

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 🍌
Candice Metzger	Teacher Leader	clmetzger@cps.edu
Elizabeth Diddia	Teacher Leader	Eadiddia@cps.edu
Kelly Gilliard	Teacher Leader	kgilliard@cps.edu
Samantha Walston	Curriculum & Instruction Lead	srwalston@cps.edu
Lyshonn Carr-Johnson	STEM Coach	lcarr1@cps.edu
Katrena Washington	AP	klwashington@cps.edu
Natasha Topps	Principal	nmspurlock@cps.edu
Arthur Jackson	Community Member	artjackson37@cps.edu
Patrick Brogan	Teacher Leader	pbbrogan@cps.edu
Briana Wadley	Teacher Leader	bmwadley1@cps.edu
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 🍌	Planned Completion Date 🍌
Team & Schedule	6/19/23	6/23/23
Reflection: Curriculum & Instruction (Instructional Core)	6/26/23	7/26/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/26/23	7/26/23
Reflection: Connectedness & Wellbeing	6/26/23	7/26/23
Reflection: Postsecondary Success	6/26/23	7/26/23
Reflection: Partnerships & Engagement	6/26/23	7/26/23
Priorities	8/7/2023	8/9/23
Root Cause	8/7/23	8/18/23
Theory of Acton	8/7/23	8/18/23
Implementation Plans	8/7/23	8/25/23
Goals	8/7/23	9/1/23
Fund Compliance	9/7/23	9/11/23
Parent & Family Plan	9/7/23	9/11/23
Approval	9/7/23	9/11/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates 📅

Quarter 1	10/18/2023
Quarter 2	12/6/2023
Quarter 3	3/13/2024
Quarter 4	5/22/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources 🚀

[Reflection on Foundations Protocol](#)

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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
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	<ol style="list-style-type: none"> 1. Although we have high quality curricula, benchmark movement on iReady and Star 360 does not indicate that we are meeting the needs of all learners. 📝 2. Based on our EOY Rogor walk Data, 81% of classroom lessons address the standards. 3. The taxonomy level of the instruction in 45% of is classrooms is comprehension. This metric does not meet the demands of the Illinois Assessment of Readiness. 4. The following 5Essential measures were scored as "weak" based on student responses: -Students feel safe in and around the school. -They find teachers trust-worthy and responsive to their academic needs, -All students value hard work. -Teachers push all students toward high academic performance. 5. An assessment cycle is partially implemented with teaching and measuring being evident. Reflection and opportunities to improve the instruction are inconsistent. 	iAR (Math) iAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	<p style="text-align: center;">What is the feedback from your stakeholders?</p> <ol style="list-style-type: none"> 1. Based on EOY conversations with teacher, both curricula training and content PLCs will prove helpful in the implementation of the high quality curricula in Reading and Mathematics. 📝 2. Learning loss experienced by COVID continues to be a concern of parents and teachers alike. 	STAR (Math) iReady (Reading) iReady (Math)
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		

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Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness
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.	Distributed Leadership Customized Balanced Assessment Plan
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	ES Assessment Plan Development Guide HS Assessment Plan Development Assessment for Learning Reference Document

concern of parents and teachers alike.

3. Intentional and reflective process of design, implementation, evaluation, and revision is needed for assessments.

[Cultivate](#)

[Grades](#)

[ACCESS](#)

[TS Gold](#)

[Interim Assessment 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?

1. Tutor Corps supports Tier 3 students in grades K-5 in Reading. 📝
2. The interventionist supports students in grades 6-8 with Reading.
3. Benchmark grades 2, 5, and 8 are targeted for OST in Reading and Mathematics.

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 enter their respective classes without the prerequisites for grade level content. As a result, remediation occurs as opposed to grade level instruction with the identified curricula. 📝

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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

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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
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	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
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

1. School MTSS team must meet regularly and utilize the PSP to ensure academic interventions are being implemented and progressed monitored. 📌
2. Teachers are not creating, implementing and progress monitoring plans within Branching Minds on a consistent basis that allows for quality data analysis.
3. DL students have access to support in accordance to their IEP.

- [Unit/Lesson Inventory for Language Objectives \(School Level Data\)](#)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)
- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)

What is the feedback from your stakeholders?

1. According to the Roots Survey, tier 2 & 3 instruction implementation is 66%. 📌
 - a. We must ensure that teachers understand how to administer selected interventions.
 - b. We should develop a system to ensure the quality of intervention implementation can be observed and documented in BrM.

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?

