CIWP Team & Schedules

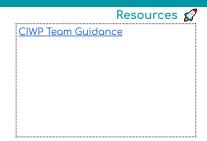Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name ✍	Role ✍	Email ✍
John O'Connell	Principal	jpoconnell@cps.edu
Dawn Creed	AP	decreed@cps.edu
Man K Tam	Other - Bilingual Coordinator/Teacher Leader	mkwan@cps.edu
Larkyn Rhea	Other- Reading Interventionist/Teacher Leader	ljrhea@cps.edu
Jacqueline Ravnic	LSC Member/Teacher	jrravnic@cps.edu
Jackie Brown	LSC Member/Teacher	jbrown3@cps.edu
Deb Eberts	Case Manager and DL teacher	deberts@cps.edu
Rob Morgan	Connectedness & Wellbeing Lead	rgmorgan@cps.edu
Jennifer Monahan	Teacher Leader	jlmonahan@cps.edu
	Teacher Leader	
Aaron Meyer	Other-Paraprofessional	agmeyer@cps.edu
Margaret Rivera	Parent/LSC Member	margaretwrivera@gmail.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	8/14/23	9/8/23
Reflection: Curriculum & Instruction (Instructional Core)	8/14/23	9/8/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/14/23	9/8/23
Reflection: Connectedness & Wellbeing	8/14/23	9/8/23
Reflection: Postsecondary Success	8/14/23	9/8/23
Reflection: Partnerships & Engagement	8/14/23	9/8/23
Priorities	8/14/23	9/8/23
Root Cause	8/14/23	9/8/23
Theory of Acton	8/14/23	9/8/23
Implementation Plans	8/14/23	9/8/23
Goals	8/14/23	9/8/23
Fund Compliance	8/14/23	9/8/23
Parent & Family Plan	8/14/23	9/8/23
Approval	8/14/23	9/8/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	8/14/23
Quarter 2	10/27/23
Quarter 3	12/22/23
Quarter 4	6/7/23

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

Curriculum & Instruction

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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	The following data comes from Branching Minds Tier Movement report which shows standardized testing resilts from iReady for K-2, STAR 360 for 3-8 and IAR for 3-8. In reading, 84% of students are meeting benchmark, 10% fall into tier 2 , and 4% are in tier 3. In math, 87% of students are at benchmark, 8% are tier two, and 4% are tier 3.	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
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.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** On the My School My Voice survey, parent invovement was rated strong. Based on the Project Vision (PV) After School Program End of the Year data analysis in SY 22, PV concluded students were making steady progress using the quarterly grades.	STAR (Math) iReady (Reading) iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades ACCESS
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.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		TS Gold Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** In SY23, students participated in forums to offer them voice in topics like instruction and behavior. They were also given the opportunity to participate in the Student Perspective Survey. ILT kicked off last year and led team meetings and discussions about the students feedback on the survey. As a result of the above items, a multicultural committe was formed and we held a MultiCultural Event in the spring for the families. The three different grade level teams (Primary, Intermeidate, and Upper) planned events to celebrate the success of their groups. This was a suggestion that came from the Student Surveys given in the fall. Students wanted some fun activities that acknowledged their hard work. Besides events, the upper grade team brought back giving certificates for Honor Roll and planned quarterly celebrations for students who made the honor roll. We have a Specific Aptitude Program (SAP) program for math and science which is for grades 7-8. Through that we have 100% Algebra 1 passing rate on the exit exam. In the Spring of SY23, we established weekly tutoring for students who were identified as possible non-promotion students. For example, on the 3Q Forecast for Summer Eligibility we had 10 students listed. After establishing the tutoring program that targeted those specific students, we had only 5 that had to attend summer school.	

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.

On the my school my voice survey, teachers and students reflected that ambitious instruction was a weaker area and that they would like to see more engaged involvement. The Cultivate Survey given in SY 23 shows similar results.

