

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
Michael T Pacourek	Principal	mtpacourek@cps.edu
Sheryl Synal	LSC Member	sasynal@cps.edu
Mari Morales	Teacher Leader	mlmorales@cps.edu
Rosa Salgado	Curriculum & Instruction Lead	RESalgado@cps.edu
Maria Carmona	Inclusive & Supportive Learning Lead	mcarmona@cps.edu
Vicky Szillag	Teacher Leader	hwu-szillag@cps.edu
Michelle Flores	Teacher Leader	mflores2@cps.edu
Lisa Ramos	Teacher Leader	lramos@cps.edu
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	5/16/23	6/2/23
Reflection: Curriculum & Instruction (Instructional Core)	7/6/23	7/18/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/6/23	7/6/23
Reflection: Connectedness & Wellbeing	6/6/23	6/6/23
Reflection: Postsecondary Success	NA	NA
Reflection: Partnerships & Engagement	6/27/23	6/27/23
Priorities	7/18/23	9/5/23
Root Cause	8/2/23	
Theory of Acton		
Implementation Plans		
Goals		
Fund Compliance		
Parent & Family Plan		
Approval	9/14/23	9/14/23

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	
Quarter 2	
Quarter 3	
Quarter 4	

6/2/23	Pacourek	Salgado	Carmona	Morales	Synal	Szillage			
6/6/23	Pacourek		Carmona	Morales	Synal	Szillage	Flores	Ramos	
7/6/23	Pacourek	Salgado	Carmona	Morales	Synal		Flores	Ramos	
7/11/23	Synal	Salgado	Carmona	Flores	Szillage				
7/18/23	Morales	Synal	Szillage	Carmona	Flores	Elba Iniguez			
7/25/23	Pacourek	Salgado	Synal	Ramos	Flores	Carmona			
8/2/23	Pacourek	salgado	Carmona	Morales	Synal	Flores	Szillage		
8/8/23	Pacourek	Szillage	Morales	Ramos	Synal	Flores	Salgado	Carmona	
8/10/23	Pacourek	Szillage	Morales	Salgado	Carmona	Flores			
8/22/23	Pacourek	Szillage	Morales	Ramos	Carmona	Flores	Synal	Elba Iniguez	
8/24/23	Pacourek	Salgado	Morales	Synal	Flores				
8/29/23		Salgado	Morales	Synal	Flores	Ramos	Szillage	Carmona	Elba Iniguez
8/31/23	Pacourek	Salgado	Morales	Synal	Flores	Ramos	Szillage	Carmona	
9/5/23	Pacourek	Salgado	Morales	Synal	Flores		Szillage	Carmona	
9/6/23	Pacourek	Salgado	Morales	Synal	Flores		Szillage		
9/7/23		Salgado	Morales	Synal	Flores	Carmona			
9/13/2023	Pacourek	Salgado	Morales		Flores	Carmona	Szillage	Ramos	

Date	To Do	Focus	Notes	Focus		Next Steps		
6/6/23	Reflection on	Reflection: Postsecondary Success	The team decided to begin reflection on this particular section. However, we don't have to do that so today we will look at the section we will begin with.	Team decided to work on connections and well being.	BH Teams Culture and Climate teams	Reflect on the next priority and review metrics. Partnership and Engagement will be our next meeting		
				6/27/23 Partnership and Engagement		Work on inclusive and supportive learning environment		
8/24/23	Next meeting on 8/29 reflection on "red folder system"	Focus on establishing the movement/ improvement of the "red folder system"	We agreed that this system needs to improve for progress in student attainment					
8/29/23	Rewrite the language of Milestone 4							
8/31/23	Address the metrics and goal setting							

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.
 Stakeholders are consulted for the Reflection of Foundations.
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References


What are the takeaways after the review of metrics?

