

CIWP Team & Schedules

Resources 🚀

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name 🍌	Role 🍌	Email 🍌
Stephanie Townsend	Curriculum & Instruction Lead	saarcos@cps.edu
Teresa Onstott	Teacher Leader	tdonostott@cps.edu
Marlen Jimenez	Connectedness & Wellbeing Lead	mjimenez64@cps.edu
Tomas Lobato	LSC Member	tlobato@cps.edu
Jennifer Runge	Inclusive & Supportive Learning Lead	jrunge@cps.edu
Jeanette Lopez	Teacher Leader	kguzman32@cps.edu
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Victoria Godinez	Teacher Leader	vgodinez1@cps.edu
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Leticia Parra/Frank Corona	Parent	LeticiaParra77@yahoo.com , coronafrank04@msn.com
Rafael Jimenez	Principal	rjimenez32@cps.edu
Juanita Adeoye	AP	jadeoye@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	6/21/23	6/21/23
Reflection: Curriculum & Instruction (Instructional Core)	6/21/23	6/21/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/28/23	6/28/23
Reflection: Connectedness & Wellbeing	7/12/23	7/12/23
Reflection: Postsecondary Success	7/19/23	7/19/23
Reflection: Partnerships & Engagement	7/26/23	7/26/23
Priorities	8/2/23	8/2/23
Root Cause	8/9/23	8/9/23
Theory of Action	8/9/23	8/9/23
Implementation Plans	8/16/23	8/16/23
Goals	8/16/23	8/16/23
Fund Compliance	9/6/2023	9/6/2023
Parent & Family Plan	9/6/2023	9/6/2023
Approval	9/6/2023	9/6/2023

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	10/9/2023
Quarter 2	12/18/2023
Quarter 3	3/20/2024
Quarter 4	5/10/2024

Jump to...

[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.



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

Resources

[Reflection on Foundations Protocol](#)

[Return to Top](#)

Curriculum & Instruction

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	<p><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i> </p> <ul style="list-style-type: none"> -Access to curriculum for DLs, is there enough differentiation in the curriculum? Unique, Autism Helper. -Go Math has tiered levels of support. It is set up that way in math for K-8. -Math is stronger in the data set than reading. -In STAR, 30% are M/E across reading and math but in IAR ~5%. -Adaptive vs. Set Items (assessments) -Consideration for language (Spanish/English) -Reading levels are difficult to determine in both languages. <p>-What assessments will be/are available in language? (TRC/DIBELS- is available in both languages).</p> <p>-There a major difference in proficiency from Preschool to Kinder/2nd assessments. Checkpoints are progressions, they are not necessarily an assessment. In PreK students are not reading so the checkpoint would not include this. The standards/expectations are different from end of Pre-K to end of K.</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Partially	Students experience grade-level, standards-aligned instruction.	<p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>	<p>What is the feedback from your stakeholders?</p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i> </p> <p>Curriculum: Materials:</p> <ul style="list-style-type: none"> -Pre-K (Creative Curriculum) (Cluster Pre-K?) -Bilingual Skyline -Bilingual Go Math Available. EL Support built in 	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p>
Yes	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.	<p>Powerful Practices Rubric</p> <p>Learning Conditions</p>		

Jump to...

[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)

<p>Yes</p>	<p>The ILT leads instructional improvement through distributed leadership.</p>	<p>Continuum of ILT Effectiveness Distributed Leadership</p>	<p><i>-Bilingual Go Math Available, EL Support built in</i> <i>-Skyline Reading and Social Studies (5th-8th) and Go Math</i> <i>-Amplify Science (3-8th)</i> <i>-Unique, Autism Helper, News2You</i> <i>-Scholastic News and Monthly Themes</i> <i>-Access to online programs and licenses (game-based?)</i></p> <p><i>Missing:</i> <i>-Resource Room for Manipulatives (included with new Go Math)</i> <i>-Plan for storage</i> <i>-Additional resources for struggling readers in the upper grades</i> <i>-Alignment in K-2 science and social studies</i></p>	<p>Cultivate Grades ACCESS</p>
<p>Yes</p>	<p>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.</p>	<p>Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development Guide</p>	<p><i>Standards-Aligned Instruction</i> <i>-Exposure to grade level standards is strong in 5th/6th</i> <i>-Teacher observations, data does not align to full grade level with alignment.</i> <i>-Rigor walk (LSI rubric), teachers are quick to rescue students. Student experience- students do not feel that they are getting grade level support.</i> <i>-Student discourse? Science department was exemplified in the walk.</i> <i>-Once a month/once a week meeting across grade level for alignment. Collaboration across.</i> <i>-Lesson planning is aligned to the standards (objectives might be misaligned). Structured time needed for unpacking the standards.</i> <i>-Small group instruction needed to scaffold vs. whole group.</i> <i>-Need for peer observations around schoolwide focus.</i> <i>-Setting up a culture in the classroom for discourse.</i></p>	<p>TS Gold Interim Assessment Data</p>
<p>Partially</p>	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p>	<p>Assessment for Learning Reference Document</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p><i>[impact on most students; impact on specific student groups] 📌</i> <i>-Opportunities: students being able to showcase the work that they are doing around identity for the community.</i></p> <p><i>Initiatives:</i> <i>-Professional Development</i> <i>-Alignment</i> <i>-Curriculum Implementation</i> <i>-Support for staff around assessment environments</i> <i>-Teacher coaching.</i></p>	

What student-centered problems have surfaced during this reflection?

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

[problems experienced by most students; problems experienced by specific student groups]

- Students not being exposed to grade level standards. Pacing.
- Rigor, discourse, curriculum alignment.
- Students are not experiencing small groups with fidelity.

Quick wins

- Manipulatives and resources
- During testing students do not know how to use the tools on the computer.



