

CIWP Team & Schedules

[Resources](#)

Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

| Name | Role | Email |
|---------------------------|--------------------------------------|------------------------------|
| Diana Gomez | Principal | dgomezrodriguez@cps.edu |
| Craig Lichtenberg | AP | calichtenber@cps.edu |
| Aida Quintana | Dual Language Coordinator | alquintana@cps.edu |
| Martha Irizarry | Teacher Leader | mgirizarry@cps.edu |
| Margarita Estrada | Parent | mestrada89@cps.edu |
| Rachel Smiljanich | Inclusive & Supportive Learning Lead | rahughes4@cps.edu |
| Mariluz Gonzalez Guerrero | Inclusive & Supportive Learning Lead | mgonzalez22@cps.edu |
| Ari Kamberelis | Partnerships & Engagement Lead | akamberelis@cisofchicago.org |
| Kimberly Roberson | Postsecondary Lead | krroberson@cps.edu |
| Susana Cortez | LSC Member | sacortez1@cps.edu |
| | Select Role | |
| | Select Role | |

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

| CIWP Components | Planned Start Date | Planned Completion Date |
|--|--------------------|-------------------------|
| Team & Schedule | 5/1/23 | |
| Reflection: Curriculum & Instruction (Instructional Core) | 5/1/23 | 5/31/23 |
| Reflection: Inclusive & Supportive Learning (Instructional Core) | 5/1/23 | 5/31/23 |
| Reflection: Connectedness & Wellbeing | 5/1/23 | 5/31/23 |
| Reflection: Postsecondary Success | 5/1/23 | 5/31/23 |
| Reflection: Partnerships & Engagement | 5/1/23 | 5/31/23 |
| Priorities | 5/31/23 | 6/7/23 |
| Root Cause | 7/20/23 | 9/1/23 |
| Theory of Acton | 7/20/23 | 9/1/23 |
| Implementation Plans | 7/20/23 | 9/1/23 |
| Goals | 7/20/23 | 9/1/23 |
| Fund Compliance | 7/20/23 | 9/5/23 |
| Parent & Family Plan | 7/20/23 | 9/5/23 |
| Approval | 7/20/23 | 9/5/23 |

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 | 10/27/23 |
| Quarter 2 | 12/22 |
| Quarter 3 | 4/1/24 |
| Quarter 4 | 6/7/24 |

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 | CPS High Quality Curriculum Rubrics | <p>All teachers have access to high quality curriculum and we implemented K-2 foundational skills this year with much success. We have ordered high-level grade-level texts to improve access for more students instead of the teachers only having copies. </p> <p>With our rigor walks, we need to work on #6 and #7. (Teacher assessment of students and student self-assessing of work)</p> <p>We had strong ILT distributed leadership but gave up professional development time this year for curriculum planning. We need to revisit learning cycles to focus on student work.</p> <p>Our teachers lowest areas on teacher evaluations was 3d. assessments and 3b questioning/student discussions. These should maintain as priorities.</p> <p>According to our IAR Data, only 5% of our students are currently meeting expectations for Math. with 50% not meeting expectations. This is lower than our reading scores which the work that we started in the primary grades around foundational skills and standards-based instruction in K-2 has led to close to 65% of students meeting expectations for reading on I-Ready. For Math, only 30% of students are meeting expectations on i-Ready and on Star360, only 21% of students are meeting expectations for Math. Thus, math is a primary area of concern as a school.</p> | <p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p> |
| Yes | <p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p> | | <p>STAR (Math)</p> |
| Partially | <p>Powerful Practices Rubric</p> <p>Learning Conditions</p> | <p>What is the feedback from your stakeholders?</p> <p>Rigor walk shows 6/7 being a large concern from the network walkthroughs. Teachers were not actively assessing students and students were not able to self-assess themselves for their progress towards a learning target. </p> <p>Students do not have enough opportunities to track their progress at Nixon. Grades are generally a surprise for them after completing quizzes and tests.</p> <p>Math has not been a priority at Nixon for many years, even though they have changed curriculums several times.</p> <p>Math, especially in K-3, is seen as a challenge by teachers. Many do not have the confidence to teach math.</p> <p>Teachers want to continue to use Envision, instead of a new program, because of familiarity. However, they would like to use it the "right way."</p> <p>Teachers wish to bring the work we did with ELA/SLA blocks to Math to strengthen Tier 1 practices.</p> <p>Teachers feel foundational skills are stronger now in K-2 for reading, but not necessarily math.</p> | <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p> |
| Yes | <p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p> | | <p>Interim Assessment Data</p> |
| Partially | <p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development Guide</p> | | |
| No | Assessment for Learning Reference Document | <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? </p> <p>K-3 teachers created standards-based assessments for Spanish/SLA. The focus on standards-based assessments leading towards standards-based grading reduced grading based on effort or teacher preference which helps level the playing field for students and makes grading more fair.</p> <p>Our special education students appear to be the most affected. Other subgroups do not show much difference in achievement. Male/Female achievement might be a concern as well.</p> | |

