at Monroe in the classes we visited today I would know the expectations and would be doing grade level appropriate math work. My peers and my teacher care about me and are respectful towards one another. I would benefit from clear and engaging group work and peer collaboration."	TS Gold Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	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?** LETRS professional learning to every ELA teacher and every single DL teacher in the building. Impacts alignment, budget, and collaboration time. Math is focusing on being the sense maker of their learning through professional learning around the Explore component of the Math Block.	

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.

do not experience consistency in instructional philosophies and teaching best practices; literacy does not have a coherent curriculum K-8.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	K-2 i-Ready Math BOY 3% at/above up to 20% at/above in EOY. 0% to 26% for Spanish. EOY: 20.59% Above Grade Level, 18.38% On Grade Level, 50.74% One Grade Level Below K-2 ELA TRC EOY: 39% Far Below, 15% Below, 12% Proficient, 34% Above (English) EOY: 37% Far Below, 18% Below, 29% Proficient, 16% Above (Spanish) 3-8 Star360 Math BOY: 29% Urgent, 21% Intervention, 18% On Watch, 32%At/Above EOY: 33% Urgent, 17% Intervention, 14% On Watch, 36% At/Above. 3-8 Star360 ELA BOY: 28% Urgent, 21% Intervention, 17% On Watch, 34% At/Above	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	

EOY: 30% Urgent, 21% Intervention, 16% On Watch, 32% At/Above

MOY Star360. 29 students in reading and 25 students in math went from intervention or watch to urgent intervention. EOY Star360 50% need intervention in Math and 51% in Reading.
EOY Dibels. 64% (77 students) were far below or below. EOY i-Ready 61% were not on Grade Level

DL percentage is at Monroe 17.1%, compared to National 15% and CPS Average of 15.3%.

ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page

What is the feedback from your stakeholders?

Every category on the 5essentials survey went up from the year prior. All five are in the neutral rating, two were ranked weak the year prior. ✏️

Teacher Responses. Top three were Socialization of New Teachers, Teacher-Principal Trust, and Quality PD. Bottom three were Collective Responsibility, Teacher Safety, and Collaborative Practices.

Student Responses. Top two were Academic Engagement, Inquire-Based Science Instruction, and Student Peer Relationships. Bottom three were Grit, Parent Supportiveness, Rigorous Study Habits.

Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual

Rigor Walk EOY: Teaher group comment number 1, "As a student at Monroe, I am engaged in my learning, my teacher leads most of the instruction while I listen, but I think I'm capable of more but not sure how. I would welcome the opportunity to explore learning opportunities on my own.' Teacher group comment number 2, "If I was a student at Monroe in the classes we visited today I would know the expectations and would be doing grade level appropriate math work. My peers and my teacher care about me and are respectful towards one another. I would benefit from clear and engaging group work and peer collaboration."

Partially	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

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?

Teachers have been shown the basics of Branching Minds. There are 5 CPS Tutors, 4 for reading and 1 for math. Currently our reading interventionist position is not staffed. 75 minute blocks for middle school have been added so ELA and Math teachers can provide interventions in the classroom. Teachers are expected to follow the literacy block and math block. The math team is working on a menu of interventions. ✏️

No	There are language objectives (that demonstrate HOW students will use language) across the content.		

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Students are not receiving interventions with fidelity. ✏️

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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	Over 230 students received tierred support in SY23. ✏️ Number of out-of-school susepensions per 100 students was .3 percent in SY22 compared to the district average of 5.4% Percent of misconducts resulting in out-of-school suspension was 3.4% in SY22 compared to district average of 13.8%	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.			Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data)

What is the feedback from your stakeholders?

Every category on the 5essentials survey went up from the year prior. All five are in the neutral rating, two were ranked weak the year prior. ✏️

Teacher Responses. Top three were Socialization of New Teachers, Teacher-Principal Trust, and Quality PD. Bottom three were Collective Responsibility, Teacher Safety, and Collaborative Practices.

Student Responses. Top two were Academic Engagement, Inquire-Based Science Instruction, and Student Peer Relationships. Bottom three were Grit, Parent Supportiveness, Rigorous Study Habits.

Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY

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?**
Our tier II and tier III support is exhausted due to inconsistent and unintentional tier I SEL. ✏️	BHT team that meets weekly. New BHT leadership and new counselor. ✏️ Continued partnership with Communities in Schools that provides an extra social worker.