Inclusive & Supportive Learning Environment

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	Cultivate Data shows that students see classroom community as a second area of needed growth. My Voice My School shows students rated MSA as "neutral" for supportive environment. MTSS continues to be an area of growth and improvement. MSA has begun implenting Branching Minds platform for documenting student progress. MSA invited Michelle Breland, the head of MTSS Support Contact for ISP schools, to offer professional development. We have weekly team meetings as an MTSS team. Only 25% of teaching staff is ESL endorsed.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support	LRE Dashboard Page	**What is the feedback from your stakeholders?**	Quality Indicators of Specially Designed Curriculum

Yes	Environment Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	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 |
| Partially | There are language objectives (that demonstrate HOW students will use language) across the content. | |

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

Students showed on the Cultivate survey that they would like to have greater classroom community and more supportive interaction with classmates and faculty. Behavioral issues have increased accordng to an internal behavior tracking systems.

My Voice My School Survey data shows parents rating "safe and supportive school environment with high expectations" as neutral. Supportive Schools Certification has rated Sheridan as "emerging", stating "The school has developed an action plan to support social and emotional learning. Leaders and staff have assessed their school climate, and they are beginning to adopt best practices to support SEL for all students." Based on the 3/3/23 EL program review report, Sheridan recieved "high finding" on the lack of ESL certified teachers. At current, 25% of teachers are ESL Certified. Some ELL students are not being serviced across all content areas.

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?

MSA has created a multicultural committee to help students of all backgrounds feel seen, safe and suported. We will continue to grow the use of Branching Minds platform schoolwide. As a result of the student cultivate survey, the upper grade schedule has been modified for the SY24 to allow an intervention/enrichment period so students can have instructional support, possible tier 2/3 intervention, or be given enrichment. in SY23, we added a .5 counselor position to address SEL concerns among students.

EL Program Review Tool

Connectedness & Wellbeing

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Using the associated references, is this practice consistently implemented?		**References**
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment

SEL Teaming Structure |
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	
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?

According to the SY23 Cultivate survey, the second highest area of concern for student was classroom community. According to the SY23 Student Perspective Survey, 56.58% of the student body say that the staff at my school cares about me and wants me to be successful.

What is the feedback from your stakeholders?

According to the My School My Voice Surevy data, parents feel that the school partners with family and community. They rated the school neutral in supportive environment. Our partnership with Parent Volunteers in Project Vision reported a increase in the level of the parents in terms of connnectedness with the school. Our volunteers have increased in numbers and the participation of families at events such as Welcome Back, Trunk or Treat, School Picnic are starting to increase after the pandemic shutdown of school wide activities.

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.

Cultivate data shows that the second most urgent area of concern is classroom community. The 6th grade transition to upper grade center has been a concern. Behavior, organization issues, and completion of work as the most concerning. The K-5 students brought behavioral issues back into the school day which stemmed from after school programs. When this happens, we make sure to inform the after school programs about anything that may affect them.

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?

Sheridan has an active safety committee that works to put protocols in place for various emergency situations. They also ask students what safety concerns they have and address them as a team. Sheridan has partnered with the Do Good Movement (yoga and mindfullness) for grades K-4. Calm Classroom is implemented in all grades and used daily. Second Step is implemented with grades 5-8 through our school counselor. We have added a .5 counselor position at the school to help address growing needs. Beginning SY24 the upper grade schedules have added 9th period as remediation/enrichment and work time. This is promoted as

Metrics

% of Students receiving Tier 2/3 interventions meeting targets

Reduction in OSS per 100

Reduction in repeated disruptive behaviors (4-6 SCC)

Access to OST

Increase Average Daily Attendance

Increased Attendance for Chronically Absent Students

Reconnected by 20th Day, Reconnected after 8 out of 10 days absent

Cultivate (Belonging & Identity)

Staff trained on alternatives to exclusionary discipline (School Level Data)

Enrichment Program Participation: Enrollment & Attendance

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

time for students to get started on their homework to alleviate stress of finding time to complete the work vs. time for outside activities. This is also a time for students to be able to get extra help from their teachers or extend their interests in various subjects. We are also proposing that weekly team building activities be done in the homerooms to foster the classroom community.