Metrics

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Resource teachers create their own high quality, standards aligned curriculum and materials. 	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	We continue to evaluate and update curriculum to ensure students experience grade-level appropriate instruction that aligns with standards. The staff has established a safe and inclusive environment where students feel comfortable taking ownership of their learning and their learning environment. ILT chooses a specific focus throughout the school year and collaborates with the leads in order to provide sessions/activities that lead to instructional improvement; data is gathered at various points throughout the year to ensure ILT progress on established goals is being met. Shields works to identify students who have specific skill gaps and create a goal to address student needs.	iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	What is the feedback from your stakeholders? CPS provides curriculum, but no materials or assessments to implement curriculum.  We are working on improving vertical planning across grade levels. Encouraging student-to-student awareness of different learning modalities. ILT will continue to expand implementation in regards to school-wide individualized coaching. Shields need to expand progress monitoring to determine instructional tiers and next steps. Expand the collaboration of working on and sharing out evidence-based assessments that are used in the classroom.	
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
Yes	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? Investigate programs/materials required to support resource and general education curriculum in order to purchase materials; for example, bilingual reader's theater for drama, vendors for instrument and sound system upkeep, calculators, and etc.  <i>Several grades are transitioning from teacher created Science and Social Studies units to Skyline Science and Social Studies units.</i> Building awareness of diverse learners and differently abled people by incorporating the stories of real life differently abled/diverse learners in curriculum. ILT would like to expand school-wide individualized coaching to transform learning.	

What student-centered problems have surfaced during this reflection?

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

Students are not showing mastery of standards and scores are below grade level. 

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?


Metrics

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey MTSS Integrity Memo	Progress monitoring is logged into a student's red folder and branching minds. There are no school teams that are responsible for creating academic interventions plans. Supporting staff is responsible for the implementation of said plans/goals; they also log progress in branching minds. Due to staff shortages and one-on-one testing some diverse learners did not receive all their minutes as outlined by their IEP. In regards to EL program, Shields has always been compliant. During ESL instruction ELL teachers develop their language objectives. 	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
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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.	LRE Dashboard Page
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
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.

The district also needs to build capacity to teach ELL students who are in the minority (Russian) so that we may better serve our ELLs; this includes providing schools with resources--books, texts, and etc-- to support students. 

What is the feedback from your stakeholders?

Steadfast implementation needs to be improved with following up with parents and team members. Homeroom teachers create goals based on individual students needs in branching minds. Continue to ensure that all diverse learner positions be staffed through on-boarding and appeals. The staff that services ELL students have the appropriate credentials required to address their needs. The rest of the staff (non ELL or ESL teachers) will need to develop language objectives across the board. 

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?

Improving communication with all stakeholders in regards to a student's branching minds logs/data/progress. 

We have a newly appointed interventionist to facilitate resources and support for MTSS teams.

Mr. Pacourek continues to appeal for adequate staffing for IEP minutes.

Continue to build staff collaboration in order to serve ELL and diverse students. Provide all staff with professional development in order to build staff capacity to serve the current and incoming flux of ELL students.


[MTSS Academic Tier Movement](#)
[Annual Evaluation of Compliance \(ODLSS\)](#)
[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

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


Using the associated references, is this practice consistently implemented?	References
Partially	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.
Partially	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.
No	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?

We have both BH and Culture and Climate teams in place. We need to work on more professional development. 

School has Second Step, Calm corner, Calm Classroom, Peace Circles, Morning Meetings, Daily Affirmation.

What is the feedback from your stakeholders?

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

Student Centered enrichment is available for all students from 1st-4th grade but space is limited. These programs are not available to students in PreK or Kindergarten

Admin currently works to adress chronic absences with phone calls, home visits, reminders, admin and parent meetings. School has experienced a high number of chronic absceses across the school. We have incentives in place that we backed off on due to illnessess. We need to start incentivising attendance. Work on updating or incentives to celebrations of aood attendance.

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](#)

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 rely on parents to come to school.
 Chronic student absences
 Student mental health needs (Inform students of resources available and ensure access for all)

As a school provide workshops and or informative meetings to address mental health , grieving needs and the impact it can have on learning.

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?

(Inform students of resources available and ensure access for all)
 Inform parents on resources for mental health, Provide opportunities for parents and students to meet the team and understand the services and resources they provide.

As a school provide workshops and or informative meetings to address mental health , grieving needs and the impact it can have on learning.

