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).

Name ✏️	Role ✏️	Email ✏️
Safurat Giwa	Principal	sagiwa@cps.edu
Heather Ferguson	AP	hcperkins@cps.edu
Delisa Carter	Curriculum & Instruction Lead	dlcarter@cps.edu
Sarah Vera	Inclusive & Supportive Learning Lead	svera@cps.edu
Angela Conner	Connectedness & Wellbeing Lead	aosby@cps.edu
Ebony Reaves	Partnerships & Engagement Lead	elwardlow@cps.edu
Constance Berry	LSC Member	cwoods23@uic.edu
Grace Dawson	LSC Member	gracejgd2003@gmail.com
Laura Fernbach	Teacher Leader	lafernbach@cps.edu
Cassandra Edwards	Partnerships & Engagement Lead	cyedwards@cps.edu
Chante Chatman	Curriculum & Instruction Lead	cmlatimore@cps.edu
Kareem Price	Inclusive & Supportive Learning Lead	knprice1@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	1/10/23	8/31/23
Reflection: Curriculum & Instruction (Instructional Core)	2/1/23	7/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	3/1/23	7/14/23
Reflection: Connectedness & Wellbeing	3/1/23	7/14/23
Reflection: Postsecondary Success	3/1/23	7/21/23
Reflection: Partnerships & Engagement	3/1/23	7/21/23
Priorities	4/7/23	7/21/23
Root Cause	4/3/23	7/26/23
Theory of Acton	4/3/23	7/28/23
Implementation Plans	4/3/23	8/4/23
Goals	4/3/23	8/4/23
Fund Compliance	7/3/23	8/9/23
Parent & Family Plan	8/24/23	8/25/23
Approval	9/1/23	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	10/18/2023
Quarter 2	12/20/2023
Quarter 3	2/7/2024
Quarter 4	5/29/2024

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

Curriculum & Instruction

Return to Top

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

What are the takeaways after the review of metrics?

School year 2023 was year one of implementing the Skyline curricula in every grade level and content area. This shift aligns us with the district's goals and priorities to provide all teachers with access to curriculum materials that are high quality, culturally responsive, and coherent, enabling students to engage. Additionally, these materials are carefully developed to align with the Illinois Learning Standards for Social-Emotional and Academic Learning, ensuring our students receive the education they deserve.

Our curriculum materials are designed to cater to the needs of all learners, including those who require additional focus on foundational skills. We understand that each grade level requires unique teaching strategies, so we aim to provide diverse, engaging, and learner-centered experiences. To support the adoption and implementation process, teachers had opportunities to participate in year-long learning to support their professional practice. The lead coach also provided additional on-site professional learning through Co-Lab sessions.

To ensure that our curriculum is effectively utilized, we have identified certain powerful practices integrated into the materials. We have developed an inclusive Instructional Leadership Team (ILT) structure with one representative from each grade. Through the work of the ILT, we have seen success in many goal areas, including the implementation of wall-to-wall adoption of Skyline, MTSS structure, and balanced assessments with fidelity. However, there have been instances where interim checkpoints and intervention plans were incomplete on the Branching Minds platform. We understand that mistakes can happen, but we must address these issues and ensure that all aspects of our curriculum are correctly implemented.

Our diagnostic and summative data paint different pictures of our students' achievements. The overall performance on the IAR showed an increase of 6% in ELA and 1% in Math. Students in grades six and seven made the most gains, while

What is the feedback from your stakeholders?

Based on the findings from the Cultivate Survey, it is evident that students have expressed a strong desire for us to prioritize three key areas: Feedback for Growth, the Classroom Community, and Supportive Teaching. Students firmly believe that teachers should continue to set high expectations, engage in one-on-one conferences with students, and provide critical feedback on their work. They feel that their learning experience is most effective when their progress is acknowledged and when teachers offer constructive feedback in a respectful manner. It is crucial for this feedback to be provided within a calm and professional learning environment.

Additionally, the 5 Essentials assessment sheds light on several other important factors that contribute to student success. These include involving families in the educational process, providing ambitious instruction, promoting teacher collaboration, having effective leaders, and creating a supportive environment for students. Over time, our 5 Essentials data has revealed positive improvements in two areas: Involved Families and Effective Leaders. However, students have reported that the instructional rigor has decreased compared to previous years. Furthermore, the rating for a supportive environment has declined by 14 points from the prior year. This indicates that there is a need to address these areas and ensure that students feel supported in their educational journey.

Moreover, the feedback received from the MRA (comprehensive assessment) is also significant. The metric for Student Goal Support, which evaluates the ability of teachers to assist students in setting and monitoring their goals effectively, scored 78 out of 100. This suggests that there is room for improvement in supporting students in their goal achievement behaviors.

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

Yes, there are several related improvement efforts currently in progress the narrative below provides the discriptions on our initiatives.:

We changed our school-wide assessment approach by having one common assessment, I-Ready, school-wide with one metric and practice platforms for students in grades K-8. This will provide a consistent and standardized way to measure our students' progress and identify areas for improvement.

We added a lead coach and interventionist to support our staff and students. We created a WIN Wednesday schedule to create a dedicated time for MTSS and are seeking support from the STEAM Magnet program and implementing its pillars to enhance our students' learning experience.

To ensure that goal setting and goal monitoring become a common practice in every classroom, we are implementing the 4Dx steps. These steps will guide teachers and students in effectively setting and monitoring goals across all subjects and grade levels. This will help track student progress and identify areas where additional support may be needed.

Metrics

Metrics
IAR (Math)
IAR (English)
Rigor Walk Data (School Level Data)
PSAT (EBRW)
PSAT (Math)
STAR (Reading)
STAR (Math)
iReady (Reading)
iReady (Math)
Cultivate
Grades
ACCESS
TS Gold
Interim Assessment Data

What student-centered problems have surfaced during this reflection?