[Return to Top](#)

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>Partially</p>	<p>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.</p>	<p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p>
<p>Partially</p>	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p>	<p>MTSS Integrity Memo</p> <p>-LRE higher percentage of students in Cluster: higher than more schools in district, higher than LRE 1 (inclusion), when looking at LRE by grade, it checks out b/c we have students in LRE 3 in Pre-K...we see how numbers change based on grade level, when looking at data, we can see the IEP fidelity is 100% compliant. 1 not, but very intentional MTSS: Percentage breakdown is different for Reading and Math. Interventions were implemented in Reading, we have an Interventionist who is WALKING those interventions. ?: Is this mostly about the role assigned or the work all teachers are doing? Consider: Does Ms. Gasca do all interventions herself or does it include more teachers/staff? Ms. Runge is on the MTSS team b/c she knows students who might be flagged for IEPs, more support. ?: Does knowing who the students are help establish if we are meeting the goal in this area? Ms. Gasca worked with students who eventually recieved IEPs. She worked with parents as well to let them know their students' academics and why they were being referred. Comment: Ms. Gasca can only intervene with so many students. Support from teachers implementing Tier 1 + 2 instruction. We want to follow the streamlined process rather than fast-track the referral step. We have a team, we have an interventionist, we use Branching Minds, and teachers who implement Tier 1 + 2 instruction are doing it, but consistently? BRANCHING MINDS: This year, we practiced logging in to get a better idea for next school year. In the beginning, it was an introduction. Staff expectation for SY24 will be to use the</p>	<p>ACCESS</p> <p>MTSS Academic Tier Movement</p>



Jump to...

[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)

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
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS

Introduction. Staff expectation for BR will be to use the Branching Minds platform. In implementing BR, should we expect more professional development around this or is this something everyone will have to do on their own? Can we have a "specialist" in each grade band? Who puts information in Branching Minds? Was this done in the Enrichment block?

What is the feedback from your stakeholders?

- Admin sees teachers accommodating students in walk throughs. LRE 1 + 2; MANY teachers buy-in to inclusion, over 40 SECAs who support including students in class environment, co-teaching, bilingual, managing student minutes + allocations. Our work around LRE is VERY supportive. We work with external partnerships (GUST) who we are supporting @ least 4 teachers each school year w/including supportive practices. Ms. Runge is working on the LBS1 schedule for next school year to ensure that all of our 200+ students receive timely, quality IEPs implemented with FIDELITY. The amount of bilingual instruction we have for diverse learners + multiple teachers who support native language instruction for diverse learners is incredible. -Pre-K bilingual placement + placement for Kinder. Students are receiving supports for the language instruction they need. Admin goes through staff credentials + makes sure students are placed in the correct classrooms. Last year, complete YES. This year, with the middle school style, there will be some gaps. Some teachers will have students who need more native language support, even though they are not Bilingual/ESL endorsed. Pre-K through 5th is covered for ESL/Bilingual supports. 6th - 8th will have a gap. Ms. Sanchez can informally pull students in these grade bands. Paras float with students to classes and they may be bilingual, but they need to be CERTIFIED to make it count. Can we work with a university to create a cohort of teachers to support more staff in obtaining their ESL/Bilingual certification? Language Objectives: Big push Ms. Keyworth had middle of last year, in Math, we have seen it in classrooms, WIDA standards, Early Learning WIDA standards. ADMIN saw WIDA standards listed for mainly MATH + READING, but not all content areas. Teachers in 6th grade had the standards listed. 7th/8th (?)

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?

[Annual Evaluation of Compliance \(ODLSS\)](#)

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

Ms. Runge is working on the LBLS1 schedule to make sure that students with IEPs receive their minutes, looking into/ wondering if we can provide a school-based cohort for ESL/Bilingual Endorsements for our teachers. 📌

What student-centered problems have surfaced during this reflection?

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-Focusing on increasing ESL/Bilingual certified teachers, hiring an ESL or *Bilingual* Resource Teacher, bilingual highlighted b/c it is preferred to service full-time students, will support 6th - 8th in SY24 since there is a gap. Interventions: Providing interventions w/ Fidelity + school-wide approach to interventions, PD on Branching Minds to increase fidelity. Enrichment Time utilization: teachers log interventions to the Branching Minds platform. Student-centered problem b/c students receive Tier 1+2 supports, but how do we track progress? Growth? Ex: 5th grade student might feel like it's their fault they can't learn, grow when it's hard to track. We want students to self-advocate and see their progress, be a part of the intervention conversation. Bilingual/ESL supports: Ms. Sanchez is screening students to ensure they are placed in the correct classrooms in Pre-K through 1st before BOY. We are trying to catch them now in Pre-K. If the application for Dual Language instruction opens again, we would like to apply. Teachers can explain their classroom type @ BOY/Open House. If anyone reaches out about Bilingual Supports, please send them to Ms. Sanchez. Spanish language teacher like we had a Mandarin teacher to support students in Spanish. 📌

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	BHT Key Component Assessment SEL Teaming Structure	<p>OST</p> <ul style="list-style-type: none"> -Not all students are engaged in OST programs (Pre-K is a districtwide focus). -Transportation for students with disabilities is a challenge in after school programs. (Cluster students). -46 class and 551 events, OST program. OST built into semesters. Additional programs include OLCE program. Variety of programming. -Largest OST program to date. -STLS students (difficult to reach students/population) 	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p>

Jump to...

[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)

			Reduction in repeated disruptive behaviors (4-6 SCC)
Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>	<p>Attendance -Attendance was difficult this year, 88.2% -Chronic absenteeism -Matches general attendance patterns (reflects patterns-schoolwide vs. a small group of student) -</p> <p>Misconducts -No 5 and 6 misconducts -Level 3- most misconducts are in this category -Assumption: school generally creating a safe place -Logging- some incidents were only logged at the classroom level, others may include multiple incidents for 1 student.</p>	Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Yes	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	<p>What is the feedback from your stakeholders?</p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i></p> <ul style="list-style-type: none"> -BHT Team exists, no CCT (choose only 1) -Data consistency needed at the BHT (data process needed for BHT to be implemented with fidelity) -Parent contact needed by teacher prior to referrals <p>SEL Curriculum identified</p> <ul style="list-style-type: none"> -Calm Corners -Sensory boxes -Staff responds (counselor co-teaching) -Not all classrooms implement the SEL Tier 1 curriculum -Classrooms should prioritize curriculum vs. counselor for lessons -Ensuring that it is scheduled and happening consistently (primary vs. middle school) -Should be consistent vs. reactionary <p>OST Programming</p> <ul style="list-style-type: none"> -Some targeted programs have enrollment requirements -Students who have SECA support have a SECA available due to high interest from SECAs (cluster) -Wide variety of OST Programs 	Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity)
Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued</p>		Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure

plan that facilitates attendance and continued enrollment.