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)	3-8 on Track shows that 75% of students for SY 22-23 were On-Track. The rest shows: Almost = 14%; Near = 2%; Far from = 5%; and Off-Track = 3%. When Looking at the Naviance Data from SY 23-24, there is a need for students to followup with completing their Invididualized Learning Plan (ILP). Less than 10% of students in grades 6th-8th completed all of the tasks in order to be marked as complete. However, several tasks within each ILP were completed at more than 85% completion rate. For SY 23-24, SchooLinks will be used to with grades 6th-8th to complete ILPs.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
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		
N/A	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?** After SY23, about 60% of our 8th graders were chosen for selective enrollment or IB high schools.	
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	Sheridan has a Civic Leadership Foundation for grades 6-8 which promotes college readiness and postsecondary skills. Project Vision is a nonprofit partner that services grades 5-8 with afterschool tutoring and addressses academic needs, social emotional needs, and test preparation for high school entrance exam. Students also receive weekly guidance lessons from a school couselor. These are based on American School Counselor Association (ASCA) standards whinch include SEL and college/career.	

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.

Only 10% of the students are completing their Individual Learning Plans (ILPs) and the percent of students who are not On Track is at 25% from SY 22-23.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Mark Sheridan has been working with various non-profit organization and community support groups for many years. There has been much positive feedback from students, parents, staff, and community organizers about these services.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment
		Reimagining With Community Toolkit		

Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.		Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
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](#)	Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

My School My Voice parent survey rated school partnership with families and community as strong. Besides, there has been much positive feedback from parents, students, and community organizers about the cooperative relationship between the school and various agencies. The families that attended the school wide evening events such as Trunk or Treat, HS fair, Multi Cultural Night, and daytime picnic were very complimentary and pleased. We had outside vendors, UIC softball players, Chicago PD come to various events and were very happy to particapate and partner with us. We also include the BAC in our conversations about student, parent, and staff activities.

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.

There has been raising student SEL/bevhavioral concerns with increased inquiries for counseling services. Many of these inquiries are post Covid in relating to students getting along with others. Families are re-learning how to live in a community after 2 years of Covid isolation.

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?

Through Project Vision, parent mentor programs are in place to increase parental involvement within the school. This helps us to recruit more parent volunteers that meet the highest clearance levels from CPS for volunteering. Through the Civic Leadership Foundation, we received weekly SEL lessons for students. They also brought our 8th grade students on a field trip to the Chicago Greater Food Depository. Through Urban Christian Academy, our Mandarin speaking parents received support. Our Bilingual Advisory Committee which is comprised of Chinese speaking parents and staff brought about cultural learning through a Chinese New Year Fest. We also have Reach For the Stars parent program that provides monitary and hands-on support to the school in areas of need. They conduct ongoing fundraising activities that also build school community partnerships. They formulate a very strong parent network through social media and face to face meetings.

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	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.
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.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

The following data comes from Branching Minds Tier Movement report which shows standardized testing resilts from iReady for K-2, STAR 360 for 3-8 and IAR for 3-8. In reading, 84% of students are meeting benchmark, 10% fall into tier 2 , and 4% are in tier 3. In math, 87% of students are at benchmark, 8% are tier two, and 4% are tier 3.

What is the feedback from your stakeholders?

On the My School My Voice survey, parent invovement was rated strong. Based on the Project Vision (PV) After School Program End of the Year data analysis in SY 22, PV concluded students were making steady progress using the quarterly grades.

What student-centered problems have surfaced during this reflection?

On the my school my voice survey, teachers and students reflected that ambitious instruction was a weaker area and that they would like to see more engaged involvement. The Cultivate Survey given in SY 23 shows similar results.

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?

In SY23, students participated in forums to offer them voice in topics like instruction and behavior. They were also given the opportunity to participate in the Student Perspective Survey. ILT kicked off last year and led team meetings and discussions about the students feedback on the survey. As a result of the above items, a multicultural committe was formed and we held a MultiCultural Event in the spring for the families. The three different grade level teams (Primary, Intermeidate, and Upper) planned events to celebrate the success of their groups. This was a suggestion that came from the Student Surveys given in the fall. Students wanted some fun activities that acknowledged their hard work. Besides events, the upper grade team brought back giving certificates for Honor Roll and planned quarterly celebrations for students who made the honor roll. We have a Specific Aptitude Program (SAP) program for math and science which is for grades 7-8. Through that we have 100% Algebra 1 passing rate on the exit exam. In the Spring of SY23, we established weekly tutoring for students who were identified as possible non-promotion students. For example, on the 3Q Forecast for Summer Eligibility we had 10 students listed. After establishing the tutoring program that targeted those specific students, we had only 5 that had to attend summer school.