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

Students need more consistent opportunities to set goals, set and practice lead measures, monitor goals and reflect on their progress. Students need consistent and timely feedback for growth.

In terms of our efforts to address barriers and obstacles for our student groups furthest from opportunity, we are actively working to provide targeted support and resources. By implementing the lead coach and interventionist roles, we aim to provide personalized assistance to students facing challenges in their learning journey. Additionally, by involving the STEAM Magnet program, we offer opportunities for these students to engage in hands-on and innovative learning experiences that help bridge the opportunity gap.

Overall, these improvement efforts aim to enhance our students' educational background, provide targeted support, and address barriers for those facing the most significant challenges in accessing opportunities.

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	Our multi-tier system of support for students is specifically designed to meet the requirements of the CPS MTSS continuum. To ensure that students are placed in the appropriate tier, we carefully analyze a range of data points, including diagnostic assessments. This allows us to decide on which tier will best support their needs. We provide ongoing professional development sessions to equip our teachers with a comprehensive understanding of the MTSS/BHT Framework, the Problem, problem-solving protocols, progress monitoring, and research-based intervention tools. These sessions ensure that our teachers are well-prepared to implement the system effectively. Our BTH team holds regular monthly meetings to facilitate communication and collaboration to discuss progress and address any concerns or challenges. In addition to the support teachers provide, interventionists work closely with students to deliver targeted interventions. While some teachers have started using Branching Minds, we have noticed that there have been instances of missing plans within the platform throughout the school year. We are actively working to address this issue and ensure that all plans are accurately recorded and accessible. To enhance our students' learning experience, we have established a strong partnership between DL and homeroom teachers. This collaboration includes regular communication, which is essential for addressing the individual needs of each student. More importantly, we are fortunate to have an endorsed EL teacher who consistently supports our English Language Learners. Their expertise and guidance are invaluable in helping these students succeed academically and linguistically.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
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		
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?** In analyzing the students' feedback through the Cultivate Survey, it is apparent that a demand exists for a more comprehensive feedback system that enhances the learning experience. Students express their desire for a classroom environment that exudes support and active feedback, wherein teachers actively engage in regular conferences to apprise them of their progress. Furthermore, students seek guidance and assistance from their teachers in setting goals and devising strategies to achieve those goals. Notably, parents and teachers, as observed from the 5 Essentials Survey, concur that our educational institution's "Supportive Environment" displays a concerning weakness, as evidenced by its meager score of 25. This finding underscores the pressing need for concerted efforts to cultivate an environment that nurtures students' growth and development.	Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
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	**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?** We have made significant strides in our continuous efforts to develop and enhance the structures of the Multi-Tiered System of Supports (MTSS) - both academically and in terms of social-emotional well-being. We have successfully established two dedicated MTSS teams, one focusing on academic support and the other on addressing our students' social-emotional needs.	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		To facilitate effective instruction, our school day has been thoughtfully designed to provide teachers ample time for small-group instruction and differentiation within core lessons. Our literacy classes are all grounded in the science of reading, utilizing the Daily Five center set-up to enable teachers to seamlessly rotate between small group instruction sessions. Moreover, teachers have been equipped with a comprehensive menu of research-based and developmentally appropriate interventions. In addition to implementing various systems and structures, the district has provided us with valuable resources to enhance our MTSS implementation further. Specifically, in	

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 need more positive and engaging experiences with at one reliable and trustworthy adult figure within the school community. Students need support to build the necessary academic and emotional support that encourages students' linguistic development by expanding their vocabulary and fostering practical communication skills.

enhance our MTSS implementation further. Specifically, in School Year 23, we were fortunate to receive a lead coach and interventionist from the CPS, and in School Year 24, an additional interventionist was added to our team. These additional personnel have allowed us to expand our student support initiatives and deepen our repertoire of strategies and skills.

Upon reviewing our data from the Measures of Academic Progress (MRA), we are pleased to report noticeable improvements in our academic practices. Our scores in Goal Achievement, Empowered Learners, and Empowering Teachers have exhibited significant growth, indicating the positive impact of our efforts thus far.

Nevertheless, we remain committed to further strengthening our student goal-setting approach. To this end, we have implemented student binders, which serve as a valuable tool for progress monitoring. Additionally, we have integrated the use of Branching Minds. This platform enables us to track and monitor the progress of students receiving interventions, particularly those classified as Tier 2 and Tier 3.

As administrators, it is crucial for us to reflect upon our accomplishments and recognize the areas in which we can

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Connectedness & Wellbeing

Return to Top

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	The BHT and MTSS teams meet biweekly and the SEL/Culture and Climate Team meet weekly. 100% of intervention plan minutes completed including SEL supports. Students receiving tiered MTSS and SEL increased from 0-.30%. OSS decreased for 6 in SY22 to 2 in SY23. There has not been any OSS exceeding 3 days. There has been a reduction in repeated disruptive behaviors, SY22 8 Group 4 incidents and SY23 2 Group 4 incidents. The use of Restorative Practices and Leader in Me SEL as Tler 1 Healing supports. SEL instruction incorporated in daily curriculum	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** OST has been in place for more than 6 years. OST includes academic support and enrichment activities based on student choice and are staff and partnership led. Currently there have been 232 OST events, 16 OST programs at a 36.60% capacity rate and 68.53% priority participation rateChronic absenteeism rate has reduced from 32 to 26 from SY22 to SY23. The student at risk rate increased from 26 to 30 from SY22 to SY23. Chronic truancy showed a reduction from SY22 to SY23 from 54 students to student 47. Chronic at risk had a slight increase from 20 to 21 students.	
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**
We need to create a plan to address chronic absenteeism including reintegrating after chronic absences. Also, Increasing branching minds data entry schoolwide; the data does not refelect the interventions and support give to students schoolwide. We also need to improve parent participation in events such as curriculum night and state of theschool address.	There has been an active attendance team establised that reviews date bieekly and creates goals based on thaat data. We alo have a leaderhip team that meets weekly to review, share and celebrate attendance data. Student attendance has improved monthly since the team has been established and meet regulary. The parent calls to students below 75% attendance and unexcusedabsence letters to individual stuents has helped increase student attendance. To improve branching minds data entry we have met weekly with the ladership team and the Interventionist meets with a select group of teachers to work with based on Branching Minds percentage of entries and assist with how toenter data and monitors data entry. The selected teachers may change bsed on weekly data.