1. Creating teacher teams focused on content rather than grade-level and provide professional development to ensure teachers understand how to implement curriculums properly and with fidelity. 📌
2. Strengthen systems and structures (and meeting frequency) of the MTSS team to ensure teachers are supported with their understanding of interventions and supports, and implementation of the use of the Branching Minds platform.

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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.

- 1. Students in Tier 2 & 3 are not receiving targeted instruction based on their universal assessment data.
- 2. To ensure students are receiving targeted instruction, teachers must deliver the core curriculum with fidelity.

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes

Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.

[BHT Key Component Assessment](#)

[SEL Teaming Structure](#)

% of students receiving Tier 2/3 interventions meeting targets.

Over 70% of students were not assigned goals for Reading and Math.

Reading Tier 2 55.56% Met Goals & Tier 3 34.69% Met Goals
Math Tier 2 11.54% Met Goals & Tier 3 3.13% Met Goals

Reduction in OSS
6% of Incident result in OSS
There was a slight decline in OSS. In 2022, 6.31% of incidents resulted in OSS. In 2023, 6.13% of incidents resulted in OSS.

Reduction in Repeated disruptive Behaviors
There was an increase in behaviors from 4-6 . 2019-2020 - 11; 21-22 -10 ; 2022-2023 - 22
While we are addressing disruptive behaviors with some restorative practices, we must work to create a solid Tier 1 SEL foundation and utilize our Tier 2 & 3 Interventions to prevent the further increase of disruptive behaviors;

Our Attendance Rate has increased. 2020-2021 88.8%, 2021-2022 89.5% & 2022-2023 92.1% . Our Chronic Absentee Rate has decreased. 2020-2021 34.80%, 2021-2022 31.13% & 2022-2023 24.13%

[% 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](#)

Partially

Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.

<p>Yes</p>	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>
<p>No</p>	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>

What is the feedback from your stakeholders?

Members of the Behavior Health Team shared the following Challenges and Successes:

- lack of Branching Minds Training
- More training is needed with Restorative Practices for Clinicians and the Dean
- The Referral Tracker is a great resource for the team

Teachers shared:

- Small group (content Specific) PD is needed
- A Small group structure is needed for K-5 and 6-8
- Frustration with the amount of time left for small group lessons

- [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](#)

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.

- Out of School Suspensions
2022-2023 7th Grade had the most out of school suspensions (38.71%)
- Attendance
2022-2023 1st Grade had the lowest Attendance Rate (87.66%)
- Cultivate (Belonging & Identity)
The 5th Grade had the lowest Score for Belonging and Identity.
Identity Safety- Belief that one's identity is an asset, rather than a detriment, to a learning community.
Belonging - Belief that one fits in with peers in class.

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?

- Implement a School Wide Tier 1 SEL Curriculum.
- The Attendance Team will incorporate re-entry plans for Tier 3 students returning to school. This plan will keep them motivated to attend school daily.
- Teachers must goal set with students and document in Branching Minds.
- Establish and monitor Math Progress Monitoring Cycles and Best Practices for small group Instruction
- Staff will be trained on De-Escalation strategies.

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

<p>Yes</p>	<p>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).</p>	<p>College and Career Competency Curriculum (C4)</p>
<p>Yes</p>	<p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>	<p>Individualized Learning Plans</p>
<p>Yes</p>	<p>Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).</p>	<p>Work Based Learning Toolkit</p>
<p>N/A</p>	<p>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).</p>	
	<p>Industry Recognized Certification Attainment is</p>	<p>ECCE Certification List</p>

On Track 3-8 Data 2022-2023 

On-Track 36%
 Almost on Track 25%
 Near on Track 10%
 Far From On-Track 11%

Cultivate Data - Relevance to the Future
 Belief that classwork is aligned with and useful for preparing for the future

Relevance to the Future (5th Graders)	20
Relevance to the Future (6th Graders)	61
Relevance to the Future (7th Graders)	54
Relevance to the Future (8th Graders)	50

What is the feedback from your stakeholders?

Teachers are wondering how they fit with post-secondary planning. Some feel that it solely on the counselor; 

[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)

N/A	Industry recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	
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
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager

What, 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?

Ensure the implementation of the Success Bound Curriculum with 5-8 grade students. 📌

Teachers and the counselor will use the 3-8 On-Track Data to develop a plan of action move students closer to on-track.

The STEM team and counselor will collaboratively work to develop a Career Path Plan for students. This will provide relevance to their classes for the future.

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.