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)	13 stundents were accpeted to Selective Enrollment High Schools. ✏️ All students in grades 3rd, 6th, and 8th were promoted in SY23.	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		
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?**	
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).		Every category on the 5essentials survey went up from the year prior. All five are in the neutral rating, two were ranked weak the year prior. ✏️ Teacher Responses. Top three were Socialization of New Teachers, Teacher-Principal Trust, and Quality PD. Bottom three were Collective Responsibility, Teacher Safety, and Collaborative Practices. Student Responses. Top two were Academic Engagement, Inquire-Based Science Instruction, and Student Peer Relationships. Bottom three were Grit, Parent Supportiveness, Rigoruous Study Habits. Rigor Walk EOY: Teaher group comment number 1, "As a student at Monroe, I am engaged in my learning, my teacher leads most of the instruction while I listen, but I think I'm capable of more but not sure how. I would welcome the opportunity to explore learning opportunities on my own.' Teacher group comment number 2, "If I was a student at Monroe in the classes we visited today I would know the expectations and would be doing grade level appropriate math work. My peers and my teacher care about me and are respectful towards one another. I would benefit from clear and engaging group work and peer collaboration."	
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	New staff to support students. Scope and sequence among the different grades for high school exposure. ✏️	

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 unclear of high schools offered to them and the expectations for the different high schools. ✏️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	5essentials survey shows performance scores of 60 (strong) for Teacher-Parent Trust, 53 (neutral) for Parent Influence on Decision Making in Schools, and 52 (neutral) for Parent Involvement in School. The respondent is teacher for these three categories. ✏️	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		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)
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	**What is the feedback from your stakeholders?** Students scored themselves as a 1 out of 99 on grit. ✏️	Formal and informal family and community feedback received locally. (School Level 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.

At times, students do not see the connection from their life at school to their life outside of school. ✏️

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?

SY24 is the last year for partnership with Metroplotian Family Services. ✏️

PAC and BAC committees are at odd with one another at time. Parent Mentors cost is going up.

Have three LSC vacancies to fill.

Jump to...	Priority	TOA	Goal Setting	Progress
Reflection	Root Cause	Implementation Plan		Monitoring

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
No	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?

K-2 i-Ready: Math
3% at BOY and up to 20% at or above for EOY. 0% to 26% for Spanish.
EOY: 20.59% Above Grade Level, 18.38% On Grade Level, 50.74% One Grade Level Below

K-2 ELA
EOY: 39% Far Below, 15% Below, 12% Proficient, 34% Above (English)
EOY: 37% Far Below, 18% Below, 29% Proficient, 16% Above (Spanish)

3-8 Math
EOY: 33% Urgent, 17% Intervention, 14% On Watch, 36% At/Above. Every single grade has the two highest percentages in Urgent and At/Above category. Percentage of Urgent Intervention went up from BOY to EOY. Most 3rd-8th on IAR are scoring below met expectations (grade level). Grades - no students are getting F's. The amount of students getting D's and F's have went down.
More students are grading below level in Spring compared to Winter.

3-8 ELA
EOY: 30% Urgent, 21% Intervention, 16% On Watch, 32% At/Above. Every single grade has the two highest percentages in Urgent and At/Above category, except for 3rd. Percentage of Urgent Intervention went up from BOY to EOY. Most grades had more meeting expectations than needing interventions. IAR succeed higher than in years past.

What is the feedback from your stakeholders?

Every category on the 5essentials survey went up from the year prior. All five are in the neutral rating, two were ranked weak the year prior.

Teacher Responses. Top three were Socialization of New Teachers, Teacher-Principal Trust, and Quality PD. Bottom three were Collective Responsibility, Teacher Safety, and Collaborative Practices.

Student Responses. Top two were Academic Engagement, Inquire-Based Science Instruction, and Student Peer Relationships. Bottom three were Grit, Parent Supportiveness, Rigoruous Study Habits.

Rigor Walk EOY: Teaher group comment number 1, "As a student at Monroe, I am engaged in my learning, my teacher leads most of the instruction while I listen, but I think I'm capable of more but not sure how. I would welcome the opportunity to explore learning opportunities on my own.' Teacher group comment number 2, "If I was a student at Monroe in the classes we visited today I would know the expectations and would be doing grade level appropriate math work. My peers and my teacher care about me and are respectful towards one another. I would benefit from clear and engaging group work and peer collaboration."

What student-centered problems have surfaced during this reflection?

do not experience consistency in instructional philosophies and teaching best practices; literacy does not have a coherent curriculum K-8.

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?