Attendance
 -Re-entry plans consistent for students with hospitalization or extended absences due to mental health.
 -Chronic attendance was tracked and exploratory and attendance team looked at data
 -Second half of the year had more attendance meetings than beginning of the year.
 -Case by case basis entry planning in place.

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

What student-centered problems have surfaced during this reflection?

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

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

- Are students missing additional supports due to data collecting/tracking? 🖋️
- Tier 1 SEL: How frequently do students engage with SEL?
- How do students experience the attendance culture? Incentives?
- How do we reconcile students with high needs for attendance (medical needs)? How is that data part of the planning?

- Continue improving the referral data, and create structures for tracking. (BHT) 🖋️
- Improving the data analysis process and triaging.
- Organizing referrals so they go to the appropriate immediate support person.
- SecondStep digital curriculum (1 for the school)
- Budget increased: Implementing additional events and programs. Pre-K: once a month.
- Attendance incentives, focusing on groups of students including high attendance students. Attendance challenges.

[Return to Top](#)

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)

References

What are the takeaways after the review of metrics?

Metrics

Yes



An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).

[College and Career Competency Curriculum \(C4\)](#)

On-Track 🖋️
 -Attendance and grades
 -On-Track metric is 34- could mean that good systems are in place or grade could be impacted by excusing assignments?
 -

[Graduation Rate](#)


[Program Inquiry: Programs/participation/attainment rates of % of ECCC](#)

					3 - 8 On Track
Yes	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			Learn, Plan, Succeed
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?	% of KPIs Completed (12th Grade)
			<p>SuccessBound -Counselor pushes in for SB lessons. -Classroom teacher continue and input the SB lesson data into the tracking system. -SuccessBound is implemented- implementing in lower grades.</p> <p>Growth Balancing the time between SB and SEL lessons</p> <p>ILP -Naviance tasks, completed this school year.</p> <p>Work-based Learning -Coffee Cart -Transition plans being written (career exploration) -ILPs covered with naviance, personality and career suggestions -High school fairs</p>		College Enrollment and Persistence Rate
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).				9th and 10th Grade On Track
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List			Cultivate (Relevance to the Future)
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?	Freshmen Connection Programs Offered (School Level Data)
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	Alumni Support Initiative One Pager		-Counselors from N13 are working with Alderman to place together a community based career fair including trades. 	
				-Organizing a high school fair.	

winter/spring (12th-Alumni).

What student-centered problems have surfaced during this reflection?

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

How/Where do students have opportunities to see possible career choices? 

[Return to Top](#)

Partnership & Engagement

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

<p>Partially <input type="radio"/></p>	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>Spectrum of Inclusive Partnerships</p>
<p>Yes <input type="radio"/></p>	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>	<p>Reimagining With Community Toolkit</p>

[takeaways reflecting most students; takeaways reflecting specific student groups] 

-Teachers feel they have a good relationship. They feel loyal to the school.
 -Parent decision making in schools (Strong), two other neutral area. (Great influence from a small number of parents).

Student data
 -Building classroom communities as area for growth.

[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)

Jump to...

[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)

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](#)

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

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

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] 📝

-Relationships are fostered with families. Does proactively building relationships contribute to the school goals?

-Proactive engagement from OST Lead.

-Active committees (BAC, PAC, LSC, PTA)

-The organizations are in place but it is the same parents represented.

-ParentSquare as a communication platform going both ways. Overreliance on this communication method.

-Families can contribute in different ways even if not just with time.

-Student voice- Student council and student representation on LSC. Student survey (Q1).

-Student voice infrastructure exists but utilization can shift. Use student committees to decide for example: incentives or events.

-Student council representation (majority of school?)

Examples at the classroom level (voting for options in their learning- as early as Pre-K).

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?

[impact on most students; impact on specific student groups] 📝

-Student council adding inclusiveness for younger grades.

What student-centered problems have surfaced during this reflection?

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[problems experienced by most students; problems experienced by specific student groups] 📝

Jump to...

[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)

*-Ensuring that students are part of the conversation at the beginning of the decision making process.
-Intentionality for student voice opportunities (what and why, who and when). School level decision making vs. classroom level (including discipline)*

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.

[takeaways reflecting most students; takeaways reflecting specific student groups]

- Access to curriculum for DLs, is there enough differentiation in the curriculum? Unique, Autism Helper.
- Go Math has tiered levels of support. It is set up that way in math for K-8.
- Math is stronger in the data set than reading.
- In STAR, 30% are M/E across reading and math but in IAR ~5%.
- Adaptive vs. Set Items (assessments)
- Consideration for language (Spanish/English)
- Reading levels are difficult to determine in both languages.
- What assessments will be/are available in language? (TRC/DIBELS- is available in both languages).
- There a major difference in proficiency from Preschool to Kinder/2nd assessments. Checkpoints are progressions, they are not necessarily an assessment. In PreK students are not reading so the checkpoint would not include this. The standards/expectations are different from end of Pre-K to end of K.
- Assessments in 3rd grade cover many topics and is the language aligned in instruction/assessment.
- Alignment meetings in math started to address the language.
- Assessment practice?
- Computer based vs. observational type of assessments. Differences in assessments (cannot compare apples to oranges)
- Testing environment is not consistent. Protocol for testing environment for testing environment.
- Consistency with creating testing environments.

What is the feedback from your stakeholders?

Jump to...
Reflection

Priority
Root Cause

TOA
Implementation Plan

Goal Setting

Progress
Monitoring

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

Curriculum & Instruction

Yes

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.