What student-centered problems have surfaced during this reflection?

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


Students are assessed summatively - teachers and students need to know where they are in relation to mastering a standard throughout a unit.

Students are sometimes unaware of what they are learning each day - teachers and students need to know what they are trying to accomplish each day.

[Return to Top](#)


Inclusive & Supportive Learning Environment

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



| | | | | |
|-----------|--|--|--|--|
| 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 | <ul style="list-style-type: none"> - Dual Language Coordinator is planning with grade level teams to align DL with monolingual. - Diverse Learners are receiving support per their IEPs - Need more support around planning with general education teachers <p>56% of DL teachers believe that they are provided resources, while 28% are neutral, and 15% strongly disagree.</p> |  <p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> |
| 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 | <p>According to dashboard, 17% of students are receiving interventions by the end of the school year. With a new math interventionist and coach, we are hoping to increase that this school year.</p> | <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p> |
| 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 | <p>What is the feedback from your stakeholders?</p> <ul style="list-style-type: none"> - Diverse Learner teachers reported back via Google Form survey that they need support around planning with general ed teachers, spread very thin over various grade levels | <p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p> |
| Yes | Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. | IDEA Procedural Manual | <p>MTSS practices are making steady progress and at a sustainable level.</p> <p>Some teachers would like to not do interventions.</p> <p>Tutorcorps has been a great resource to our school community and students.</p> <p>EL students are supported with certified teachers at Nixon.</p> | |
| Yes | 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 | <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <ul style="list-style-type: none"> - selected teachers are attending GUST trainings - Some DL are taking outside professional development when offered through ODLSS - teachers report that GUST trainings are helpful | |
| Partially | There are language objectives (that demonstrate HOW students will use language) across the content. | | | |

What student-centered problems have surfaced during this reflection?

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

General education teachers need more clarity and training around support diverse learners when the diverse learner teachers are not present in the room. (Minutes that are not covered under IEP) 

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

| Using the associated references, is this practice consistently implemented? | References | What are the takeaways after the review of metrics? | Metrics |
|---|---|--|---|
| Yes | BHT Key Component Assessment SEL Teaming Structure | <p>15% of students are receiving logged interventions. </p> <p>We have only 1-2 OSS/year currently. Last year we had 6 level 4+ behaviors.</p> <p>Our OST program had 38% of students participating. 30% of IEP students, 41% of priority students. We need to increase outreach.</p> <p>100% of teachers have schedule secondstep/SEL times in their schedules.</p> <p>Our attendance rate is historically low 89% with many more Chronically absent students due to the pandemic.</p> | <p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> |
| Partially | <p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p> | <p>Cultivate areas for improvement are Student Safety and Student Growth Mindset.</p> | <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p> |
| Yes | <p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p> | <p>What is the feedback from your stakeholders?</p> <p>Survey was conducted from staff: Communication </p> <ul style="list-style-type: none"> - How can we better support teachers and staff? - Calendar with specific dates (SPED & school wide) - Clarifying job descriptions/ expectations - Notifications about incidents | <p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p> |