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

[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
N/A	College and Career Competency Curriculum (C4) An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).
N/A	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
N/A	Work Based Learning Toolkit Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).
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	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
N/A	PLT Assessment Rubric There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).
N/A	Alumni Support Initiative One Pager Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and 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.

Shields services students from PreK to 4th Grade

What are the takeaways after the review of metrics?

Shields services students from PreK to 4th Grade

What is the feedback from your stakeholders?

Shields services students from PreK to 4th Grade

[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)

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?

Shields services students from PreK to 4th Grade

[Return to Top](#) **Partnership & Engagement**

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	<p>use SE Environment and School level data - PAC BAC 15-20 average parents, Parent Mentors, BPNC Parent Workshops-computers, arts and crafts, zumba, monthly family activities. Assemblies, Awards, open house, parent day in preschool, Quarterly Music Assemblies, Play, Cinco de Mayo, Back to School Bash, LSC 1-2 parents. community section for fun fair, little friends festival, parades. Parent visit to Middle School. RCPU, KFC Event, Science night, Teacher corespondense</p> <p>To Improve: Classroom Workshops for Parents, Vendors for RCPU, Fundraising activities durring parent events. Parent events durring PD day. Book Fair. Parent Survey Work to facilitate more opportunities for parents to volunteer. (List of tasks to volunteer in and outside of the classroom) Volunteer and parent table on back to school bash.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit	<p>Two way communication exits through, phone calls and emails, meetings. Parent meetings are open to all public.</p> <p>To improve: Feedback opportunities for parents in order to improve two way communication. Leverage Communication expertise from teachers. Getting to know you survey, monthly newsletters.</p>	<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	<p>What is the feedback from your stakeholders?</p> <p>Student prespective survey across grade levels, 5 essentials, </p> <p>To Improve: Student prespective survey consistent and specific to GL and folowup. , Student Council for third and fourth Grade, attendance suggestion box for students and parents, incentive selection,</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>The school needs to continue to provide additional opportunities for student voice and parent engagement. </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>Building parent capacity and providing opportunities for parent engagement. DL students need to be provided more oppoortunities to participate in after school activities and events. (Example: Para for DL durring afterschool) Promoting awareness and inclusion throughout the school. Buddy System. </p>		

Jump to... [Priority Reflection](#) [TOA Root Cause](#) [Goal Setting Implementation Plan](#) [Progress Monitoring](#)

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

Resource teachers create their own high quality, standards aligned curriculum and materials.

We continue to evaluate and update curriculum to ensure students experience grade-level appropriate instruction that aligns with standards.

The staff has established a safe and inclusive environment where students feel comfortable taking ownership of their learning and their learning environment.

ILT chooses a specific focus throughout the school year and collaborates with the leads in order to provide sessions/activities that lead to instructional improvement; data is gathered at various points throughout the year to ensure ILT progress on established goals is being met.

Shields works to identify students who have specific skill gaps and create a goal to address student needs.

Throughout daily instruction teachers employ a variety of assessments to determine a student's level of understanding

What is the feedback from your stakeholders?

CPS provides curriculum, but no materials or assessments to implement curriculum.

We are working on improving vertical planning across grade levels.

Encouraging student-to-student awareness of different learning modalities.

ILT will continue to expand implementation in regards to school-wide individualized coaching.

Shields need to expand progress monitoring to determine instructional tiers and next steps.

Expand the collaboration of working on and sharing out evidence-based assessments that are used in the classroom.

What student-centered problems have surfaced during this reflection?

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?

Students are not showing mastery of standards and scores are below grade level.

Investigate programs/materials required to support resource and general education curriculum in order to purchase materials; for example, bilingual reader's theater for drama, vendors for instrument and sound system upkeep, calculators, and etc.

Several grades are transitioning from teacher created Science and Social Studies units to Skyline Science and Social Studies units.

Building awareness of diverse learners and differently abled people by incorporating the stories of real life differently abled/diverse learners in curriculum.

ILT would like to expand school-wide individualized coaching to transform learning.