Determine Priorities

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

Students...

expressed on their Cultivate Survey in SY23 that they wanted more feedback on assessments, assignments, and learning progress. They wanted opportunities to relearn content and retake underperforming tests. Students are showing weakest areas of growth in vocabulary and math modeling and application.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

have seen data, listened to our students, and acknowledged our part in their concerns over their education. As adults we need to allow student input in our standards based instruction in order to help students drive the instruction which will help alleviate their stress. As adults we need to allow student involvment in determining the foundational skills that are being taught to help alleviate the anxiety students feel about being prepared to compete for acceptance into selective high school. Adults need to provide students with the education, reassurance, and ambitious instruction which will promote confident students who beleive in their ability to be successful.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

provide bi-weekly teacher meetings, facilitated by ILT, around "feedback for growth" best practices as outlined by CPS Department of Student Voice and Engagement; and we provide professional development around best practice instruction in vocabulary and math modeling/application

then we see....

teachers engaged with each other reflecting on their practice of providing meaningful feedback to students. Teachers providing feedback to students in class, groups, or indiviaul sessions. And Students showing more ownership and responsibility of their learning, including utilizing supports put in place for them by staff. Students will also advocate for

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

what they need in terms of instruction.

which leads to...
academic growth across all content areas, higher standardized testing scores, and higher enrollment rates into selective enrollment high schools. This should also lead to increased ambitious instruction and an improvement of students' perception of their involvment in instruction. Students will have lower anxiety, lower stress, and increase self esteem.

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 & Administration

Dates for Progress Monitoring Check Ins

Q1	8/14/23	Q3	12/22/23
Q2	10/27/23	Q4	6/7/23

	SY24 Implementation Milestones & Action Steps ✍	**Who** ✍	**By When** ✍	**Progress Monitoring**
Implementation Milestone 1	Solicit strengths and weakness in the area of "feedback for growth" among teaching staff via survey.	ILT	8/17/23	Completed
Action Step 1	ILT identifies highest areas of concern on Cultivate survey	ILT	8/17/23	Completed
Action Step 2	ILT creates a teacher survey around perceived best practices and concerns.	ILT	8/17/23	Completed
Action Step 3	Present a PD to staff outlining the Cultivate results and aim of the ILT	ILT	8/17/23	Completed
Action Step 4	Facilitate dicussion around feedback for growth learning conditions guide from CPS among grade level and resource teams.	ILT	8/17/23	Completed
Action Step 5	Administer teacher survey on feedback for growth.	ILT	8/17/23	Completed
Implementation Milestone 2	ILT will organize and analyze survey results, and BOY standardized testing data, which will bring forth PD foci for next staff meetings.	ILT	9/22/23	Not Started
Action Step 1	ILT will sift through the feedback for growth teacher surveys and list top trends that stand out.	ILT	9/22/23	Not Started
Action Step 2	ILT will brainstorm PD/Team meeting next steps to address these concerns and brainstrom future PD around vocabulary best practice instruction and math modeling/application best practice instruction.	ILT	9/22/23	Not Started
Action Step 3	ILT will prepare team trainings and gather any materials.	ILT	10/26/23	Not Started
Action Step 4	ILT will designate meeting protocol for upcoming PD	ILT	10/26/23	Not Started
Action Step 5	ILT will coordinate with school math & science departments to plan PD around math & science integration across all subject areas.	ILT	10/26/23	Not Started
Implementation Milestone 3	ILT Presents to grade level and resource teams.	ILT	12/22/23	Not Started
Action Step 1	Teachers set goals to implement around feedback for growth, as well as math and reading best practices in the areas of vocabulary and math modeling/application.	ILT	12/22/23	Not Started
Action Step 2	Teachers will research best practices for feedback for growth.	ILT	12/22/23	Not Started
Action Step 3	Teachers will be given and action step, like bringing back evidence of research based strategies that worked in their classroom.	ILT	12/22/23	Not Started
Action Step 4	Repeat process over multiple meetings.	ILT	12/22/23	Not Started
Action Step 5	ILT presents, or makes available, math and science integration strategies for teachers to implement and document.	ILT & Magnet Lead	12/22/23	Select Status
Implementation Milestone 4	After multiple team meetings (facilitated by ILT) around feedback for growth, and vocabulary & math modeling/application goals, teachers will reflect on their practices.	ILT & Staff	6/7/24	Select Status
Action Step 1	Reflect on EOY standardized testing data	ILT & Staff	6/7/24	Not Started
Action Step 2	Reflect on new student surveys	ILT & Staff	6/7/24	Not Started
Action Step 3	Analyze student performance in the areas of vocabulary and math modeling/application	ILT & Staff	6/7/24	Not Started
Action Step 4	Create next step plan for SY 25	ILT & Staff	6/7/24	Not Started
Action Step 5	Monitor math, science, and reading standardized test scores for growth.	ILT & Staff	6/7/24	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	ILT and faculty will continue to research evidence based, best practice strategies around feedback for growth, vocabulary, and math modeling/application - and participate in continued professional development. Faculty will analyze student performace data as well as future student surveys on this topic.	✍
SY26 Anticipated Milestones	Analyze student performace data and student/faculty surveys to see what improvements have been made, as well as next steps for improving feedback for growth.	✍