| | | | |
|--|--|---|--|
| | Other student interests and needs. | <ul style="list-style-type: none"> - Notifications about incidents - More people to hire (subs, recess monitors, security) - Directions and clear follow through - Availability and help <p>We should be one school, one staff, one team. Disconnect between admin and staff Safety Plans, Crises and Protocols Trusting other school leaders to do their jobs (Everyone is an expert in their specific role)</p> | Staff trained on alternatives to exclusionary discipline (School Level Data) |
| No | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. | <p>Discipline/ Consequences How can we build accountability? How can we keep our staff safe? What consequences can we establish? Discipline "room" Teachers and staff rotating after school shifts for detention (incentives for extra time) BAM and WOW Educate teachers and staff on punitive vs. restorative discipline FOLLOW THROUGH Safety concerns among staff/ Discipline and protocols for staff safety Guidance and leadership</p> <p>Invite entire recess staff and PLAYWORKS to CCT meetings.</p> | Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY |
| <p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> | | <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> | |
| <ul style="list-style-type: none"> - Regular implementation of Tier 1 SEL curriculum - Targeted efforts to support truant students - School-wide attendance incentive - School-wide Culture and Climate initiative (SHINE) | | <ul style="list-style-type: none"> - Have a restorative justice coordinator - Students overall have positive outcomes on my school, my voice survey - Our BHT, STLS Liaisons, and bilingual social worker have been instrumental in making sure the needs of our newcomers are met | |

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

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

| Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A) | References | What are the takeaways after the review of metrics? | Metrics |
|---|--|--|---|
| Yes | College and Career Competency Curriculum (C4) 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). | <ul style="list-style-type: none"> - Some data is not available to Nixon since we are an elementary school. - 100% Students complete Naviance with support of Counselor - Counselor was able to meet with students and parents individually to assist with GoCPS. | Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCE 3 - 8 On Track |
| Yes | Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). | | Learn, Plan, Succeed % of KPIs Completed (12th Grade) |
| Yes | Work Based Learning Toolkit Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th). | <p>What is the feedback from your stakeholders? Counselor implemented naviance and other experiences with 6th graders. This is not the primary concern of our next CIWP and can be improved through various teams at Nixon.</p> | College Enrollment and Persistence Rate 9th and 10th Grade On Track Cultivate (Relevance to the Future) |
| 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). | | Freshmen Connection Programs Offered (School Level Data) |
| N/A | ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). | | |
| N/A | PLT Assessment Rubric There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). | <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> | |
| N/A | Alumni Support Initiative One Pager Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and | <ul style="list-style-type: none"> - Students successfully completed GoCPS - Counselor and counseling partnerships regularly meet and support students. | |

winter/spring (12th-Alumni).

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 work needs to be done with intentionally planning for College and Career Readiness. Counselor would like to do more 7/8th tour field trips with 6th grade. 🍌

[Return to Top](#)

Partnership & Engagement

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

| | | |
|-----------|---|---|
| Partially | 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 |
| Yes | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit |
| No | 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 |

Nixon has many partners and in discussion with key faculty, other foundations appear more urgent. 🍌

Nixon has over 10 partners for many different programs: <http://nixon.cps.edu/community-partnerships.html>

5 essentials shows strong parental involvement.

[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?

This was not a priority at the moment. 🍌

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 intentionally given voice as a core principle at Nixon 🍌

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?

School partners with many outside organizations and has functioning parent groups. 🍌

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

| | |
|-----------|--|
| Yes | All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive. |
| Yes | Students experience grade-level, standards-aligned instruction. |
| Partially | Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn. |
| Yes | The ILT leads instructional improvement through distributed leadership. |
| Partially | School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. |
| No | Evidence-based assessment for learning practices are enacted daily in every classroom. |

What are the takeaways after the review of metrics?

All teachers have access to high quality curriculum and we implemented K-2 foundational skills this year with much success. We have ordered high-level grade-level texts to improve access for more students instead of the teachers only having copies.

With our rigor walks, we need to work on #6 and #7. (Teacher assessment of students and student self-assessing of work)

We had strong ILT distributed leadership but gave up professional development time this year for curriculum planning. We need to revisit learning cycles to focus on student work.