Return to Top Determine Priorities

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

Resources:

Students... will continue to receive high-quality tiered instruction in all content areas, with a focus on individual student learning needs, that is aligned to standards (CCSS/WIDA), culturally responsive, data-informed, and differentiated instruction which will lead to grade-level attainment; ensuring equitable access to curriculum and resources for all content areas including PE, health, and the Arts.

[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:

As adults in the building, we... have determined that current gaps in our curriculum in regards to the following aspects: verticle planning, grade level planning, uniformity in expectations in regards to curriculum/instruction, scope and sequence are a direct result of a lack of the following: professional development related to high quality unit creation, planning time, unit reviews & constructive feedback, compensation, and Network support for unit development.

[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.

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What is your Theory of Action?

If we... Prioritize Tier 1 high quality, inclusive curriculum and instruction by engaging in professional development and planning that uses the District approved high quality curriculum rubric that will enable us to identify and address curriculum gaps

Resources:

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

then we see....
 intentional grade-level horizontal and vertical planning and uniformity in curriculum/instructional expectations

which leads to...
 equitable access to higher quality curriculum/instruction for all students and therefore, student achievement (growth and attainment)

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

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

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

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

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

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

ILT, GL Teams, CIWP Team

Dates for Progress Monitoring Check Ins

Q1 Q3
 Q2 Q4

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of required curriculum and instructional minutes is being met in all content areas	Teachers, Teacher Leaders, Admin	August 2023-October 2023	In Progress
Action Step 1	Examine time distribution to verify instructional minutes	Teacher, Admin	End of Q1	In Progress
Action Step 2	Ensuring instructional plans for literacy contain all of the essential components, and ESL for bilingual students.	Teachers, ILT, Admin	August 2023- May 2024	In Progress
Action Step 3	Feedback on instructional plans will be provided by grade level team members, ILT, and Admin	Teachers, ILT, Admin		In Progress
Action Step 4	Peer observations around essential components to collect data and provide feedback	Teachers, ILT, Admin		In Progress
Action Step 5				Select Status
Implementation Milestone 2	Prioritize and 80% implementation of high quality, inclusive curriculum/instruction	Teachers, ILT, Admin	August 2023- June 2024	In Progress
Action Step 1	Review and provide professional development around standard, learning target, and task alignment	Teachers, ILT, Admin	August 2023-June 2024	In Progress
Action Step 2	Provide professional development around rigor of task and taxonomy	Teachers, ILT, Admin	End of Q1	Delayed
Action Step 3	Provide opportunities for peer observation around alignment of SOTA	Teachers, ILT, Admin	End of Q2	Not Started
Action Step 4	Provide coaching and feedback cycles focused around task alignment and rigor of tasks	Teachers, ILT, Instructional Coach, Admin	End of Q2	In Progress
Action Step 5	Provide grade level meeting time used for reflection and feedback to support rigorous, high quality instruction	Teachers, ILT, Instructional Coach, Admin	End of Q3	In Progress
Implementation Milestone 3	100 % of teachers will participate in Tier One curricular PD	Teachers, Grade level teams, ILT, Admin	August 2023- June 2024	In Progress
Action Step 1	Professional Development /Instructional planning time on Math Curriculum (Go Math)	Teachers, Grade level teams, ILT, Admin	End of Q1	In Progress
Action Step 2	Professional Development/Instructional planning time on the ELA-Literacy Block Components	Teachers, Grade level teams, ILT, Admin	August 2023- June 2024	In Progress
Action Step 3	Professional Development /Instructional planning time on bilingual instruction and esl instruction	Teachers, Grade level teams, ELPT	August 2023- June 2024	In Progress
Action Step 4	Professional Development /Instructional planning time on Science Curriculum	Teachers, Grade level teams, ILT, Admin	August 2023- June 2024	In Progress
Action Step 5	Professional Development /Instructional planning time on Social Studies curriculum	Teachers, Grade level teams, ILT, Admin	August 2023- June 2024	In Progress
Implementation Milestone 4				Select Status
Action Step 1				Select Status

Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Required curriculum and instructional minutes and is being met in all content areas. Increasing Equity, inclusive and culturally responsive instructions (example-Culturally Responsive Teaching by Zaretta Hammond as anchor text)	
SY26 Anticipated Milestones	Establish the foundations for high quality, inclusive curriculum/instruction by engaging in professional development and instructional planning that establishes a baseline of understanding for what constitutes/qualifies as high quality & inclusive	