LETRS professional learning to every ELA teacher and every single DL teacher in the building. Impacts alignment, budget, and collaboration time. Math is focusing on being the sense maker of their learning through professional learning around the Explore component of the Math Block.

Determine Priorities

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

Students...

do not experience consistency in instructional philosophies and teaching best practices; literacy does not have a coherent curriculum K-8.

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.

Root Cause

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

As adults in the building, we...

- Do not receive professional learning on best practices aligned with evidence based research.
- Do not have opportunities to collaborate on professional learning content amongst grade levels.
- Prioritize different components in a content area.
- Use a wide range of resources within one content area.

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.

Theory of Action

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

What is your Theory of Action?

If we....

We receive quality, ongoing, research based professional learning across all grade levels and content areas ✏️

then we see....

Students experience consistent and quality research based instruction across all grade levels and content areas throughout their elementary and middle school ✏️

which leads to...

A higher number of students meeting grade level expectations ✏️

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.

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 and all staff members

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	2/9/2024
Q2	12/22/2023	Q4	4/19/2024

SY24 Implementation Milestones & Action Steps

SY24 Implementation Milestones & Action Steps	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1 100% of ELA teachers and DL Teacher receive LETRS professional learning by the end of the SY25 school year.	ELA and DL Teachers	EOY SY24	In Progress
Action Step 1 Teachers get their manuals, go through program launch, get their login credentials, and complete their pre-test	ELA and DL Teachers	Q1 SY24	Completed
Action Step 2 Schedule and complete four full day in-person trainings	ELA and DL Teachers	4/11/2024	In Progress
Action Step 3 Incorporate LETRS sessions into Milestones for SY24 and SY25	ELA and DL Teachers	09/01/2024	Completed
Action Step 4 Complete binder that includes every Bridge to Practice and printable worksheets	ELA and DL Teachers	09/11/2023	Completed
Action Step 5 Get quote to include PreK for SY25	ELA and DL Teachers	09/01/2023	Completed
Implementation Milestone 2 By the end of each school teacer, every teacher has a professional text that applies to their instruction with practice data showing their improvements.	All teachers	EOY SY24	In Progress
Action Step 1 Have teachers select a book by their content area	All teachers	BOY of SY24	Completed
Action Step 2 Include 7 GLTs dedicated to Book Studies into the Milestones	All teachers	BOY of SY24	Completed
Action Step 3 Include dicussion protocols and worksheets related to the text	All teachers	Ongoing SY24	In Progress
Action Step 4 Create opportunities for staff to view each others practices around the Book Study	ILT and Teachers	Ongoing SY24	Not Started
Action Step 5			Select Status
Implementation Milestone 3 All math teachers have the students be the sense maker of their learning through the Explore math component by the EOY SY24.	Math teachers	EOY SY24	In Progress
Action Step 1 Teachers read Building Thinking Classrooms in Mathematics: 14 Teaching Practices for Enhancing Learning	Math teachers	EOY SY24	In Progress
Action Step 2 Math teachers utilize the components of the Math block to struture their lessons.	Math teachers	EOY SY24	In Progress
Action Step 3 Math teachers learn how to integrate MARS tasks into their lesson.	Math teachers	EOY SY24	Not Started
Action Step 4 Math teachers learn how to integrate FALs into their lessons.	Math teachers	EOY SY24	Not Started
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

| Jump to... | Priority | TOA | Goal Setting | Progress |
| Reflection | Root Cause | Implementation Plan | | Monitoring |

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

Curriculum & Instruction

| **SY25 Anticipated Milestones** | 100% of ELA and DL teachers complete unit 5-8 from LETRS. PreK completes units 1-4. Math teachers complete Building Thinking Classrooms in Mathematics. | ✍️ |

| **SY26 Anticipated Milestones** | Identify curriculum gaps, especially in ELA. Adapt a writing curriculum, vocabulary scope and sequence, and primary curriculum. | ✍️ |

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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 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

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	Numerical Targets [Optional] ✍️		
					SY24	SY25	SY26
School-wide (3-8) at/above benchmark data will improve from 32% EOY SY23 to over 50% by EOY SY26.	Yes	STAR (Reading)	Overall	32	38	44	50
			English Learners	70	73	76	80
School-wide (3-8) at/above benchmark data will improve from 36% EOY SY23 to over 50% by EOY SY26.	Yes	STAR (Math)	Overall	36	40	45	50
			English Learners	35	40	45	50