Our teachers lowest areas on teacher evaluations was 3d. assessments and 3b questioning/student discussions. These should maintain as priorities.

According to our IAR Data, only 5% of our students are currently meeting expectations for Math. with 50% not meeting expectations. This is lower than our reading scores which the work that we started in the primary grades around foundational skills and standards-based instruction in K-2 has led to close to 65% of students meeting expectations for reading on I-Ready. For Math, only 30% of students are meeting expectations on i-Ready and on Star360, only 21% of students are meeting expectations for Math. Thus, math is a primary area of concern as a school.

What is the feedback from your stakeholders?

Rigor walk shows 6/7 being a large concern from the network walkthroughs. Teachers were not actively assessing students and students were not able to self-assess themselves for their progress towards a learning target.

Students do not have enough opportunities to track their progress at Nixon. Grades are generally a surprise for them after completing quizzes and tests.

Math has not been a priority at Nixon for many years, even though they have changed curriculums several times.

Math, especially in K-3, is seen as a challenge by teachers. Many do not have the confidence to teach math.

Teachers want to continue to use Envision, instead of a new program, because of familiarity. However, they would like to use it the "right way."

Teachers wish to bring the work we did with ELA/SLA blocks to Math to strengthen Tier 1 practices.

Teachers feel foundational skills are stronger now in K-2 for reading, but not necessarily math.

What student-centered problems have surfaced during this reflection?

Students are assessed summatively - teachers and students need to know where they are in relation to mastering a standard throughout a unit.

Students are sometimes unaware of what they are learning each day - teachers and students need to know what they are trying to accomplish each day.

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?

K-3 teachers created standards-based assessments for Spanish/SLA. The focus on standards-based assessments leading towards standards-based grading reduced grading based on effort or teacher preference which helps level the playing field for students and makes grading more fair.

Our special education students appear to be the most affected. Other subgroups do not show much difference in achievement. Male/Female achievement might be a concern as well.

Return to Top Determine Priorities

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

Students...

Students at Nixon are not receiving explicit instruction with assessment for ALL grade level math-standards.

Resources:

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

Return to Top Root Cause

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

As adults in the building, we...

Are focused on following the math curriculum

Have not identified the outcomes for math standards

Have not made math a priority for several years

Do not have the knowledge of how to adapt curriculum/not teach from a book.

Resources:

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

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

[Return to Top](#) **Theory of Action**

What is your Theory of Action?

If we....
 create curriculum maps that identify primary standards, break down math standards to identify outcomes to create standards-based assessments and implement math coaching to focus on high-quality instruction

then we see....
 learning targets, rigorous student tasks, and assessments aligned to standards

which leads to...
 more students meeting standards in math on the Illinois Assessment of Readiness, a standards-based assessment.