Postsecondary Success

Return to Top

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

			Progress monitoring of on track data. Every 5 weeks with progress report or report card.	Graduation Rate
Partially	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)		Program Inquiry: Programs/participation/attainment rates of % of ECCC
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		3 - 8 On Track

Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate |
| Yes | Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th). | Work Based Learning Toolkit | **What is the feedback from your stakeholders?**

Teachers would like for students to have steps in place to monitor their on track status. | 9th and 10th Grade On Track

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data) |
| N/A | Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th). | | | |
| N/A | Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). | ECCE Certification List | | |
| N/A | There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). | PLT Assessment Rubric | **What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**

Inviting speakers and professionals to talk to students regarding career opportunities and career pathways. | |
| N/A | Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni). | Alumni Support Initiative One Pager | | |

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

Annual preperation for the C4 program and annual preparation for ILPs. BOY planning meetings.

Partnership & Engagement

Return to Top

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	The following list of business /community partnership that enhance Pershing's magnet theme are People's Gas, IIT, Pepsico (Junior Achievement), Chicago Youth Center (CYC), Positive Impact, Green Alliance, Comed, Black Star Theater, Bright Star Church, Leading with Literacy, Kalapryia
The school has structures and protocols with the business partnerships that are educational related and age appropriate.
District supported partnerships are Junior Achievement, Peoples Gas, ComEd
The parent groups that participate in decision making for the school are PAC/BAC/ LSC
School wide evidence of two- way communication between families and school are Remind messages, email, parent portal, flyers
The partnerships put on productions to showcase their work with the families.
Yes the parents take a MRA (Measurable Results Assessment) and Five Essential survey twice a year.
The state of the school address is given every November and all parents are invited and asked for their voice. Leader in Me night, grandparents day, muffins with mom, Donuts with dad.
Math night, Reading night, STEM night. Parent vloenteer opportunities - field trips, class activities, school wide events and activities, holiday events (Trunk of Treat). | 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) |
| Partially | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | 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) |
| Yes | 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?**

The data collected from surveys such as the 5 Essentials and the Leader in Me MRA surveys, as well as the Cultivate and five | |

& CIWP).

the Leader in Me MRA surveys, as well as the Cultivate and five essentials surveys, provide valuable insights into the perceptions and experiences of students and parents.

Based on the information provided, it seems that there has been growth in involving families over the last two years, which is a positive outcome. However, it is noted that there is room for improvement in the areas of parent influence on decision making and parent decision making.

We are a continuous improvement journey, and it takes time and effort to strengthen parent engagement. By using data, seeking feedback, and implementing targeted strategies, we can make meaningful progress in involving families and enhancing parent influence and decision making.

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

Based on our recent MRA data, our score dropped in communty and engagement. According to the data, our school needs improvement in engaging the community through collaborative partnerships and service learning that provides students and families with sources of support and learning.

Strategies for getting more parent involement for more academic nights (math night, STEAM, Reading night) include the use of the Remind app and emails to parents via Aspen. Currently, we have less parent paticipation than we would like.

| 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?

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.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

School year 2023 was year one of implementing the Skyline curricula in every grade level and content area. This shift aligns us with the district's goals and priorities to provide all teachers with access to curriculum materials that are high quality, culturally responsive, and coherent, enabling students to engage. Additionally, these materials are carefully developed to align with the Illinois Learning Standards for Social-Emotional and Academic Learning, ensuring our students receive the education they deserve.

Our curriculum materials are designed to cater to the needs of all learners, including those who require additional focus on foundational skills. We understand that each grade level requires unique teaching strategies, so we aim to provide diverse, engaging, and learner-centered experiences. To support the adoption and implementation process, teachers had opportunities to participate in year-long learning to support their professional practice. The lead coach also provided additional on-site professional learning through Co-Lab sessions.

To ensure that our curriculum is effectively utilized, we have identified certain powerful practices integrated into the materials. We have developed an inclusive Instructional Leadership Team (ILT) structure with one representative from each grade. Through the work of the ILT, we have seen success in many goal areas, including the implementation of wall-to-wall adoption of Skyline, MTSS structure, and balanced assessments with fidelity. However, there have been instances where interim checkpoints and intervention plans were incomplete on the Branching Minds platform. We understand that mistakes can happen, but we must address these issues and ensure that all aspects of our curriculum are correctly implemented.

Our diagnostic and summative data paint different pictures of our students' achievements. The overall performance on the IAR showed an increase of 6% in ELA and 1% in Math. Students in grades six and seven made the most gains, while students in grades three, four, and five made the least gains. On the I-Ready diagnostic assessments for kindergarten through second grade, there was an increase in Math placement from two students to 39 students who were at or above grade level. In Reading placement, there was an increase from 15 students to 50 students at or above grade level. The performance on the ACCESS assessment increased from nine percent in 2022 to 25 percent in 2023, showing an increase difference between males and females. However, our STAR 360 data in literacy for students in grades three through eight indicate low growth (1.17%) in Math and no growth (-5.83%) in ELA. Students showed a decrease

What is the feedback from your stakeholders?