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
BOY-Moy-EOY assessments with 5 percent yearly growth (IReady, Star360, and Go Math)	Yes	Other	Overall	EOY 23			
			Overall	BOY Go Math			
95 percent of grades in all core subjects of a C or above analyzed quarterly (2 or higher) ? TSG for prek	Yes	Grades	Overall	Quarter 1			
			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&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Evaluating all core curriculum to determine areas of need and growth. Determine if current curriculum meets high quality criteria.	Explore the rigor component of high quality instruction, comparing to Taxonomy.	Verify components of a high quality curriculum. Examining data/student performance to determine effectiveness of high quality curriculum.
C&I:2 Students experience grade-level, standards-aligned instruction.	Collecting data through Instructional plans, rigor walks, data meetings and cycles of continuous improvement.	Provide coaching and feedback cycles focused around task alignment and rigor of tasks	Provide grade level meeting time used for reflection and feedback to support rigorous, high quality instruction
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
BOY-Moy-EOY assessments with 5 percent yearly growth (IReady, Star360, and Go Math)	Other	Overall	EOY 23		Select Status	Select Status	Select Status	Select Status
		Overall	BOY Go Math		Select Status	Select Status	Select Status	Select Status
95 percent of grades in all core subjects of a C or above analyzed quarterly (2 or higher) ? TSG for prek	Grades	Overall	Quarter 1		Select Status	Select Status	Select Status	Select Status
		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&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Evaluating all core curriculum to determine areas of need and growth. Determine if current curriculum meets high quality criteria.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Collecting data through Instructional plans, rigor walks, data meetings and cycles of continuous improvement.	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	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Progress monitoring is logged into a student's red folder and branching minds. There are no school teams that are responsible for creating academic interventions plans. Supporting staff is responsible for the implementation of said plans/goals; they also log progress in branching minds. Due to staff shortages and one-on-one testing some diverse learners did not receive all their minutes as outlined by their IEP. In regards to EL program, Shields has always been compliant. During ESL instruction ELL teachers develop their language objectives.

What is the feedback from your stakeholders?

Steadfast implementation needs to be improved with following up with parents and team members. Homeroom teachers create goals based on individual students needs in branching minds. Continue to ensure that all diverse learner positions be staffed through on-boarding and appeals. The staff that services ELL students have the appropriate credentials required to address their needs. The rest of the staff (non ELL or ESL teachers) will need to develop language objectives across the board.

What student-centered problems have surfaced during this reflection?

The district also needs to build capacity to teach ELL students who are in the minority (Russian) so that we may better serve our ELLs; this includes providing schools with resources--books, texts, and etc-- to support students.

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?

Improving communication with all stakeholders in regards to a students branching minds logs/data/progress.

We have a newly appointed interventionist to facilitate resources and support for MTSS teams.

Mr. Pacourek continues to appeal for adequate staffing for IEP minutes.

Continue to build staff collaboration in order to serve ELL and diverse students. Provide all staff with professional development in order to build staff capacity to serve the current and incoming flux of ELL students.

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Determine Priorities

Resources:

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

Students...

Students will continue to receive high quality Tier 1 instruction, and students needing Tier 2 and 3 will be identified in a timely manner. Make sure that research based interventions will be delivered and monitored in a timely manner.

[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.

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Root Cause

Resources:

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

As adults in the building, we...

Establish criteria to identify students in need in a timely manner. Find high quality resources, Amira, Freckle, IXL and a school wide intervention menu Student attendance, Teacher assistants being pulled to other duties. Time for collaboration among stakeholders regarding intervention/progress monitoring.



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.

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Theory of Action

Resources:

What is your Theory of Action?

If we...

establish criteria/systems and structures to identify students that are struggling through Tier 1 instruction and provide a plan/ supports in a timely manner, and provide resources to address their instructional needs.