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

Instructional Leadership Team & Math Coach

Dates for Progress Monitoring Check Ins

Q1 10/27/23 Q3 4/1/24
 Q2 12/22 Q4 6/7/24

| | SY24 Implementation Milestones & Action Steps | Who | By When | Progress Monitoring |
|-----------------------------------|--|---------------------------------|----------------|----------------------------|
| Implementation Milestone 1 | Students will have access to high quality instruction using Envision. | | | In Progress |
| Action Step 1 | Communicate and Prioritize Curriculum Documentation (Curriculum Maps, Assessment Plans, Pacing Guides) | Teaching Staff, ILT, Math Coach | Q1 | In Progress |
| Action Step 2 | Coaching and Professional Development on Developing a Pacing Map | Teaching Staff, ILT, Math Coach | Q1, Q2, Q3, Q4 | In Progress |
| Action Step 3 | Develop a Pacing Map for Curriculum | Teaching Staff, ILT, Math Coach | Q1, Q2, Q3, Q4 | In Progress |
| Action Step 4 | Peer observations to provide support for implementation | Teaching Staff, ILT, Math Coach | Q2, Q3 | Not Started |
| Action Step 5 | Evaluate the Curriculum: Survey the Staff | ILT, Teaching Staff | Q4 | Not Started |
| Implementation Milestone 2 | Students will have access to Math assessments that align to standard-based curriculum. | | | Not Started |
| Action Step 1 | Communicate and Prioritize identifying grade band team mentors/experts | Teaching Staff, ILT, Math Coach | Q1 | Not Started |
| Action Step 2 | Coaching and Professional Development | Teaching Staff, ILT, Math Coach | Q2 | Not Started |
| Action Step 3 | Develop formative assessments with rubrics. | Teaching Staff, Math Coach | Q1, Q2, Q3, Q4 | Not Started |
| Action Step 4 | Develop summative assessments with rubrics. | Teaching Staff, Math Coach | Q1, Q2, Q3, Q4 | Not Started |
| Action Step 5 | Evaluate formative and summative assessments that correlate with CCSS | Teaching Staff, ILT, Math Coach | Q1, Q2, Q3, Q4 | Not Started |
| Implementation Milestone 3 | Students will have access to rigorous Math strategies that will be embedded into daily lessons. | | | In Progress |
| Action Step 1 | Correlate daily common core standards with daily objectives utilizing school curriculum | Teaching Staff, ILT, Math Coach | Q1, Q2, Q3, Q4 | In Progress |
| Action Step 2 | Coaching and Professional Development on Math talks | Teaching Staff, ILT, Math Coach | Q1, Q2 | Not Started |
| Action Step 3 | Implementation of Math Talks | Teaching Staff | Q1, Q2, Q3, Q4 | Not Started |
| Action Step 4 | Peer observations to provide support for implementation | Teaching Staff, ILT, Math Coach | Q2, Q3, Q4 | Not Started |
| Action Step 5 | Evaluate: Survey the Staff | Teaching Staff, ILT, Math Coach | Q4 | Not Started |
| Implementation Milestone 4 | (DRAFT - Not approved) - Develop School-wide Math Homework Policy | | | 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 | 100% of teachers use standards-based math assessments to guide differentiation and small group instruction. 100% of students will have access to rigorous math strategies that will be embedded into daily lessons. | |
| SY26 Anticipated Milestones | Adapt the rubrics for formative and summative assessments to a standard based rubric grading system. | |

Return to Top **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

| Specify the Goal | Can this metric be frequently monitored? | Metric | Student Groups (Select 1-2) | Baseline | Numerical Targets [Optional] | | |
|--|--|-----------------------------|-----------------------------|----------|------------------------------|------|------|
| | | | | | SY24 | SY25 | SY26 |
| Increasing the percentage of students (green) who are meeting grade level, Tier 1 instruction. | Yes | MTSS Academic Tier Movement | Overall | 33 | 43 | 53 | 63 |
| | | | Select Group or Overall | | | | |
| Reach 50% meeting or exceeding on IAR Math by SY26. | No | IAR (Math) | Overall | 5 | 15 | 30 | 50 |
| | | | English Learners | 3 | 15 | 30 | 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:2 Students experience grade-level, standards-aligned instruction. | All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric | Most teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs. | All teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs. |
| C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom. | All teachers implement series of common formal formative and summative assessments for all primary standards. | Act on plan: All teachers implement series of common formal formative and summative assessments for all primary standards and respond to student needs appropriately as a result. | Revise plan: All teachers implement series of common formal and informal non-intrusive formative and summative assessments for all primary standards and respond to student needs appropriately as a result. |
| Select a Practice | | | |

Return to Top **SY24 Progress Monitoring**

Resources:

Below are the goals for this Theory of Action that were created

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

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 |
|--|-----------------------------|-----------------------------|----------|------|---------------|---------------|---------------|---------------|
| Increasing the percentage of students (green) who are meeting grade level, Tier 1 instruction. | MTSS Academic Tier Movement | Overall | 33 | 43 | Select Status | Select Status | Select Status | Select Status |
| | | Select Group or Overall | | | Select Status | Select Status | Select Status | Select Status |
| Reach 50% meeting or exceeding on IAR Math by SY26. | IAR (Math) | Overall | 5 | 15 | Select Status | Select Status | Select Status | Select Status |
| | | English Learners | 3 | 15 | 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:2 Students experience grade-level, standards-aligned instruction. | All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric | Select Status | Select Status | Select Status | Select Status |
| C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom. | All teachers implement series of common formal formative and summative assessments for all primary standards. | Select Status | Select Status | Select Status | Select Status |
| Select a Practice | | Select Status | Select Status | Select Status | Select Status |

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

| | |
|-----------|--|
| Yes | All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive. |
| Yes | Students experience grade-level, standards-aligned instruction. |
| Partially | Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn. |
| Yes | The ILT leads instructional improvement through distributed leadership. |
| Partially | School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. |
| No | Evidence-based assessment for learning practices are enacted daily in every classroom. |

What are the takeaways after the review of metrics?