Based on the findings from the Cultivate Survey, it is evident that students have expressed a strong desire for us to prioritize three key areas: Feedback for Growth, the Classroom Community, and Supportive Teaching. Students firmly believe that teachers should continue to set high expectations, engage in one-on-one conferences with students, and provide critical feedback on their work. They feel that their learning experience is most effective when their progress is acknowledged and when teachers offer constructive feedback in a respectful manner. It is crucial for this feedback to be provided within a calm and professional learning environment.

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Moreover, the feedback received from the MRA (comprehensive assessment) is also significant. The metric for Student Goal Support, which evaluates the ability of teachers to assist students in setting and monitoring their goals effectively, scored 78 out of 100. This suggests that there is room for improvement in supporting students in their goal achievement behaviors.

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Overall, these improvement efforts aim to enhance our students' educational background, provide targeted support, and address barriers for those facing the most significant challenges in accessing opportunities.

Determine Priorities

Return to Top

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

Students...

- Students have limited opportunities to integrate reading, writing, oracy, listening and speaking to apply and synthesize advancing literacy skills regularly and throughout instruction to answer questions, or explore issues around their identity.
- All students are not engaged in the systematic structures designed to support their wrestling with rigorous standard aligned complex task instructs; effectively
- All students are not participating in the MTSS process that aligns with personalized learning, time to reflect on their academic progress, and allow them to monitor, edit and/or revise EOY goals.

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?

Resources: 🚀

5 Why's Root Cause Protocol

As adults in the building, we...

need to be consistent with our choice of curriculum and teaching strategies so that teachers and students can create a cohesive vertical alignment with potential for longevity. 🖊

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....

engage teachers in coherent, consistent planning focused on the implementation of school adopted (Skyline and Eureka) , evidence -based, and rigorous standard aligned instruction 🖊

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

ALL students inclusive of Diverse and English Language Learners actively engaged in rigorous, standards aligned tasks, formative assessments, and student to student classroom collaborations and discourse 🖊

which leads to...

100% of students meeting and exceeding their growth goals on I-Ready, 30% of studentsts meeting or exceeding on IAR ELA and Mathematics and writing. 🖊

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/ MTSS TEAM/ Teachers

Dates for Progress Monitoring Check Ins

Q1	10/18/2023	Q3	2/7/2024
Q2	12/20/2023	Q4	5/29/2024

	SY24 Implementation Milestones & Action Steps 🖊	Who 🖊	By When 🖊	Progress Monitoring
Implementation Milestone 1	Teachers engage in ongoing professional learning around the STEAM instructional approaches and the Kagan Collaborative Learning Strategies.	STEAM Department	Quarterly - 6/30/2024	Select Status
Action Step 1	Engage teachers in the ongoing leaarning of STEAM strategeis for cooperative learning	Teacher Teams	Quarterly, started on 8/1/2023,	Completed
Action Step 2	Teacher complete the Magnet School Dynamic Environment Training	Teacher Teams	8/3/2023 - 10/31/2023	Select Status
Action Step 3	Through profesional learner, teachers will recognize the importance of and implement the 4-Cs in the classroom instruction	Teacher Teams	Monthly, starting on 08/21/23	Select Status
Action Step 4	Create and engage students in rigorous tasks and standard assessments aligned with project-based learning	Teacher Teams	Monthly, starting on 08/21/23	Select Status
Action Step 5				Select Status
Implementation Milestone 2	ILT and Teacher Teams meet analyze student non-ficiton writing and assessment data monthly	Teacher Team	Monthly Starting Septmeber 30th.	Select Status
Action Step 1	During monthly grade band meetings, teachers review student writing using three student samples from their content areas (low, medium, high). to determine the effectiveness of common strategy	Teacher Team and ILT Leads	ongoing	Select Status
Action Step 2	Establish a content-based writing rubric to review writing during the year.	ILT	September 30th, 2023	Select Status
Action Step 3	Provide ongoing coaching and support to teacher teams as they analyze I-Ready assessment data based on calendar schedule	Teacher Team Assessment Lead/ ILT	Ongoing	Select Status
Action Step 4	Conduct monthly peer observations using Network 9 Learning Walk rubric.	ILT, Teacher Team		Select Status
Action Step 5				Select Status
Implementation Milestone 3	100% of teachers will Increase robust instruction and curriculum implementation for English Language and Diverse Learners	ILT/ Lead Coach/	Onging	Select Status
Action Step 1	Teacher differentiate instruction by providing modified materials, scaffolding, and additional support to meet the diverse needs of students.	ILt/ Lead Coach	ongoing	Select Status
Action Step 2	Creation of accountablilty forms for utilization of Branching minds, and LIM goal settings.	CCT Leads/ Interventionist	September 30	Select Status
Action Step 3	Establish regular communication channels between teachers, ESL specialists, and DL educators to share information and strategies for supporting EL and DL students.	Teacher Team / EL Coordinators. Case Manager	June 30th, 2024	Select Status
Action Step 4	Utilize technology tools and platforms to facilitate communication and collaboration among teachers, students, and families.	Teacher Team/AP	June 30th, 2024	Select Status
Action Step 5				Select Status