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

Curriculum: Materials:

- Pre-K (Creative Curriculum) (Cluster Pre-K?)
- Bilingual Skyline
- Bilingual Go Math Available, EL Support built in
- Skyline Reading and Social Studies (5th-8th) and Go Math
- Amplify Science (3-8th)
- Unique, Autism Helper, News2You
- Scholastic News and Monthly Themes
- Access to online programs and licenses (game-based?)

Missing:

- Resource Room for Manipulatives (included with new Go Math)
- Plan for storage
- Additional resources for struggling readers in the upper grades
- Alignment in K-2 science and social studies

Standards-Aligned Instruction

- Exposure to grade level standards is strong in 5th/6th
- Teacher observations, data does not align to full grade level with alignment.
- Rigor walk (LSI rubric), teachers are quick to rescue students. Student experience- students do not feel that they are getting grade level support.
- Student discourse? Science department was exemplified in the walk.
- Once a month/once a week meeting across grade level for alignment. Collaboration across.
- Lesson planning is aligned to the standards (objectives might be misaligned). Structured time needed for unpacking the standards.
- Small group instruction needed to scaffold vs. whole group.
- Need for peer observations around schoolwide focus.
- Setting up a culture in the classroom for discourse.

Inner Core

- Special education: Additional training on de-escalation, creating safe and supportive behavior environments. Culture around supporting behavior around the school.
- PBIS implemented
- SEL- co-teaching, does this create some of those relationships? Sanford and Harmony, Second Step is provided by CPS but not everyone is implementing with fidelity.
- Students having restorative conversations/peace circles.
- Skyline is culturally responsive- students see themselves in the text.
- This is an area where teacher place an effort in (evidence in bulletin boards)
- Culture of learning- what are the strategies across the school that work for this?

Partially

Evidence-based assessment for learning practices are enacted daily in every classroom.

U.T

ILT
 -Improved ILT with having representation from each team. ILT members facilitated meetings, scattered (alignment with district to school).
 -ILT ---> GLT alignment (continuing with this practice)
 -Content leads should join the ILT moving forward. (Math, ELA, Science..)
 -Do staff not ILT know why? It was announced by the presented.
 -Add this to the staff handbook (explain the goals, and the teams).

Balanced Assessments
 -Small group instruction (how are these tracked?) How do assessments impact MTSS?
 -What do goals look like?
 -Behavior data collection practices (there are exemplars across our building)
 -Progress monitoring through RSPs, teachers
 -Students are assessed in a balanced way, what is the use/purpose of the data as it relates to instruction?

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]

- Students not being exposed to grade level standards. Pacing.
- Rigor, discourse, curriculum alignment.
- Students are not experiencing small groups with fidelity.

Quick wins

- Manipulatives and resources
- During testing students do not know how to use the tools on the computer.

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?

[impact on most students; impact on specific student groups]

- Opportunities: students being able to showcase the work that they are doing around identity for the community.

Initiatives:

- Professional Development
- Alignment
- Curriculum Implementation
- Support for staff around assessment environments
- Teacher coaching.

[Return to Top](#)

Determine Priorities

Resources: 

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

Students...

Students need additional exposure to grade level standards (including curriculum fidelity and pacing), and support through small group instruction. 📝

[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?

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

As adults in the building, we...

- bilingual classrooms lacked the curricular resources for ELA/SLA
- professional development needed for implementation of the curriculums available
- professional development for planning small group instruction
- need teacher to increase teacher commitment (buy-in)



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.

Strategy

- modeling curriculum
- structures for small group instruction
- guided planning
- vertical planning

[Return to Top](#)

Theory of Action

What is your Theory of Action?

Resources: 

If we....

create and implement a professional development plan for reading and math, that includes guided planning and modeling as needed to deepen the understanding of the curriculum and small group instruction with a focus on building teacher capacity,



Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.
 Theory of Action is an impactful strategy that counters the associated root cause.
 Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
 Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
 All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see....

teachers analyzing unit plans for implementation following the curriculum's scope and sequence with uniformity and fidelity, and consistently implementing small group instruction across all grade bands



which leads to...

[Jump to...](#)
[Priority](#)
[TOA](#)
[Goal Setting](#)
[Progress Monitoring](#)
Select the Priority Foundation to pull over your Reflections here =>

students having increased exposure to grade level standards with support and making progress in their growth goals towards attainment. (data used will be Star360, i-Ready and TRC/DIBELS)

[Return to Top](#) **Implementation Plan**

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Instructional Leadership Team


Dates for Progress Monitoring Check Ins

Q1	10/9/2023	Q3	3/20/2024
Q2	12/18/2023	Q4	5/10/2024


	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Teachers organize instruction based on the unit plans (reading and math)	ILT		Select Status
Action Step 1	Develop a yearlong calendar of professional development activities for curriculum implementation.	ILT	Week 0	Select Status
Action Step 2	Plan is presented to staff during Institute Days/GLT.	Principal	Week 2	Select Status
Action Step 3	Expectations for planning are developed and communicated.	Principal	Week 2	Select Status
Action Step 4	Teachers plan and implement Unit 1.	All teachers	Week 1	Select Status
Action Step 5	Teachers reflect on planning practices and implementation for Unit 1.	All teachers	Based on Unit	Select Status
Implementation Milestone 2	Teachers implement small group routines and structures.	Teachers		Select Status
Action Step 1	Teachers develop instructional block schedule including small group time.	Teachers	Week 0	Select Status