Return to Top   **Goal Setting**

Resources: 🚀

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

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

Curriculum & Instruction

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
Teachers will identify specific evidence based strategies for feedback for growth through ILT led team meetings. Each grade level team will identify 3 evidence based strtegies to focus on over the upcoming school years.	Yes	Other	Overall				
			Overall				
After partcipating in ILT led professional development on feedback for growth, teachers will implement the three strategies and track their effectiveness by analyzing the MOY/EOY Cultivate data and standardized testing. Teachers will implement strategies for vocabulary and math modeling/application.	Yes	Cultivate	Overall	Reading Tier One 84%	Reading Tier One 86%	Reading Tier One 88%	Reading Tier One 90%
			Overall	Math Tier One 87%	Math Tier One 89%	Math Tier One 91%	Math Tier One 93%

Numerical Targets [Optional] ✍

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	SY24	SY25	SY26
C&I:4 The ILT leads instructional improvement through distributed leadership.	Teachers will identify three feedback for growth improvement practices and implement them in their curriculum and instruction.	Teachers will reflect on Cultiavte survey data and classroom observation, and contintue by improving on their practices around feedback for growth.	Teachers will continue to analyze feedback
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.	Teachers will analyze students' quarterly grade reports, and indentify areas of need for all the students and then provide feedback for growth that is evidence based and leads to improvement in classroom performance.	Teachers will analyze feedback practices for all students from quarterly gradebook data and standardized testing data. Teachers will implement evidence based practices around feedback for growth.	Teachers will continue to analyze feedback
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will identify two vocabulary & math modeling/application best practice improvement practices and implement them in their curriculum and instruction. Teachers with newly purchased vocabulary curriculum (grades 3-5) will implement their new program.	Teachers will analyze vocabulary and math modeling/application practices for all students from quarterly gradebook data and standardized testing data. Teachers will implement evidence based practices in these areas and adjust instruction where needed.	Teachers will analyze vocabulary and modeling/application practices for all students from quarterly grades and standardized testing data. Teachers will implement evidence based practices in these areas and adjust instruction where needed.

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

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
Teachers will identify specific evidence based strategies for feedback for growth through ILT led team meetings. Each grade level team will identify 3 evidence based strtegies to focus on over the upcoming school years.	Other	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
After partcipating in ILT led professional development on feedback for growth, teachers will implement the three strategies and track their effectiveness by analyzing the MOY/EOY Cultivate data and standardized testing. Teachers will implement strategies for vocabulary and math modeling/application.	Cultivate	Overall	Reading Tier One 84%	Reading Tier One 86%	Select Status	Select Status	Select Status	Select Status
		Overall	Math Tier One 87%	Math Tier One 89%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:4 The ILT leads instructional improvement through distributed leadership.	Teachers will identify three feedback for growth improvement practices and implement them in their curriculum and instruction.	On Track	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.	Teachers will analyze students' quarterly grade reports, and indentify areas of need for all the students and then provide feedback for growth that is evidence based and leads to improvement in classroom performance.	On Track	Select Status	Select Status	Select Status