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

Implementation Milestone 4	Create and Implement new teacher PLC to support teacher practice	Admin, New Teachers, and mentors	Bi-weekly, monthly, starts 08/28/23	*Select Status*
Action Step 1	Create a cadence for meetings to support new teachers (bi-weekly with mentors; monthly with admin	Admin, New Teachers, and mentors	Bi-weekly, monthly, starts 08/28/23	*Select Status*
Action Step 2	Provide teacher mentors with designated meeting times including pee	Admin, New Teachers, and mentors	Bi-weekly, monthly, starts 08/28/23	*Select Status*
Action Step 3	Supprt New teacher PLC from the district, and Uchicago	New teachers , UTEMP coaches	UTEMP Cocahing schedules	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	100% of staff utilize rigorous standard aligned tasks and the STEAM standard strategies to engage students in learning. The teachers will use assessment data, classwork, and observational data to create small group and center activities to differentiate learning and document the outcomes in the BR tool 100% of new and veteran teachers will have documented peer mentor support. 100% of teachers will meet our common instructional expectations using the Skyline and other school-identified curriculum.
SY26 Anticipated Milestones	100% of students engaged in learning that fosters ownerships and tasks that are cognitively challenging that require studetns to provide evidence

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Return to Top

Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	Numerical Targets [Optional] ✏️		
					SY24	SY25	SY26
100% of students will meet or exceed their student growth target on the I-Ready Benchmark assessment in Reading and Math	Yes	% of Students receiving Tier 2/3 interventions	Overall	30%	50%	75%	100%
			Students with an IEP	25%	50%	75%	100%
Increase the percentage of students receiving 2/3 tier intervention and record outcome in the Branching Mind Portal.	Yes	Interim Assessment Data	Overall	30%	50%	75%	100%
			FRL Eligble	30%	%0%	75%	100%

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.	60% of teachers will effectively implement differentiated instruction strategies in their classrooms. This approach will allow teachers to meet the diverse needs of their students by tailoring instruction to their learning styles, abilities, and interests.	75% of teachers will effectively implement differentiated instruction strategies in their classrooms. This approach will allow teachers to meet the diverse needs of their students by tailoring instruction to their learning styles, abilities, and interests.	90% of teachers will effectively implement differentiated instruction strategies in their classrooms. This approach will allow teachers to meet the diverse needs of their students by tailoring instruction to their individual learning styles, abilities, and interests.
C&I:4 The ILT leads instructional improvement through distributed leadership.	The Instructional Leadership Team will facilitate the analysis of student data, identifying trends, and setting specific targets for improvement. They will collaborate with teachers to develop action plans, provide targeted support, and monitor progress regularly. By using data to inform instructional decisions, the team can ensure that 60% of our teachers will improve their practices become moere responsive to the needs of our students.	The Instructional Leadership Team will facilitate the analysis of student data, identifying trends, and setting specific targets for improvement. They will collaborate with teachers to develop action plans, provide targeted support, and monitor progress regularly. By using data to inform instructional decisions, the team can ensure that 75% of our teachers will improve their practices become moere responsive to the needs of our students.	The Instructional Leadership Team will facilitate the analysis of student data, identifying trends, and setting specific targets for improvement. They will collaborate with teachers to develop action plans, provide targeted support, and monitor progress regularly. By using data to inform instructional decisions, the team can ensure that 90% of our teachers will improve their practices become moere responsive to the needs of our students.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Work with teachers to analyze assessment data to inform their instructional decisions. Provide training on data analysis techniques and support teachers in using data to differentiate instruction and address student needs. Encourage teachers to engage in collaborative assessment practices, such as co-creating rubrics and moderating student work samples. Foster opportunities for teachers to share best practices and learn from one another five times a year.	Work with teachers to analyze assessment data to inform their instructional decisions. Provide training on data analysis techniques and support teachers in using data to differentiate instruction and address student needs. Encourage teachers to engage in collaborative assessment practices, such as co-creating rubrics and moderating student work samples. Foster opportunities for teachers to share best practices and learn from one another seven times a year.	Work with teachers to analyze assessment data to inform their instructional decisions. Provide training on data analysis techniques and support teachers in using data to differentiate instruction and address student needs. Encourage teachers to engage in collaborative assessment practices, such as co-creating rubrics and moderating student work samples. Foster opportunities for teachers to share best practices and learn from one another monthly.

Curriculum & Instruction

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
100% of students will meet or exceed their student growth target on the I-Ready Benchmark assessment in Reading and Math	% of Students receiving Tier 2/3 interventions	Overall	30%	50%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	25%	50%	Select Status	Select Status	Select Status	Select Status
Increase the percentage of students receiving 2/3 tier intervention and record outcome in the Branching Mind Portal.	Interim Assessment Data	Overall	30%	50%	Select Status	Select Status	Select Status	Select Status
		FRL Eligble	30%	%0%	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.	60% of teachers will effectively implement differentiated instruction strategies in their classrooms. This approach will allow teachers to meet the diverse needs of their students by tailoring instruction to their learning styles, abilities, and interests.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	The Instructional Leadership Team will facilitate the analysis of student data, identifying trends, and setting specific targets for improvement. They will collaborate with teachers to develop action plans, provide targeted support, and monitor progress regularly. By using data to inform instructional decisions, the team can ensure	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Work with teachers to analyze assessment data to inform their instructional decisions. Provide training on data analysis techniques and support teachers in using data to differentiate instruction and address student needs. Encourage teachers to engage in collaborative assessment practices, such as co-creating	Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Our multi-tier system of support for students is specifically designed to meet the requirements of the CPS MTSS continuum. To ensure that students are placed in the appropriate tier, we carefully analyze a range of data points, including diagnostic assessments. This allows us to decide on which tier will best support their needs.

We provide ongoing professional development sessions to equip our teachers with a comprehensive understanding of the MTSS/BHT Framework, the Problem, problem-solving protocols, progress monitoring, and research-based intervention tools. These sessions ensure that our teachers are well-prepared to implement the system effectively. Our BTH team holds regular monthly meetings to facilitate communication and collaboration to discuss progress and address any concerns or challenges.