All teachers have access to high quality curriculum and we implemented K-2 foundational skills this year with much success. We have ordered high-level grade-level texts to improve access for more students instead of the teachers only having copies.

With our rigor walks, we need to work on #6 and #7. (Teacher assessment of students and student self-assessing of work)

We had strong ILT distributed leadership but gave up professional development time this year for curriculum planning. We need to revisit learning cycles to focus on student work.

Our teachers lowest areas on teacher evaluations was 3d. assessments and 3b questioning/student discussions. These should maintain as priorities.

According to our IAR Data, only 5% of our students are currently meeting expectations for Math. with 50% not meeting expectations. This is lower than our reading scores which the work that we started in the primary grades around foundational skills and standards-based instruction in K-2 has led to close to 65% of students meeting expectations for reading on I-Ready. For Math, only 30% of students are meeting expectations on i-Ready and on Star360, only 21% of students are meeting expectations for Math. Thus, math is a primary area of concern as a school.

What is the feedback from your stakeholders?

Rigor walk shows 6/7 being a large concern from the network walkthroughs. Teachers were not actively assessing students and students were not able to self-assess themselves for their progress towards a learning target.

Students do not have enough opportunities to track their progress at Nixon. Grades are generally a surprise for them after completing quizzes and tests.

Math has not been a priority at Nixon for many years, even though they have changed curriculums several times.

Math, especially in K-3, is seen as a challenge by teachers. Many do not have the confidence to teach math.

Teachers want to continue to use Envision, instead of a new program, because of familiarity. However, they would like to use it the "right way."

Teachers wish to bring the work we did with ELA/SLA blocks to Math to strengthen Tier 1 practices.

Teachers feel foundational skills are stronger now in K-2 for reading, but not necessarily math.

What student-centered problems have surfaced during this reflection?

Students are assessed summatively - teachers and students need to know where they are in relation to mastering a standard throughout a unit.

Students are sometimes unaware of what they are learning each day - teachers and students need to know what they are trying to accomplish each day.

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?

K-3 teachers created standards-based assessments for Spanish/SLA. The focus on standards-based assessments leading towards standards-based grading reduced grading based on effort or teacher preference which helps level the playing field for students and makes grading more fair.


Our special education students appear to be the most affected. Other subgroups do not show much difference in achievement. Male/Female achievement might be a concern as well.


Return to Top Determine Priorities

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

Students...

Students do not know how to track their growth of learning and language objectives in a lesson or unit based on an equitable scale.

Resources:  [Determine Priorities Protocol](#)


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


Return to Top Root Cause

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

As adults in the building, we...

- have not created all of the rubrics/tools to do this.
- may not have the knowledge or expectation to do so.
- may lack self-awareness to know this is a distinguished practice.
- have not prioritized language objectives and student discourse.
- have not reviewed CALs - Guiding Principles for Dual Language to target this 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.

[Return to Top](#) **Theory of Action**

What is your Theory of Action?

If we....

provide professional development for teachers to create student-facing proficiency scales for all subjects that are aligned to standards using Marzano's taxonomy and WIDA descriptors,

then we see....

lesson planning, student activities, student discourse and assessments aligned to grade-level standards (including Language Development standards in Spanish/English) with students who are able to update and describe their proficiency with the standard and teachers accurately assessing their progress with standards-based grading practices

which leads to...

more students meeting standards on standards-based assessments in Spanish/English language arts and math on the Illinois Assessment of Readiness and more students demonstrating English proficiency on ACCESS.