Action Step 2	Teachers participate in PD during GLT.	Teachers	Week 0	Select Status
Action Step 3	Teachers identify the tasks and activities that will be part of small group routines and structures.	Teachers	Week 0	Select Status
Action Step 4	Teachers develop/implement mini-lessons for implementing the small group structures.	Teachers	Week 3	Select Status
Action Step 5	Teachers reflect on planning practices and implementation of structures.	Teachers	Week 5	Select Status
Implementation Milestone 3	Teachers collect and analyze data for implementing small group instruction (with tracking for Tier 3 students)	Teachers		Select Status
Action Step 1	Identify the data sources that will be used by teachers for analysis.	ILT	Week 1	Select Status
Action Step 2	Establish the cadence for data analysis.	ILT	Week 1	Select Status
Action Step 3	Organize students in small groups using data and determine each group's schedule. Consider special education minutes, scheduling and staffing.	Teachers with support	Week 6	Select Status
Action Step 4	Identify the skills/concepts/types of instruction for each group.	Teachers with support	Ongoing	Select Status
Action Step 5	Teachers reflect on planning practices and implementation of small group instruction.	Teachers	Week 10	Select Status
Implementation Milestone 4	Teachers sustain practices for planning Tier 1 instruction and small group, and reflect on practices to improve.	Teachers		Select Status
Action Step 1	Revisit small group structures at least twice per unit.	Teachers in GLT	Ongoing	Select Status
Action Step 2	Develop a system for support for teachers to receive additional support. (self-identify or through feedback)	ILT	Week 0	Select Status
Action Step 3	Teacher goal-setting discussion include pacing and small group.	Principal with Teachers	Week 10	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones


[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]
-Continuing to sustain and improve practices as described, and adding a focus on intentional practices for Tier 2 and Tier 3 students to bridge the gap.
-Teacher practices will evolve and strengthen as they become familiar with the curriculum.

SY26 Anticipated Milestones


[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]
-Continuing to sustain and improve practices as described, and adding a focus on intentional practices for Tier 2 and Tier 3 students to bridge the gap.

-Make adjustments based on data

[Return to Top](#)

Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).

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

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

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




Resources:

[IL-EMPOWER Goal Requirements](#)

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

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

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
70% of students will meet their growth targets by EOY.	Yes <input type="checkbox"/>	STAR (Reading)	Overall <input type="text"/>				
			Students with an IEP <input type="text"/>				
70% of students will meet their growth targets by EOY.	Yes <input type="checkbox"/>	STAR (Math)	Overall <input type="text"/>				
			Students with an IEP <input type="text"/>				

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.	-Classroom observations (using on track with scope and sequence) -Self-reflection -Teacher goal setting conversations	-Classroom observations (using on track with scope and sequence) -Self-reflection -Teacher goal setting conversations	-Classroom observations (using on track with scope and sequence) -Self-reflection -Teacher goal setting conversations
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	-Materials checklist -PD	-Materials checklist -PD	-Materials checklist -PD
C&I:5 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.	Monitor students in assessment platform and Branching Minds. Data driven meetings.	Monitor students in assessment platform and Branching Minds. Data driven meetings.	Monitor students in assessment platform and Branching Minds. Data driven meetings.

[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
70% of students will meet their growth targets by EOY.	STAR (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status

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

[Reflection](#)
 [Root Cause](#)
 [Implementation Plan](#)

70% of students will meet their growth targets by EOY.

STAR (Math)

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

Overall

Students with an IEP

Select Status

Select Status

Select Status

Select Status

Curriculum & Instruction

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.	-Classroom observations (using on track with scope and sequence) -Self-reflection -Teacher goal setting conversations	Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	-Materials checklist -PD	Select Status	Select Status	Select Status	Select Status
C&I:5 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.	Monitor students in assessment platform and Branching Minds. Data driven meetings.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

OST
 -Not all students are engaged in OST programs (Pre-K is a districtwide focus).
 -Transportation for students with disabilities is a challenge in after school programs. (Cluster students).
 -46 class and 551 events, OST program. OST built into semesters. Additional programs include OLCE program. Variety of programming.
 -Largest OST program to date.
 -STLS students (difficult to reach students/population)

Attendance
 -Attendance was difficult this year, 88.2%
 -Chronic absenteeism
 -Matches general attendance patterns (reflects patterns- schoolwide vs. a small group of student)
 -

Misconducts
 -No 5 and 6 misconducts
 -Level 3- most misconducts are in this category
 -Assumption: school generally creating a safe place
 -Logging- some incidents were only logged at the classroom level, others may include multiple incidents for 1 student.

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]
 -BHT Team exists, no CCT (choose only 1)
 -Data consistency needed at the BHT (data process needed for BHT to be implemented with fidelity)
 -Parent contact needed by teacher prior to referrals

SEL Curriculum identified
 -Calm Corners
 -Sensory boxes
 -Staff responds (counselor co-teaching)
 -Not all classrooms implement the SEL Tier 1 curriculum

-Classrooms should prioritize curriculum vs. counselor for lessons
 -Ensuring that it is scheduled and happening consistently (primary vs. middle school)
 -Should be consistent vs. reactionary

 OST Programming
 -Some targeted programs have enrollment requirements
 -Students who have SECA support have a SECA available due to high interest from SECAs (cluster)
 -Wide variety of OST Programs

 Attendance
 -Re-entry plans consistent for students with hospitalization or extended absences due to mental health.
 -Chronic attendance was tracked and exploratory and attendance team looked at data
 -Second half of the year had more attendance meetings than beginning of the year.
 -Case by case basis entry planning in place.

What student-centered problems have surfaced during this reflection?

-Are students missing additional supports due to data collecting/tracking?
 -Tier 1 SEL: How frequently do students engage with SEL?

 -How do students experience the attendance culture? Incentives?
 -How do we reconcile students with high needs for attendance (medical needs)?
 How is that data part of the planning?

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?

-Continue improving the referral data, and create structures for tracking. (BHT)
 -Improving the data analysis process and triaging.
 -Organizing referrals so they go to the appropriate immediate support person.

 -SecondStep digital curriculum (1 for the school)

 -Budget increased: Implementing additional events and programs. Pre-K: once a month.

 -Attendance incentives, focusing on groups of students including high attendance students.
 Attendance challenges.

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

Students...

being absent precludes from Tier 1 instruction and Tier 2/3 supports.



[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

Priorities are determined by impact on students' daily experiences.

[Return to Top](#)
Root Cause

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

Resources: 

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

As adults in the building, we...