In addition to the support teachers provide, interventionists work closely with students to deliver targeted interventions. While some teachers have started using Branching Minds, we have noticed that there have been instances of missing plans within the platform throughout the school year. We are actively working to address this issue and ensure that all plans are accurately recorded and accessible.

What is the feedback from your stakeholders?

In analyzing the students' feedback through the Cultivate Survey, it is apparent that a demand exists for a more comprehensive feedback system that enhances the learning experience. Students express their desire for a classroom environment that exudes support and active feedback, wherein teachers actively engage in regular conferences to apprise them of their progress. Furthermore, students seek guidance and assistance from their teachers in setting goals and devising strategies to achieve those goals.

Notably, parents and teachers, as observed from the 5 Essentials Survey, concur that our educational institution's "Supportive Environment" displays a concerning weakness, as evidenced by its meager score of 25. This finding underscores the pressing need for concerted efforts to cultivate an environment that nurtures students' growth and development.

The Leader in Me MRA data shows that our school's School Belonging and School Climate scores stand at 74/100 and 76/100, respectively. While these figures indicate a commendable level of satisfaction among students, it is crucial to acknowledge that there exists room for improvement. Specifically, our MRA SY23 data reveals a significant area that necessitates growth: establishing trust-based relationships between students and teachers, wherein students feel comfortable and connected. This aspect received a score of 66/100, representing one of the lowest scores recorded in the MRA assessment.

We deeply reflect upon these findings and critically assess the prevailing dynamics within our educational institution. By recognizing the students' yearning for increased feedback, a more supportive classroom environment, and teacher involvement in goal-setting, we can embark on a transformative journey toward enhancing the overall educational experience for our students. By addressing the shortcomings highlighted in the 5 Essentials Survey and MRA data, we can unlock new growth and foster an atmosphere that fosters trust, belonging, and academic excellence.

What student-centered problems have surfaced during this reflection?

Students need more positive and engaging experiences with at one reliable and trustworthy adult figure within the school community. Students need support to build the necessary academic and emotional support that encourages students' linguistic development by expanding their vocabulary and fostering practical communication skills.

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?

We have made significant strides in our continuous efforts to develop and enhance the structures of the Multi-Tiered System of Supports (MTSS) - both academically and in terms of social-emotional well-being. We have successfully established two dedicated MTSS teams, one focusing on academic support and the other on addressing our students' social-emotional needs.

To facilitate effective instruction, our school day has been thoughtfully designed to provide teachers ample time for small-group instruction and differentiation within core lessons. Our literacy classes are all grounded in the science of reading, utilizing the Daily Five center set-up to enable teachers to seamlessly rotate between small group instruction sessions. Moreover, teachers have been equipped with a comprehensive menu of research-based and developmentally appropriate interventions.

In addition to implementing various systems and structures, the district has provided us with valuable resources to enhance our MTSS implementation further. Specifically, in School Year 23, we were fortunate to receive a lead coach and interventionist from the CPS, and in School Year 24, an additional interventionist was added to our team. These additional personnel have allowed us to expand our student support initiatives and deepen our repertoire of strategies and skills.

Upon reviewing our data from the Measures of Academic Progress (MRA), we are pleased to report noticeable improvements in our academic practices. Our scores in Goal Achievement, Empowered Learners, and Empowering Teachers have exhibited significant growth, indicating the positive impact of our efforts thus far.

Nevertheless, we remain committed to further strengthening our student goal-setting approach. To this end, we have implemented student binders, which serve as a valuable tool for progress monitoring. Additionally, we have integrated the use of Branching Minds. This platform enables us to track and monitor the progress of students receiving interventions, particularly those classified as Tier 2 and Tier 3.

As administrators, it is crucial for us to reflect upon our accomplishments and recognize the areas in which we can continue to improve. By embracing a reflective mindset and utilizing the resources and strategies at our disposal, we are confident in enhancing the MTSS framework further and providing our students with the support they need to succeed academically and emotionally.

Determine Priorities

Return to Top

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

Students...

a desire to cultivate a high-trust relationship with every teacher, ensuring that they feel comfortable and connected to engage with the school community and create an environment where they can learn effectively.

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...

Resources: 🚀

5 Why's Root Cause Protocol

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

Need more support to document and track tier movement in academic and social-emotional progress on Branching Minds as required. We need to use the 4DX process for goal setting to help students manage their time and organize their learning. We need to post grades and feedback in ASPEN promptly.

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....

continue to implement equitable school MTSS (Multi-Tiered System of Supports) strategies focused on leveraging the ILT and the MTSS teams to implement systems and structures in supporting tier two and tier three learners

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

an increase in classroom observations, small groups instruction and feedback, progress monitoring, student ownership of learning, provide targeted support,

which leads to...

an increase teacher practices, reductions of the students in tier 2 and tier 3, and the moving through the learning continuum, better student-teacher relationship and improved student outcomes.