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

Instructional Leadership Team/Dual Language Leadership Team

Dates for Progress Monitoring Check Ins

| | | | |
|----|----------|----|--------|
| Q1 | 10/27/23 | Q3 | 4/1/24 |
| Q2 | 12/22 | Q4 | 6/7/24 |

| | SY24 Implementation Milestones & Action Steps | Who | By When | Progress Monitoring |
|-----------------------------------|--|--------------------------------|---|----------------------------|
| Implementation Milestone 1 | Universal system (1-4 proficiency scales) for Reading and Science based on content and language standards | Led by ILT | May 31st, 2024 | In Progress |
| Action Step 1 | Determine universal system for introducing proficiency scales, standards, and learning targets in every classroom. | ILT, ELPT, DLC | SY24 Q2 | In Progress |
| Action Step 2 | Teachers will intentionally review ELD standards to develop language objectives to match standard based rubrics. | Led by ELPT Teaching Staff | SY24 Q2 | Not Started |
| Action Step 3 | Teachers create and implement proficiency scales for <u>teacher use</u> including content and language objectives for reading and science. | Teaching staff | SY24 Q2 - Create SY24 Q3 - Implement | Not Started |
| Action Step 4 | Teachers create and implement proficiency scales for <u>student use</u> including content and language objectives for reading and science. | Team Leads/ILT, Teaching Staff | SY24 Q3 - Create SY24 Q4 - Implement | Not Started |
| Action Step 5 | Ongoing team collaboration around creating proficiency rubrics ELA/ILT analysis of team rubrics | Team Leads/ILT, Teaching Staff | SY24 Q3 | Not Started |
| Implementation Milestone 2 | Use proficiency scales to facilitate comprehension and promote language and literacy development. (Principle 2 - Instruction-Guiding Principles Dual Language) | Led by ILT | SY24 Q3 | Not Started |
| Action Step 1 | Continued professional development for teachers around effective classroom discussions | ELPT/DLC | SY24 Q2 | Select Status |
| Action Step 2 | Professional Development on how to use WIDA Can-do descriptors for effective discussions with EL students. | ELPT/DLC | SY24 Q2 | Select Status |
| Action Step 3 | Professional Development on using proficiency scales to guide classroom discussions. | ELPT/DLC | SY24 Q2 | Select Status |
| Action Step 4 | Observe teachers EL supports using ELD Implementation Tool, 3x per year | EL Coordinator/DLC | Observation Cycles, BOY-MOY-EOY | Select Status |
| Action Step 5 | Monitor through teacher feedback and surveys | ILT | MOY and EOY | Select Status |
| Implementation Milestone 3 | Standards-Based Grading | | | In Progress |
| Action Step 1 | Pilot Standards-Based Grading in 1st Grade in Science and Speaking/Listening | 1st Grade Team | SY24 Q1-Q4 | In Progress |
| Action Step 2 | Parent Trainings around Standards and Standards-based grading | Principal/AP | SY24 Q4 | Select Status |
| Action Step 3 | Learning Cycle in ILT surrounding Standards-based grading and ongoing professional development for teachers. | ILT | SY24 Q2-Q4 | Select Status |
| Action Step 4 | Identify Primary and Secondary Standards for each grade-level and appropriate gradebook weights. Choose pilots for SY25. | GL Teams | SY24 Q4 | 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 | <ul style="list-style-type: none"> * FULL ALIGNMENT with Principle 2 under Instruction of the Dual Language Education Principles. * Teachers create proficiency scales including content and language objectives for social studies and math. * Start Standards-Based Grading Pilots in at least 1 subject. | |
| SY26 Anticipated Milestones | <ul style="list-style-type: none"> * EXEMPLARY PRACTICE of Principle 2 under Instruction of the Dual Language Education Principles. * Revise and vertically align language and learning objectives with all subjects. * Expand Standards-Based Grading practices to all subjects. | |