- less tolerance for students showing symptoms (any kind)
- inconsistent systems for recognizing attendance (supporting attendance culture)
- relationship building (trusted adult to triage in the school building)
- communication to families about attendance (add this to Open House)
- how adults respond to attendance requests/knowledge (develop protocols)
- in early grades it is difficult to communicate/hold students accountable
- no parent incentives implemented
- lack of understanding the schedule (families might think twice to remove them from core content)
- Consistency with attendance taking protocols (tardies?)
- Protocol/Plan for students after X days absent.



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.

Not in our control:
-Health concerns (post-pandemic)

- Ideas:
- Open House
 - Parent Incentives
 - Separation Anxiety Workshop
 - Community Building (Shadowing to Build Trust), Parent Volunteers during the School Day (Bring your parent/grandparent day)
 - Calendar of Attendance Activities/Incentives
 - Communicate Schedule
 - Tier 2 and Tier 3 for Attendance?
 - Attendance Campaign
 - Connecting Families (Transportation)
 - Home Visits
 - Communication

[Return to Top](#)
Theory of Action

What is your Theory of Action?

If we....

Resources: 

create and implement a comprehensive attendance plan including, protocols for communication, systems and structures for tracking and responding to attendance, celebrating teachers and student attendance,



Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.
 Theory of Action is an impactful strategy that counters the associated root cause.
 Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

then we see....

a culture of attendance
 higher rates of parent participation (rapport with the families)
 consistent patterns of attendance across student groups



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

which leads to...

higher student attendance rates, and access to Tier 1 to Tier 3 services (increasing academic achievement).



[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 10/9/2023 Q3 3/20/2024
 Q2 12/18/2023 Q4 5/10/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1

Parent Notification System for Absences	Attendance Clerk, Miscellaneous Staff	Daily	In Progress
---	---------------------------------------	-------	-------------

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

Connectedness & Wellbeing

Action Step 1	Clerk and miscellaneous staff calls each morning for students who are absent by 9:00am. Clerk and miscellaneous staff will follow up with the guardian if the student does not return with a note for excused absence.	Attendance Clerk and Miscellaneous Staff	On-going	In Progress
Action Step 2	2 days absent-Parent will receive a phone call from the school clerk and miscellaneous staff indicating that the student has missed two days of school. The student will be required to meet with the assistant principal or school counselor to discuss attendance	Attendance Clerk and Miscellaneous Staff, Assistant Principal, Counselor	On-going	In Progress
Action Step 3	5 days absent- Parent will receive a phone call from the school counselor/assistant principal and a certified CPS 5 day letter from the school explaining that the student has missed five days of school and reminding the parent of the importance of regular school attendance. The parent will be encouraged to meet with the school counselor to discuss attendance issues.	Attendance Clerk and Miscellaneous Staff, Assistant Principal, Counselor	On-going- specific to student	In Progress
Action Step 4	7 days- absent- Parent will receive a phone call from the school informing them that their son or daughter has missed seven days of school. A certified letter will be sent home from the school requiring that the parent meet with the school's assistant principal or counselor to discuss support that can be provided to facilitate improved attendance as part of an attendance contract using this (Attendance Success Plan).	Attendance Clerk and Miscellaneous Staff, Assistant Principal, Counselor	On-going- specific to student	Not Started
Action Step 5	10 days absent- A certified CPS 10 day letter will be mailed by the attendance clerk. The school security will conduct a home visit to meet with the student's parents, and parents will be required to meet with assistant principal to assess barriers to school attendance and develop a plan to improve the student's attendance.	Attendance Clerk and Miscellaneous Staff, Assistant Principal, Counselor	On-going- specific to student	Not Started
Implementation Milestone 2	Attendance Procedures			Select Status
Action Step 1	All homeroom teachers are responsible for submitting their attendance in ASPEN no later than 8:30 am daily. Directions for taking attendance can be found here . Security will visit each classroom to provide reminders for unsubmitted attendance. Teachers will have tardy procedures posted in their classrooms to provide support to tardy students. All absence notes should be given to the attendance clerk for accurate record keeping.	Homeroom teachers	Daily	In Progress
Action Step 2	When a substitute arrives, the clerk will provide them with the homeroom roster and direct substitute to take roll call and mark attendance on the roster. Security officers will collect the attendance folders and rosters from subs. Clerk will then enter attendance by 9:00 am.	Attendance Clerk	Daily	In Progress

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

Connectedness & Wellbeing

Action Step 3	Tardy Procedures- Students walking into the building after 8:16 will get in line at the security desk. They will provide their name & room number along with the time they arrived on this Daily Tardy Log. The names and times are jotted and stored in a binder at the security desk. A spreadsheet is shared with Ms. Gonzalez and Ms. Pedraza where security uploads the names, times, and room numbers so that the clerks can adjust times. Attendance clerk- once the attendance is posted by teachers, check the tardy log to correct the attendance of the student and adjust time of arrival.	Homeroom teachers, School Security, Attendance Clerk	Daily	In Progress
Action Step 4	Early dismissal procedures- After the guardian has been processed by school security and directed to the main office, the attendance clerk will document ED in Aspen and inform the teacher of ED. 60 minutes is the maximum minutes a student can leave early before being counted 1/2 day absent, provided s/he arrives on time. This tool was used to determine the instructional minutes.	Homeroom teachers, School Security, Attendance Clerk	Daily	In Progress
Action Step 5	Attendance correction protocol will be used to correct attendance.	Attendance Clerk	Daily	In Progress
Implementation Milestone 3	Multi-Tiered Systems of Support- Tier 1			Select Status
Action Step 1	Open House- State of the School Address- The assistant principal will provide a presentation to parents attending the State of the School Address. The presentation will summarize the risk factors associated with chronic absenteeism, note the resources available at the school to improve student attendance, and describe the risks associated with attendance.	Parents, Assistant Principal	September	In Progress
Action Step 2	Daily- Weekly-Monthly attendance incentives- view school-wide calendar and highlighted during morning announcements	Attendance Team	Daily, Weekly, Monthly	In Progress
Action Step 3	Monday Roll Call- Each week, we will include in the morning announcements the classrooms with 95% attendance or better from the previous week.	student announcement coordinator,	Weekly	In Progress
Action Step 4	95% or higher Attendance Certificate-Students with 95% or higher attendance for the entire quarter will be recognized with a certificate.	Students	Monthly	In Progress
Action Step 5	Saber Coins and Public Recognition- Each month, students with 95% or higher attendance will receive 25 Saber coins. They will also be recognized with a 95% or Higher Club poster laminated and posted on their lockers!	Students	Monthly	Not Started
Implementation Milestone 4	Tiers 2 and 3			Select Status