Progress Monitoring

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

| C&I:2 Students experience grade-level, standards-aligned instruction. | Teachers will identify two vocabulary & math modeling/application best practice improvement practices and implement them in their curriculum and instruction. Teachers with newly purchased vocabulary curriculum (grades 3-5) will implement their new program. | Limited Progress | *Select Status* | *Select Status* | *Select Status* |

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Cultivate Data shows that students see classroom community as a second area of needed growth. My Voice My School shows students rated MSA as "neutral" for supportive environment. MTSS continues to be an area of growth and improvement. MSA has begun implementing Branching Minds platform for documenting student progress. MSA invited Michelle Breland, the head of MTSS Support Contact for ISP schools, to offer professional development. We have weekly team meetings as an MTSS team. Only 25% of teaching staff is ESL endorsed.

What is the feedback from your stakeholders?

My Voice My School Survey data shows parents rating "safe and supportive school environment with high expectations" as neutral. Supportive Schools Certification has rated Sheridan as "emerging", stating "The school has developed an action plan to support social and emotional learning. Leaders and staff have assessed their school climate, and they are beginning to adopt best practices to support SEL for all students." Based on the 3/3/23 EL program review report, Sheridan recieved "high finding" on the lack of ESL certified teachers. At current, 25% of teachers are ESL Certified. Some ELL students are not being serviced across all content areas.

What student-centered problems have surfaced during this reflection?

Students showed on the Cultivate survey that they would like to have greater classroom community and more supportive interaction with classmates and faculty. Behavioral issues have increased accordng to an internal behavior tracking systems.

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?

MSA has created a multicultural committee to help students of all backgrounds feel seen, safe and suported. We will continue to grow the use of Branching Minds platform schoolwide. As a result of the student cultivate survey, the upper grade schedule has been modified for the SY24 to allow an intervention/enrichment period so students can have instructional support, possible tier 2/3 intervention, or be given enrichment. in SY23, we added a .5 counselor position to address SEL concerns among students.

Determine Priorities

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

Students...

are displaying increased behavioral and SEL concerns due to dynamics within the classroom community.

Resources: 🚀

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

observed and logged that student behavioral issues and SEL concerns have increased based on school internal behaviora

Resources: 🚀

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

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

strengthen school wide support around academic and SEL issues.

then we see....

fewer SEL, behavioral and academic concerns among the student body

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

Inclusive & Supportive Learning Environment

which leads to...

increased overall wellness and academic performance as shown on standardized testing and 🖊
internal behavioral tracking systems.

Implementation Plan

Return to Top

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 and Administration

Dates for Progress Monitoring Check Ins

Q1	8/14/23	Q3	12/22/23
Q2	10/27/23	Q4	6/7/23

SY24 Implementation Milestones & Action Steps 🖊	**Who** 🖊	**By When** 🖊	**Progress Monitoring**
Implementation Milestone 1 Increased behavioral and academic monitoring using the Branching Minds platform.	Administration	SY26	In Progress
Action Step 1 School wide PD on Branching Minds platform by Michelle Breland.	ILT	8/17/23	Completed
Action Step 2 Teachers receive training on writing smart goals and determining intervention plans.	ILT	9/22/23	In Progress
Action Step 3 Teachers tracking behavioral and academic progress on Branching Minds platform.	All Staff	SY26	In Progress
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 2 Clearly define grade block team's internal behavioral tracking and anecdotal logging for students when there is a significant behavioral issue.	ILT	SY26	In Progress
Action Step 1 Grade block teams outline their internal behavioral tracking system.	Grade Level Team Leader	10/6/2023	In Progress
Action Step 2 Teams track and log SEL and negative behaviors when they arise.	Faculty	SY26	In Progress
Action Step 3 Teams monitor progress and select appropriate supports for students displaying significant concerning behaviors.	Faculty & BHT	quarterly	In Progress
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3 School wide support programs will be implemented to address SEL and behavioral concerns.	Administration & Behavioral Health Team	SY26	In Progress
Action Step 1 Implement school wide support services to all students.	All Staff	SY26	In Progress
Action Step 2 Utilizing additional .5 couselor position and full time social worker to address behavioral concerns with students and parents.	Counselor, Social Worker, and Behavioral Health Team	SY26	In Progress
Action Step 3 Continue SEL school wide resources (ex: Second Step, Civic Leadership Foundation, Do Good Movement, Bright Star, etc.)	Administration & Counselor	SY26	In Progress
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 4 Promote community and celebrate diversity among student body.	Multicultural Committee Faculty & Magnet Lead	SY26	In Progress
Action Step 1 Continuation of newly formed multicultural committee.	Multicultural Committee Faculty	SY26	In Progress
Action Step 2 Implement school wide celebrations. (Ex: Hispanic Heritage Month, Chinese NY, Black history festivities, multicultural week, embedded cultural learning within curriculum, etc.)	Multicultural Committee Faculty	SY26	In Progress
Action Step 3 Begin marketing strategies to promote MSA to various neighborhoods and communities.	Magnet Lead	11/9/2023	In Progress
Action Step 4			Select Status
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones 🖊
MSA will see improvement in documentation on the Branching Minds platform by 50%. MSA will see a decrease of student misconduct as shown on the internal behavioral tracking system, decreasing incidents by 10%. MSA students will increase math, reading and science standardized test scores by moving 2% from tier 2 to tier one overall. MSA will see an increase in number of students applying to Sheridan by 10%.