Return to Top **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

| Specify the Goal | Can this metric be frequently monitored? | Metric | Student Groups (Select 1-2) | Baseline | Numerical Targets [Optional] | | |
|--|--|---------------|-----------------------------|----------|------------------------------|------|------|
| | | | | | SY24 | SY25 | SY26 |
| Increase the % of students who are reaching English Proficiency on the ACCESS Assessment each year | No | ACCESS | English Learners | 1 | 5 | 10 | 20% |
| | | | Select Group or Overall | | | | |
| Increase the % of students meeting expectations on IAR Reading | No | IAR (English) | Overall | 6.7 | 15 | 30 | 50 |
| | | | Students with an IEP | 0 | 10 | 25 | 30 |

Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals. | Specify your practice goal and identify how you will measure progress towards this goal. | | |
|---|--|--|---|
| | SY24 | SY25 | SY26 |
| C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom. | Some classrooms have teachers monitoring student evidence towards a learning target with proficiency scales. | All classrooms are having teachers monitoring their progress towards a learning target using a proficiency scale. (Question 6 - Agree on RigorWalk Rubric) | All classrooms have teachers tracking student progress using proficiency scales for all students and takes action when needed (Question 6 - Strongly Agree on RigorWalk Rubric) |
| C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom. | Some classrooms have students who are self-monitoring their progress. | All classrooms are having students self-monitoring their progress towards a learning target. (Question 7 - Agree on RigorWalk Rubric) | All classrooms have students monitoring their progress towards a learning target and able to take action toward the learning target when needed (Question 7 - Strongly Agree on RigorWalk Rubric) |
| I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content. | Teachers have general language objectives | Teachers have specific language objectives tied to the specific learning targets. | Teachers have specific language objectives tied to the specific learning targets that are vertically aligned among grade-level teams. |

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 the % of students who are reaching English Proficiency on the ACCESS Assessment each year | ACCESS | English Learners | 1 | 5 | Select Status | Select Status | Select Status | Select Status |
| | | Select Group or Overall | | | Select Status | Select Status | Select Status | Select Status |
| Increase the % of students meeting expectations on IAR Reading | IAR (English) | Overall | 6.7 | 15 | Select Status | Select Status | Select Status | Select Status |
| | | Students with an IEP | 0 | 10 | Select Status | Select Status | Select Status | Select Status |

Practice Goals

Progress Monitoring

| Identified Practices | SY24 | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|--|---------------|---------------|---------------|---------------|
| C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom. | Some classrooms have teachers monitoring student evidence towards a learning target with proficiency scales. | Select Status | Select Status | Select Status | Select Status |
| C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom. | Some classrooms have students who are self-monitoring their progress. | 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. | Teachers have general language objectives | Select Status | Select Status | Select Status | Select Status |

If Checked:
Complete
IL-Empower
Section below



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

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

If Checked:
No action needed



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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

- The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).
- The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.
- Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
 - a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
 - b) Contracting for professional services from State-Approved Learning Partners
 - c) Conducting school-level needs assessments
 - d) Analyzing data
 - e) Identifying resource inequities
 - f) Researching and implementing evidence-based interventions
 - g) Purchasing standards-aligned curriculum and materials
 - h) Purchasing and administering local assessments for progress monitoring
- Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.
- School Improvement Reports (SIR) are due on a triannual basis.
- Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.
- As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.
- As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal **IAR (Math): Reach 50% meeting or exceeding on IAR Math by SY26.**

Required Reading Goal **IAR (English): Increase the % of students meeting expectations on IAR R...**

Optional Goal **ACCESS: Increase the % of students who are reaching English Proficiency...**

| Student Groups | Baseline | SY24 | SY25 | SY26 |
|-------------------------|----------|------|------|------|
| Overall | 5 | 15 | 30 | 50 |
| English Learners | 3 | 15 | 30 | 50 |
| Overall | 6.7 | 15 | 30 | 50 |
| Students with an IEP | 0 | 10 | 25 | 30 |
| English Learners | 1 | 5 | 10 | 0.2 |
| Select Group or Overall | | | | |

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Our goal will be to align parent and community engagement with our CIWP priorities. Subsequently, we will encourage our parent committee leaders to include activities related to Math instruction, understanding Common Core Assessment, Dual Language and transitional bilingual instruction, student self-assessments and portfolios, and brainstorming the idea of standards-based grading. 📌

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