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.	All ELA teachers and DL teachers complete Units 1-4 for LETRS training . Math teachers learn and focus on the Explore component of their math block. Science and Social Studies go through Skyline learning. Essentials provide access to their content for EL students.	All ELA teachers and DL teachers complete Units 5-8 for LETRS training . PreK takes LETRS training. Math teachers learn and focus on the Launch component of their math block. Science and Social Studies go through Skyline learning. Essentials provide access to their content for EL students.	ELA adopts curriculum in reading, writing, speaking, and listening. Math teachers learn and focus on the Discuss component of their math block. Science and Social Studies go through Skyline learning. Essentials provide access to their content for EL students.
Select a Practice			
Select a Practice			

| Jump to... | Priority | TOA | Goal Setting | Progress |
| Reflection | Root Cause | Implementation Plan | | Monitoring |

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

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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

Curriculum & Instruction

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
School-wide (3-8) at/above benchmark data will improve from 32% EOY SY23 to over 50% by EOY SY26.	STAR (Reading)	Overall	32	38	Select Status	Select Status	Select Status	Select Status
		English Learners	70	73	Select Status	Select Status	Select Status	Select Status
School-wide (3-8) at/above benchmark data will improve from 36% EOY SY23 to over 50% by EOY SY26.	STAR (Math)	Overall	36	40	Select Status	Select Status	Select Status	Select Status
		English Learners	35	40	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All ELA teachers and DL teachers complete Units 1-4 for LETRS training . Math teachers learn and focus on the Explore component of their math block. Science and Social Studies go through Skyline learning. Essentials provide access to their content for EL students.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

K-2 i-Ready Math
BOY 3% at/above up to 20% at/above in EOY. 0% to 26% for Spanish.
EOY: 20.59% Above Grade Level, 18.38% On Grade Level, 50.74% One Grade Level Below

K-2 ELA TRC
EOY: 39% Far Below, 15% Below, 12% Proficient, 34% Above (English) EOY: 37% Far Below, 18% Below, 29% Proficient, 16% Above (Spanish)

3-8 Star360 Math
BOY: 29% Urgent, 21% Intervention, 18% On Watch, 32%At/Above
EOY: 33% Urgent, 17% Intervention, 14% On Watch, 36% At/Above.

3-8 Star360 ELA
BOY: 28% Urgent, 21% Intervention, 17% On Watch, 34% At/Above
EOY: 30% Urgent, 21% Intervention, 16% On Watch, 32% At/Above

MOY Star360. 29 students in reading and 25 students in math went from intervention or watch to urgent intervention. EOY Star360 50% need intervention in Math and 51% in Reading. EOY Dibels. 64% (77 students) were far below or below. EOY i-Ready 61% were not on Grade Level

DL percentage is at Monroe 17.1%, compared to National 15% and CPS Average of 15.3%.

What is the feedback from your stakeholders?

Every category on the 5essentials survey went up from the year prior. All five are in the neutral rating, two were ranked weak the year prior.

Teacher Responses. Top three were Socialization of New Teachers, Teacher-Principal Trust, and Quality PD. Bottom three were Collective Responsibility, Teacher Safety, and Collaborative Practices.

Student Responses. Top two were Academic Engagement, Inquire-Based Science Instruction, and Student Peer Relationships. Bottom three were Grit, Parent Supportiveness, Rigoruous Study Habits.

Rigor Walk EOY: Teaher group comment number 1, "As a student at Monroe, I am engaged in my learning, my teacher leads most of the instruction while I listen, but I think I'm capable of more but not sure how. I would welcome the opportunity to explore learning opportunities on my own.' Teacher group comment number 2, "If I was a student at Monroe in the classes we visited today I would know the expectations and would be doing grade level appropriate math work. My peers and my teacher care about me and are respectful towards one another. I would benefit from clear and engaging group work and peer collaboration."

What student-centered problems have surfaced during this reflection?

Students are not receiving interventions with fidelity.

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?

Teachers have been shown the basics of Branching Minds. There are 5 CPS Tutors, 4 for reading and 1 for math. Currently our reading interventionist position is not staffed. 75 minute blocks for middle school have been added so ELA and Math teachers can provide interventions in the classroom. Teachers are expected to follow the literacy block and math block. The math team is working on a menu of interventions.

Determine Priorities

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

Students…

are not receiving interventions 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.

Root Cause

Return to Top

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

As adults in the building, we…

- are learning how to navigate Branching Minds to track student growth. Now, we are moving into using Branching Minds to track student goals, progress monitoring and reflect on student growth.
- Resources are not used consistently throughout the school.
- Struggle to find additional time in schedule to add intervention.
- Needs more time to analyze scores and create progress monitoring goals for groups.