SY26 Anticipated Milestones 🖊
MSA will see improvement in documentation on the Branching Minds Platform by an addition 10%. MSA will see a decrease of student misconduct as shown on the internal behavioral tracking system, decreasing incidents by an additional 10%. MSA students will increase math, reading and science standardized test scores by moving an additional 2% from tier 2 to tier one overall since the previous school year. MSA will see an increase in number of students applying to Sheridan by an additional 10%.

Goal Setting

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Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

Inclusive & Supportive Learning Environment

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

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

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

IL-EMPOWER goals include numerical targets
-Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Numerical Targets [Optional] ✍

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
Improve overall student standardized test scores in reading, math, and science by moving 2% of students from tier 2 to tier 1 in each subject area.	Yes	MTSS Academic Tier Movement	Other (students in tier 2 for reading)	R Tier 1: 84%	R Tier 1: 86%	R Tier 1: 88%	R Tier 1: 90%
			Other (students in tier 2 for math)	M Tier 1: 87%	M Tier 1: 89%	M: Tier 1: 91%	M:Tier 1: 93%
Decrease negative student behaviors by 10% each year.	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	4			
			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
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MSA will show a 50% increase in tracking student progress on Branching Minds platform.	MSA will show an additional 10% increase in tracking student progress on Branching Minds platform.	MSA will show an additional 10% increse in tracking student progress on Branching Minds platform.
P&E:1 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.	MSA will market the school and manage recruiting in different neighborhoods and communities increasing student applications by 10%.	MSA will market the school and manage recruiting in different neighborhoods and communities increasing student applications by an additional 10%.	MSA will market the school and manage recruiting in different neighborhoods and communities increasing student applications by an additional 10%.
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Decrease negative student infractions by 10% by the end of the school year.	Decrease negative student infractions by additional 10% by the end of the school year.	Decrease negative student infractions by a

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
Improve overall student standardized test scores in reading, math, and science by moving 2% of students from tier 2 to tier 1 in each subject area.	MTSS Academic Tier Movement	Other (students in tier 2 for reading)	R Tier 1: 84%	R Tier 1: 86%	Select Status	Select Status	Select Status	Select Status
		Other (students in tier 2 for math)	M Tier 1: 87%	M Tier 1: 89%	Select Status	Select Status	Select Status	Select Status
Decrease negative student behaviors by 10% each year.	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	4		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MSA will show a 50% increase in tracking student progress on Branching Minds platform.	Select Status	Select Status	Select Status	Select Status
P&E:1 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.	MSA will market the school and manage recruiting in different neighborhoods and communities increasing student applications by 10%.	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Decrease negative student infractions by 10% by the end of the school year.	Select Status	Select Status	Select Status	Select Status

If Checked:

Complete
IL-Empower
Section below

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

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

If Checked:

No action needed

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

Select a Goal

Select a Goal

Select a Goal

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)