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...

collaboration amongst all stake holders to identify the learning needs of all students and providing Tier2 and 3 supports

which leads to...

student achieve academic success on Benchmark assessments, classroom assessment, grades and attendance



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Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan 🏠

MTSS Team, Teachers, Interventionists, Administrators

Dates for Progress Monitoring Check Ins

Q1 Q3
 Q2 Q4

SY24 Implementation Milestones & Action Steps 🏠

		Who 🏠	By When 🏠	Progress Monitoring
Implementation Milestone 1	establish criteria/systems and structures that 100% of the teachers will use to identify students that are consistently below grade level expectations through Tier 1 instruction	MTSS Team Members	End of Q1	In Progress
Action Step 1	Establish MTSS Team and distributed leadership	MTSS Team Members	August 25, 2023	In Progress
Action Step 2	Establish school wide MTSS systems and structures	MTSS Team Members	September 8, 2023	In Progress
Action Step 3	Review & Revise MTSS Systems/Criteria/Menu of research based interventions	MTSS Team Members	September 15, 2023	In Progress
Action Step 4	Communicate MTSS Criteria	MTSS Team Members	September 22, 2023	Not Started
Action Step 5	Professional Development with a focus on Branching Minds platform and selection of intervention tools	MTSS Team Members	September 22, 2023	Not Started
Implementation Milestone 2	Using the established criteria, 100 % of teachers will be able to identify students that are consistently not meeting grade level expectations through Tier 1 instruction and provide a plan/ supports in Branching Minds in a timely manner,	Grade level teams	September 22, 2023-June 2024	Not Started
Action Step 1	Identify students needing tier 2 & 3 supports through MTSS criteria	Grade Level Teams	September 29, 2023	Not Started
Action Step 2	Identifying the specific area of need/ goal for students needing tier 2 & 3 supports	GLT /MTSS Team/ Teachers	September 29, 2023	Not Started
Action Step 3	Using Branching Minds to document students' specific area of need/goals	GLT /MTSS/ Teachers	October 6, 2023	Not Started
Action Step 4	Establishing a system for reporting(communication) students in tier 2 & 3 amongst staff to ensure identified students are receiving supports in a timely manner	GLT /MTSS/ Teachers	September 22, 2023	Not Started
Action Step 5				Select Status
Implementation Milestone 3	Progress monitoring for all students creating an individualized research based intervention plan for 100% of tier 2 & 3 students; Attendance, behavior , and SEL	MTSS/GLT/BHT/ILT	September 2023- June 2024	In Progress
Action Step 1	Form an attendance committee and create a plan to support student attendance	Attendance Com./MTSS/BHT/GLT	By September 15, 2023	In Progress
Action Step 2	Identify students who exhibit low attendance and notify appropriate team/committee	Attendance Com./MTSS/BHT/GLT	By September 29, 2023	In Progress
Action Step 3	Progress monitoring/ reflections on student data (every marking period) to determine next steps for support	Attendance Com./MTSS/BHT/G	End of Q1	In Progress
Action Step 4	Progress monitoring systems and structures to ensure that all teachers are able to identify tier 2 & 3 students	MTSS/GLT/BHT/ILT	September 2023- June 2024	In Progress
Action Step 5				Select Status
Implementation Milestone 4	100% of teachers will be implementing the process to identify tier 2 & 3 students in a timely manner in order to address their learning needs.	MTSS Team/GLT/ILT/BHT	Commencing Sept. 22	In Progress
Action Step 1	Create a process and criteria to establish when tier 2 & 3 students are placed in the referral process for possible evaluation (in a timely manner)	MTSS Teams	September 2023- June 2024	Not Started
Action Step 2	Communicate the identification process for MTSS	MTSS Team	September 2023- June 2024	Not Started
Action Step 3	Implement the identification process created for possible student evaluation	MTSS Team/GLT	September 2023- June 2024	Not Started
Action Step 4	Review multiple types of student data on a regular cadence--every 5 weeks-- to determine effectiveness of support, services and interventions	MTSS teams and teacher teams	September 2023- June 2024	Not Started
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Milestone 1: (expanding menu of interventions that have been) establish criteria/systems and structures that 100% of the teachers will use to identify students that are consistently below grade level expectations through Tier 1 instruction Milestone 2: Using the established criteria, 100 % of teachers will be able to identify students that are consistently not meeting grade level expectations through Tier 1 instruction and provide a plan/ supports in a timely manner, Milestone 3: Progress monitoring for all students creating an individualized research based intervention plan for 100% of tier 2 & 3 students;	🏠
SY26 Anticipated Milestones	Revisit and adapt implementation of Milestones 1-3 Milestone 4:100% of teachers will be implementing the process to identify tier 2 & 3 students in a timely manner in order to address their learning needs.	🏠