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.

Theory of Action

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

Inclusive & Supportive Learning Environment

What is your Theory of Action?

If we....
Curate a menu of interventions and support staff with interventions implementation via Branching Minds ✍️

then we see....
More appropriate interventions and progress monitoring happening with fidelity ✍️

which leads to...
higher number of students moving benchmarks on interventions in Branching Minds, consistent growth in grades, and growth gap decreasing from overall student population ✍️

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.

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 Team and All Teachers

Dates for Progress Monitoring Check Ins
Q1	10/27/2023	Q3	2/9/2024
Q2	12/22/2023	Q4	4/19/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Establish MTSS Team	ILT	12/22/23	In Progress
Action Step 1	Recruit teachers	ILT	10/27	In Progress
Action Step 2	MTSS team schedules regular meetings	MTSS	12/22	Not Started
Action Step 3	Build MTSS Vision	MTSS	12/22	Not Started
Action Step 4	MTSS reviews data	MTSS	2/9	Not Started
Action Step 5	MTSS evaluate overall fidelity of small group and individualized interventions in Branching Minds.	MTSS	2/9	Not Started
Implementation Milestone 2	MTSS team curates intervention list and progress monitoring tools for staff	MTSS	12/22	Not Started
Action Step 1	Contact network ISLs for help in creating menu of interventions	ILT	9/5	Completed
Action Step 2	Create Math, Literacy and SEL & Behavior Health bank of options	MTSS	12/22	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	100% of staff will be using Branching Minds to track interventions plans	All teachers	4/19	In Progress
Action Step 1	Provide PD on progress monitoring interventions in BMs	MTSS	12/22	In Progress
Action Step 2	Lead GLTs on progress monitoring CBMs aligned to student skill deficits	MTSS	12/22	Not Started
Action Step 3	Observe progress monitoring for CBMs and highlight teacher use aligned to student skill deficits	MTSS	2/9	Not Started
Action Step 4	GLTs review BMs data monthly	MTSS	2/9	Not Started
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

| Jump to... | Priority | TOA | Goal Setting | Progress |
| Reflection | Root Cause | Implementation Plan | | Monitoring |

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

Inclusive & Supportive Learning Environment

SY25 Anticipated Milestones	Teachers are confident in triangulating data points and using a menu of interventions to provide targeted strategies in order for students to produce growth. ✏️
SY26 Anticipated Milestones	Teachers routinely implement differentiated instruction and provide additional scaffolds for students and adjust delivery approach based on students' needs , i.e. improving explicit instruction, use of flexible grouping, maximizing active student engagement. ✏️

Goal Setting

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Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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 ✏️	SY24	SY25	SY26
Star360: School-wide (3-8) urgent intervention data will improve from 31% EOY SY23 to under 10% by EOY SY26.	Yes	STAR (Reading)	Overall	31	24	17	10
			NA				
Star360: School-wide (3-8) urgent intervention data will improve from 33% EOY SY23 to under 12% by EOY SY26.	Yes	IAR (Math)	Overall	33	26	19	12
			NA				

Numerical Targets [Optional] ✏️

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:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All teachers are familiar with Branching Minds and forming groups within the platform.	Targetted interventions are selected from a menu of interventions and are entered into Branching Minds.	Teachers are confident in understanding the data within Branching Minds and with the Menu of Interventions. Teachers use Branching Minds with fidality.
Select a Practice			
Select a Practice			

SY24 Progress Monitoring

Return to Top

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

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

Inclusive & Supportive Learning Environment

					Select Status	Select Status	Select Status	Select Status
Star360: School-wide (3-8) urgent intervention data will improve from 31% EOY SY23 to under 10% by EOY SY26.	STAR (Reading)	Overall	31	24	Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
Star360: School-wide (3-8) urgent intervention data will improve from 33% EOY SY23 to under 12% by EOY SY26.	IAR (Math)	Overall	33	26	Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All teachers are familiar with Branching Minds and forming groups within the platform.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:	☑	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**
Complete IL-Empower Section below		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:	☐	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).**
No action needed		**(Continue to Parent & Family Plan)**

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

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

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

☑ Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

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

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

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

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

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

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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	STAR (Math): School-wide (3-8) data will improve from 36% EOY SY23 t...					
Required Reading Goal	STAR (Reading): School-wide (3-8) data will improve from 32% EOY SY2...					
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.** **(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.

4490 dollars. Spanish books. Outdoor bulletin board to increase parent communication. Workshops. Furniture for parent library.

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