Action Step 1	<p>Planned discussion & goal setting- Each month, students with attendance below 95% will receive a parent letter to take home explaining the importance of strong attendance, their child’s individual attendance data and information about the Tier 2 intervention in place for the next month. Attendance team members will pull their tiered students in small groups to explain their attendance data, their goal for the upcoming month and the incentive if they meet their goal.</p>	<p>Individual students with YTD attendance below 95%</p>		<p>Select Status</p>
Action Step 2	<p>If student meets their goal (YTD below 92% = 1 or less absences in the month, YTD 92-94.9% = 0 absences in the month), they will be invited to attend a special movie & popcorn celebration and they will be entered into a raffle school apparel/Saber store.</p>	<p>Student, Atten Team</p>		<p>Select Status</p>
Action Step 3	<p>Small Group Attendance Advisory- Depending on tier level, the attendance team will meet with specific students for 20 minutes per week. During this time, students track their daily attendance and monitor their attendance rate. Counselor designs and provides teachers a scope and sequence of lessons focused on topics such as the importance of attendance, organizational strategies for home/school and ways to meet school and classroom expectations to achieve success</p>	<p>Student, Atten Team, Counselor</p>		<p>Select Status</p>
Action Step 4	<p>Check In Check Out (CICO)- CICO consists of students daily checking in with an adult at the start of school to retrieve a goal sheet and encouragement. Teachers provide feedback on the sheet throughout the day, students check out at the end of the day with an adult, and the student takes the sheet home to be signed, returning it the following morning at check in.</p>	<p>Student, Atten Team, Counselor</p>		<p>Select Status</p>
Action Step 5				<p>Select Status</p>

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
✍️

[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]
Student attendance culture foundation established.

SY26 Anticipated Milestones
✍️

[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]
Building on established practices.

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

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.

Performance Goals

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Numerical Targets [Optional] 📌			
				Baseline 📌	SY24	SY25	SY26
Increase YTD attendance by 3 percentage points for all groups outlined in this CIWP	Yes	Increase Average Daily Attendance	Overall	87.77	90	93	96
			Select Group or Overall				
Decrease Chronic Absenteeism	Yes	Increased Attendance for Chronically Absent Students	Overall	46.00%	41.00%	36.00%	30.00%
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 📌

Specify your practice goal and identify how you will measure progress towards this goal. 📌

SY24

SY25

SY26

C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Implement attendance plan with fidelity.		
<i>Select a Practice</i>			
<i>Select a Practice</i>			

[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 YTD attendance by 3 percentage points for all groups outlined in this CIWP	Increase Average Daily Attendance	Overall	87.77	90	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
		<i>Select Group or Overall</i>			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
Decrease Chronic Absenteeism	Increased Attendance for Chronically Absent	Overall	46.00%	41.00%	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>
Reflection	Root Cause	Implementation Plan	Chronic Absent	Students	Select Group or Overall

Connectedness & Wellbeing

Select Status	Select Status	Select Status	Select Status
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Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Implement attendance plan 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

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

OST
 -Not all students are engaged in OST programs (Pre-K is a districtwide focus).
 -Transportation for students with disabilities is a challenge in after school programs. (Cluster students).
 -46 class and 551 events, OST program. OST built into semesters. Additional programs include OLCE program. Variety of programming.
 -Largest OST program to date.
 -STLS students (difficult to reach students/population)

Attendance
 -Attendance was difficult this year, 88.2%
 -Chronic absenteeism
 -Matches general attendance patterns (reflects patterns- schoolwide vs. a small group of student)
 -

Misconducts
 -No 5 and 6 misconducts
 -Level 3- most misconducts are in this category
 -Assumption: school generally creating a safe place
 -Logging- some incidents were only logged at the classroom level, others may include multiple incidents for 1 student.

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]
 -BHT Team exists, no CCT (choose only 1)
 -Data consistency needed at the BHT (data process needed for BHT to be implemented with fidelity)
 -Parent contact needed by teacher prior to referrals

SEL Curriculum identified
 -Calm Corners
 -Sensory boxes
 -Staff responds (counselor co-teaching)

-Start responses (counselor co-teaching)
-Not all classrooms implement the SEL Tier 1 curriculum
-Classrooms should prioritize curriculum vs. counselor for lessons
-Ensuring that it is scheduled and happening consistently (primary vs. middle school)
-Should be consistent vs. reactionary

OST Programming
-Some targeted programs have enrollment requirements
-Students who have SECA support have a SECA available due to high interest from SECAs (cluster)
-Wide variety of OST Programs

Attendance
-Re-entry plans consistent for students with hospitalization or extended absences due to mental health.
-Chronic attendance was tracked and exploratory and attendance team looked at data
-Second half of the year had more attendance meetings than beginning of the year.
-Case by case basis entry planning in place.

What student-centered problems have surfaced during this reflection?

-Are students missing additional supports due to data collecting/tracking?
 -Tier 1 SEL: How frequently do students engage with SEL?
 -How do students experience the attendance culture? Incentives?
 -How do we reconcile students with high needs for attendance (medical needs)?
 How is that data part of the planning?

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?

-Continue improving the referral data, and create structures for tracking. (BHT)
 -Improving the data analysis process and triaging.
 -Organizing referrals so they go to the appropriate immediate support person.

-SecondStep digital curriculum (1 for the school)

-Budget increased: Implementing additional events and programs. Pre-K: once a month.