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 ✍️

Academic Action Team, MTSS Team

Dates for Progress Monitoring Check Ins

Q1	10/18/2023	Q3	2/7/2024
Q2	12/20/2023	Q4	5/29/2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 Use the 4DX process (Step 1: Focus on the Wildly Important / Set your goals; Step 2: Act on Lead Measures; Step 3: Create a compelling scoreboard with progress monitoring; Step 4: Create a cadence of accountability with an acccountability partner) to support our school wide strctures in MTSS and PBIS and record results in our Leadership Binders and Branching Minds.	Teachers and Students	Ongoing	In Progress
Action Step 1 Provide students with leadership binders that serve as a tool for goal setting and data tracking. Teach students how to set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals and regularly monitor their progress. Encourage students to reflect on their goals and celebrate their achievements. and complete the first section of the binder after the First 8 Days Lesson.	Teacher Teams and Interventionist	09/08/2023	In Progress
Action Step 2 Teachers will schedule monthly check-ins to discuss goal-setting and data tracking meetings with students using the LIM Student Conferencing form.	Teachers	08/30/2023	In Progress
Action Step 3 Train teachers on how to use the BM platform effectively and ensure that all students have access to the necessary technology. Monitor student engagement and provide support as needed.	Teachers	Ongoing	Select Status
Action Step 4 Provide additional support and resources for students who may require extra assistance in setting and achieving their goals. Regularly assess the effectiveness of the strategies in promoting equity and make adjustments as needed.	Teacher Teams, BHT	Ongoing	Select Status
Action Step 5			Select Status
Implementation Milestone 2 Teachers and Interventionist will colaborate to analyze data from the diagnostic and progress monitoring sessions to plan for small group instruction and identify areas of focus.	Teacher Team and Inteventionists	Ongoing	Select Status
Action Step 1 Create a cadence of monthly meetigs to deep dive data analysis to establish differentiated ins at Tiers 2 and 3	ILT, Interventionists, Teacher Team	Ongoing	Select Status
Action Step 2 Students that score between the 11th and 24th percentile will receive Tier 2 interventions outside of the Math block with classroom teachers(unless other evidence of student performance indicates a different tier).	Teacher Team and Interventionists	Ongoing	Select Status
Action Step 3 Students that score at or below the 10th percentile on NWEA for Math will receive Tier 3 interventions outside of the Math block with MTSS Interventionist (unless other evidence of student performance indicates a different tier)	Teacher Team and Interventionists	Ongoing	Select Status
Action Step 4 Regularly monitor progress towards these goals and provide support and resources to teachers to ensure the effective implementation of robust instruction for EL and DL students.			Select Status
Action Step 5			Select Status

Inclusive & Supportive Learning Environment

Implementation Milestone 3	Teachers and the Attendance Team will monitor attendance on a quarterly basis to determine students that may be at risk academically due to attendance.	Teacher Teams, Attendance Teams	Ongoing	*Select Status*
Action Step 1	Develop bi-weekly cadence for Attendance Team to meet and discuss current trends.	Attendance Team, Teacher Teams	Ongoing	*Select Status*
Action Step 2	Create monthly goals and incentives for students identified as chronic absentees	Attendance Team, Teacher Teams	Ongoing	*Select Status*
Action Step 3	Create monthly school-wide incentives for students meeting or exceeding meeting attendance goals.	Attendance Team, Teacher Teams	Ongoing	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 4				*Select Status*
Action Step 1				*Select Status*
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	75% of ILT, GLT, and interventionists use a Problem Solving Process approach toscreening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers	✍
SY26 Anticipated Milestones	100% of teahers will provide targeted MTSS interventions to identified students using the Pershing Menu of interventions and record their results on the Branching Mind platform.	✍

Return to Top

Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	Numerical Targets [Optional] ✍		
					SY24	SY25	SY26
80% of students will report and increase and implementation of strategies to foster positve relationship and connecion with adults and students	Yes	Cultivate	Overall				
			African American Male				
Increase overall student attendance rate by five percent from 91% to 95%	Yes	Increase Average Daily Attendance	Overall	91.4	95	95	96
			FRL Eligble	91	95	96	96

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 👍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	All school teams will be trained on the use of the Branching Minds platform and will have created academic intervention plans for at least 75% of students identified as needing additional support.	All school teams will have implemented academic intervention plans for 90% of students identified as needing additional support, and progress monitoring data will be consistently collected and analyzed in the Branching Minds platform.	All school teams will have achieved 95% fidelity in the creation, implementation, and progress monitoring of academic intervention plans in the Branching Minds platform, as outlined in the MTSS Integrity Memo.
I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	Foster collaboration and co-teaching opportunities between general education and special education teachers to enhance inclusive practices in 60% of classrooms.	Foster collaboration and co-teaching opportunities between general education and special education teachers to enhance inclusive practices in 80% of classrooms.	Foster collaboration and co-teaching opportunities between general education and special education teachers to enhance inclusive practices in 95% of classrooms.

Inclusive & Supportive Learning Environment

I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	60% of school teams will be trained in strategies to enhance their ability to support ELs in the genaral education classroom and foster collaboration and co-planning opportunities between EL-endorsed teachers and general education teachers to ensure effective implementation of Tier I instructional services.	80% of school teams will be trained in strategies to enhance their ability to support ELs in the genaral education classroom and foster collaboration and co-planning opportunities between EL-endorsed teachers and general education teachers to ensure effective implementation of Tier I instructional services.	All school teams will be trained in strategies to enhance their ability to support ELs in the genaral education classroom and foster collaboration and co-planning opportunities between EL-endorsed teachers and general education teachers to ensure effective implementation of Tier I instructional services.

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
80% of students will report and increase and implementation of strategies to foster positve relationship and connecion with adults and students	Cultivate	Overall			Select Status	Select Status	Select Status	Select Status
		African American Male			Select Status	Select Status	Select Status	Select Status
Increase overall student attendance rate by five percent from 91% to 95%	Increase Average Daily Attendance	Overall	91.4	95	Select Status	Select Status	Select Status	Select Status
		FRL Eligble	91	95	Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	All school teams will be trained on the use of the Branching Minds p	Select Status	Select Status	Select Status	Select Status
I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	Foster collaboration and co-teaching opportunities between general	Select Status	Select Status	Select Status	Select Status
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	60% of school teams will be trained in strategies to enhance their ab	Select Status	Select Status	Select Status	Select Status

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

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

Partnership & Engagement

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
Yes	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

What are the takeaways after the review of metrics?