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

Resources: 📄

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal 🏠	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏠	Numerical Targets [Optional] 🏠		
					SY24	SY25	SY26
establish criteria/systems and structures to identify students that are struggling through Tier 1 instruction	Yes <input type="text"/>	Other <input type="text"/>	Overall <input type="text"/>	step 1 of 5	pletion of steps 1-5		
			Overall <input type="text"/>				
identify students that are struggling through Tier 1 instruction and provide a plan/ supports in a timely manner,	Yes <input type="text"/>	Other <input type="text"/>	Overall <input type="text"/>	anching minds usage			
			Overall <input type="text"/>	plans on branching minds			

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.	Completion of Milestone 1: establish criteria/systems and structures to identify students that are struggling through Tier 1 instruction Milestone 4: 100% of teachers will be implementing the process to identify tier 2 & 3 students in a timely manner in order to	Milestone 2: (ongoing) identification of students that are struggling through Tier 1 instruction and provide a plan/ supports in a timely manner,	Milestone 1: (Action Step 4) Progress monitoring systems and structures to ensure that all teachers are able to identify tier 2 & 3 students
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Milestone 2: identification of students that are struggling through Tier 1 instruction and provide a plan/ supports in a timely manner Milestone 3: Progress monitoring for all students creating an individualized research based intervention plan for 100% of	Milestone 3: (ongoing) Progress monitoring for all students creating an individualized research based intervention plan for 100% of tier 2 & 3 students;	Milestone 3: (ongoing) Progress monitoring for all students creating an individualized research based intervention plan for 100% of tier 2 & 3 students;

<i>Select a Practice</i>			
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[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.

Specify the Metric		Metric	Performance Goals		Quarter 1	Quarter 2	Quarter 3	Quarter 4	
			Student Groups (Select 1-2)	Baseline	SY24				
establish criteria/systems and structures to identify students that are struggling through Tier 1 instruction	Other	Overall		step 1 of 5	Completion of steps 1-5	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
		Overall				<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
identify students that are struggling through Tier 1 instruction and provide a plan/ supports in a timely manner;	Other	Overall		branching minds usage		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
		Overall		Pending plans on branching minds		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

Identified Practices	Practice Goals		Progress Monitoring			
		SY24	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.	Completion of Milestone 1: establish criteria/systems and structures to identify students that are struggling through Tier 1 instruction Milestone 4: 100% of teachers will be implementing the process to identify tier 2 & 3 students in a timely manner in order to address their learning needs.		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Milestone 2: identification of students that are struggling through Tier 1 instruction and provide a plan/ supports in a timely manner Milestone 3: Progress monitoring for all students creating an individualized research based intervention plan for 100% of tier 2 & 3 students;		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
<i>Select a Practice</i>			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

If Checked:



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

Complete IL-Empower Section below

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

If Checked:



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

No action needed

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal Other: BOY-Moy-EOY assessments with 5 percent yearly growth (IRead...

Required Reading Goal Other: BOY-Moy-EOY assessments with 5 percent yearly growth (IRead...

Optional Goal Select a Goal

	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	Overall	EOY 23			
	Overall	BOY Go Math			
Required Reading Goal	Overall	EOY 23			
	Overall	BOY Go Math			
Optional Goal					

Parent and Family Plan

If Checked:

**Our school is a Title I school operating a Schoolwide Program**

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

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

If Checked:

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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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


SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Shields Elementary will work to facilitate opportunities for parents to engage in monthly workshops, activities, and learning, needed to further support the academic growth of our students. Meetings will take place monthly in the assigned parent room. 

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