-Attendance incentives, focusing on groups of students including high attendance students.
 Attendance challenges.

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

[Determine Priorities Protocol](#)

Students...

within the current arts programming:



[Indicators of a Quality CIWP: Determine Priorities](#)

-limited access to performing arts (playing instruments/singing)
 -limited opportunities for meaningful creation of art or art in different forms.

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?

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

As adults in the building, we...

-implementation of standards-based instruction addressing the student-centered problem
 -scheduling designed for covid-protocols does not create sustained opportunity across the year.
 -connection of this priority to OST programs



Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.
 The root cause is based on evidence found when examining the student-centered problem.
 Root causes are specific statements about adult practice.
 Root causes are within the school's control.

[Return to Top](#)

Theory of Action

What is your Theory of Action?

Resources: 

If we....

If we implement a comprehensive student-centered enrichment program in the arts (including music and art)



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....

increased participation and engagement in arts programming



which leads to...

which leads to improved academic performance, enhanced creativity, and a more equitable learning environment with impact on student attendance. 🍌

[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	10/9/2023	Q3	3/20/2024
Q2	12/18/2023	Q4	5/10/2024

	SY24 Implementation Milestones & Action Steps 🍌	Who 🍌	By When 🍌	Progress Monitoring
Implementation Milestone 1	Program Design and Planning			Select Status
Action Step 1	Collaborate to define clear goals for the student-centered enrichment program in the arts.			Select Status
Action Step 2	Assess available resources, including funding, facilities, and expertise, to ensure equitable access for all students.			Select Status
Action Step 3	Survey students on their perception of the current student-enrichment program.			Select Status
Action Step 4	ensure that instruction is aligned to standards.			Select Status
Action Step 5				Select Status
Implementation Milestone 2	Implementation and Monitoring			Select Status
Action Step 1	Identify barriers to participation and design strategies to address them, such as transportation or scheduling concerns.			Select Status

Action Step 2	Implement a communications plan to inform students and their families about the program's progress.				Select Status
Action Step 3	Regularly collect data on student participation, engagement, and academic progress to assess the program's impact and make necessary adjustments.				Select Status
Action Step 4					Select Status
Action Step 5					Select Status
Implementation Milestone 3	Continuous Improvement and Sustainability				Select Status
Action Step 1	Gather feedback from students, families, and teachers to refine the program and ensure it remains student-centered and inclusive.				Select Status
Action Step 2	Develop a sustainability plan that outlines how the program will continue to operate in the coming years, including securing funding and resources.				Select Status
Action Step 3					Select Status
Action Step 4					Select Status
Action Step 5					Select Status
Implementation Milestone 4	Performances and Showcases				Select Status
Action Step 1	Establish an assembly committee ensuring there are at least 3 student driven assemblies per year.				Select Status
Action Step 2	Set expectations for the responsibilities of the music and art program teachers for each of those assemblies.				Select Status
Action Step 3					Select Status
Action Step 4					Select Status
Action Step 5					Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones *[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]* *Plan implementation and adjustment.* 

SY26 Anticipated Milestones *[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]* *Plan implementation and adjustment.* 

[Return to Top](#)

Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

Resources: 🚀

[IL-EMPOWER Goal Requirements](#)

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

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

Performance Goals

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Numerical Targets [Optional] 📌			
				Baseline 📌	SY24	SY25	SY26
Increase program satisfaction by at least 25% from BOY to EOY on the 3-8 student survey.	Yes	Formal and informal family and community feedback received locally. (School Level Data)	Other [Specify]				
			Select Group or Overall				
Representation of the music and art program in each assembly (performance and visual art)	Yes	Other	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
C&W:3 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.	Plan is created with full implementation in the 3rd and 4th quarter.	Plan implementation from Day 1. Adjustment of plan as needed.	Plan implementation from Day 1. Adjustment of plan as needed.
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 program satisfaction by at least 25% from BOY to EOY on the 3-8	Formal and informal family and community	Other [Specify]			Select Status	Select Status	Select Status	Select Status

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

[Reflection](#)
 at least 25% from BOY to EOY on the 3-6 student survey.

[Root Cause](#)
 [Implementation Plan](#)
 feedback received locally. (School Level Data)

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

Connectedness & Wellbeing

Representation of the music and art program in each assembly (performance and visual art)	Other	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
C&W:3 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.	Plan is created with full implementation in the 3rd and 4th quarter.	Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Parent and Family Plan

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



Our school is a Title I school operating a Schoolwide Program

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

If Checked:
No action needed



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

3,500.00	Edward E. Sadlowski Elementary School	NCLB Title I Regular Fund	Commodities - Supplies	
855	Edward E. Sadlowski Elementary School	NCLB Title I Regular Fund	Services - Professional/Administrative	

Parents have allocated 3,500 for commodities and supplies. The priorities to support based on the CIWP:
-supporting parents with ELA and Math strategies at home
-supporting parents with attendance initiatives

The \$855 allocated for professional/administrative are allocated for bringing workshops and presentations for the parents on the above topics and other needs.

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

If Checked:

Complete
IL-Empower
Section below



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

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

If Checked:

No action needed



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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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



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



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



Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:

- q) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
- b) Contracting for professional services from State-Approved Learning Partners
- c) Conducting school-level needs assessments
- d) Analyzing data
- e) Identifying resource inequities
- f) Researching and implementing evidence-based interventions
- g) Purchasing standards-aligned curriculum and materials
- h) Purchasing and administering local assessments for progress monitoring



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



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



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



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



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

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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

- Required Math Goal** STAR (Math): 70% of students will meet their growth targets by EOY.
- Required Reading Goal** STAR (Reading): 70% of students will meet their growth targets by EOY.
- Optional Goal** Increase Average Daily Attendance: Increase YTD attendance by 3 percentage points for all groups outlined in this CIWP

Student Groups	Baseline	SY24	SY25	SY26
Overall				
Students with an IEP				
Overall				
Students with an IEP				
Overall	87.77	90	93	96
Select Group or Overall				