The following list of business /community partnership that enhance Pershing's magnet theme are People's Gas, IIT, Pepsico (Junior Achievement), Chicago Youth Center (CYC), Positive Impact, Green Alliance, Comed, Black Star Theater, Bright Star Church, Leading with Literacy, Kalapryia
The school has structures and protocols with the business partnerships that are educational related and age appropriate.
District supported partnerships are Junior Achievement, Peoples Gas, ComEd
The parent groups that participate in decision making for the school are PAC/BAC/ LSC
School wide evidence of two- way communication between families and school are Remind messages, email, parent portal, flyers
The partnerships put on productions to showcase their work with the families.
Yes the parents take a MRA (Measurable Results Assessment) and Five Essential survey twice a year.
The state of the school address is given every November and all parents are invited and asked for their voice. Leader in Me night, grandparents day, muffins with mom, Donuts with dad. Math night, Reading night, STEM night. Parent vloenteer opportunities - field trips, class activities, school wide events and activities, holiday events (Trunk of Treat).

What is the feedback from your stakeholders?

The data collected from surveys such as the 5 Essentials and the Leader in Me MRA surveys, as well as the Culivate and five essentials surveys, provide valuable insights into the perceptions and experiences of students and parents.

Based on the information provided, it seems that there has been growth in involving families over the last two years, which is a positive outcome. However, it is noted that there is room for improvement in the areas of parent influence on decision making and parent decision making.

We are a continuous improvement journey, and it takes time and effort to strengthen parent engagement. By using data, seeking feedback, and implementing targeted strategies, we can make meaningful progress in involving families and enhancing parent influence and decision making.

What student-centered problems have surfaced during this reflection?

Based on our recent MRA data, our score dropped in communty and engagement. According to the data, our school needs improvement in engaging the community through collaborative partnerships and service learning that provides students and families with sources of support and learning.

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?

Strategies for getting more parent involement for more academic nights (math night, STEAM, Reading night) include the use of the Remind app and emails to parents via Aspen. Currently, we have less parent paticipation than we would like.

Return to Top

Determine Priorities

Resources: 🚀

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

Students...

are missing opportunities the home school connection for academic and social emotional support and engagement

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

Resources: 🚀

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

As adults in the building, we...

do not consistently communicate with fidelity on multiple platforms to students, families, and community members

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....

find more effective ways to communicate with students, families and community members

then we see....

more family participation and engagement

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.

| Jump to... | Priority | TOA | Goal Setting | Progress | Select the Priority Foundation to |
| Reflection | Root Cause | Implementation Plan | | Monitoring | pull over your Reflections here => |

Partnership & Engagement

which leads to...

students taking advantage of the opportunities for academic and social emotional support and engagement. ✏️

Return to Top **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✏️

Dates for Progress Monitoring Check Ins

Q1	10/18/2023	Q3	2/7/2024
Q2	12/20/2023	Q4	5/29/2024

SY24 Implementation Milestones & Action Steps ✏️	**Who** ✏️	**By When** ✏️	**Progress Monitoring**
Implementation Milestone 1 — A cadence of consistent communication on multiple platforms	Lighthouse Leadership Action Team and the Leadership Newsletter Club, Teachers, Admin	Ongoing	*Select Status*
Action Step 1 Leader in Me Weekly Newsletter to Teachers and Staff	Vera	Every Monday	In Progress
Action Step 2 Leadership Club Newsletter	Stevenson and Fernbach	Every Wednesday	In Progress
Action Step 3 Monthly communication to Pershing community from administration	Admin	Monthly	In Progress
Action Step 4 Create a Pershing Instagram Account	Social Media Club	10/1/2023	*Select Status*
Action Step 5 Actively engage with the community through Instagram	Social Media Club	On going	*Select Status*
Implementation Milestone 2			*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*
Implementation Milestone 3			*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*
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	Continue with the action steps from SY24 that were successful and adjust as needed. ✏️

SY26 Anticipated Milestones	Continue with action steps from SY25 that were successful and adjust as needed. ✏️

Return to Top **Goal Setting**

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

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

Performance Goals

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

Partnership & Engagement

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
Increase the MRA Data for Community and Family Enagement from 78 to 82 by the end of SY24	Yes	Other	Overall	78	82	84	86
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	75% of the action steps will be completed with fidelity.	90% of the action steps will be completed with fidelity.	All of the action steps will be completed with fidelity.
Select a Practice			
Select a Practice			

Return to Top | **SY24 Progress Monitoring**

Resources: 🚀

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

Performance Goals

Specify the Metric ✍️	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the MRA Data for Community and Family Enagement from 78 to 82 by the end of SY24	Other	Overall	78	82	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	75% of the action steps will be completed with fidelity.	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

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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

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

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

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

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

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

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

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

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

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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	**% of Students receiving Tier 2/3 interventions meeting targets: 100% of s...**					
Required Reading Goal	**% of Students receiving Tier 2/3 interventions meeting targets: 100% of s...**					
Optional Goal	**Cultivate : 80% of students will report and increase and implementation o...**	Overall African American Male				
		Overall	91.4	95	95	96

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds.**
No action needed		**(Continue to Approval)**

SCHOOL & FAMILY ENGAGEMENT POLICY

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

☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.

☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

☑ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

☑ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.

☑ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

☑ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.

☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct
other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

☑ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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

☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.

☑ The school will hold parent-teacher conferences.

☑ The school will provide parents with frequent reports on their children's progress.

☑ The school will provide parents reasonable access to staff.

☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

☑ The parents will support their children's learning.

☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

> We will work in collaboration to inprove Literacy, Numeracy , and STEAM by promoting vocabulary development and writng skills that aligned to inquiry-based, scientific thinking, and the application of STEAM standards.

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