Most Grade 5 students dont see the relevance in their classes and they connect to their future. 📌

[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	Spectrum of Inclusive Partnerships	<ol style="list-style-type: none"> The needs of the students are being heard (peer support, school commitment). 📌 We need to strengthen the trust between students and teachers. We need to identify the ways in which parents would like to be involved and contribute within the learning community. 	Cultivate 5 Essentials Parent Participation Rate

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No	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p style="text-align: right;">Reimagining With Community Toolkit</p>
Yes	<p>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).</p> <p style="text-align: right;">Student Voice Infrastructure Rubric</p>

What is the feedback from your stakeholders?

- According to the 5 Essentials Survey, Shoop improved in the following measures:
 - Peer Support for Academic Work (+23 points) and School Commitment (+19) points.
 - Quality of Student Discussion (-34), Student-Teacher Trust (-15), Parent Involvement in School (-15)

[5E: Involved Families](#)

[5E: Supportive Environment](#)

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

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

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

What student-centered problems have surfaced during this reflection?

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

- How can we create more opportunities for students to engage as stakeholders? - responsiveness to how students experience life, learning environment, classroom instruction



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

- We currently have an established Beta Club and Student Council. These two organizations give students opportunities and platforms to voice their opinions, interface with



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-student empowerment within the learning community/classroom, voice and choice of policies that impact students, agency within the classroom to build expertise and competency of knowledge and skills
2. How do we engage students that tend to go overlooked in conversations about how they experience the classroom/school?

school-wide practices and policies and collaborate with stakeholders in the school and community.
2. We will foster environments that create opportunities for students, who sometimes go overlooked, to have a voice in the classroom and learning community.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

1. Although we have high quality curricula, benchmark movement on iReady and Star 360 does not indicate that we are meeting the needs of all learners.
2. Based on our EOY Rogor walk Data, 81% of classroom lessons address the standards.
3. The taxonomy level of the instruction in 45% of is classrooms is comprehension. This metric does not meet the demands of the Illinois Assessment of Readinbess.
4. The following 5Essential measures were scored as "weak" based on student responses:
 - Students feel safe in and around the school.
 - They find teachers trust-worthy and responsive to their academic needs,
 - All students value hard work.
 - Teachers push all students toward high academic performance.
5. An assessment cycle is partially implemented with teaching and measuring being evident. Reflection and opporunities to improve the instruction are inconsistent.

What is the feedback from your stakeholders?

1. Based on EOY conversations with teacher, both curricula training and content PLCs will prove helpful in the implementation of the high quality curricula in Reading and Mathematics.
2. Learning loss experienced by COVID continues to be a concern of parents and teachers alike.
3. Intentional and reflective process of design, implementation, evaluation, and revision is needed for assessments.

What student-centered problems have surfaced during this reflection?

Students enter their respective classess without the prerequisites for grade level content. As a result, remediation occurs as opposed to grade level instrution with the identified curriula.

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?

1. Tutor Corps supports Tier 3 students in grades K-5 in Reading.
2. The interventionist supports students in grades 6-8 with Reading.
3. Benchmark grades 2, 5, and 8 are targeted for OST in Reading and Mathematics.

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

Students enter their respective classes without the prerequisites for grade level content. As a result, remediation occurs as opposed to grade level instruction with the identified curricula.



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?

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

As adults in the building, we...

As adults in the building, we lack full understanding of the Common Core State Standards, what students must know, and be able to do in our respective grade levels. This directly impacts our planning, teaching, and student learning.



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

What is your Theory of Action?

If we....

Resources: 

If we teach grade level curriculum in all classrooms 

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....

Then we see a progression of student learning, multiple resources being used to support learning objectives, reteach based on assessment data, and early identification of Tier 2 and Tier 3 learners 

which leads to...

Which leads to 80% of students on-track, intervention strategies documented in Branching Minds, and 60% of students meeting/exceeding IAR goals in Reading and 40% meeting/exceeding IAR goals in Mathematics. 

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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 

All Shoop Staff

Dates for Progress Monitoring Check Ins

Q1	10/18/2023	Q3	3/13/2024
Q2	12/6/2023	Q4	5/22/2024

SY24 Implementation Milestones & Action Steps 

Who 

By When 

Progress Monitoring

Implementation Milestone 1

By MOY, 26% of students will be at benchmark in Reading and 40% of students will be at benchmark in Mathematics as measured by the Star 360.

Students, Staff, and Teachers


December 2023


In Progress

Action Step 1	Obtain baseline data from iXL by using the Student Diagnostic which pinpoints the grade level of each students.	All Teachers	September 1, 2023	Completed
Action Step 2	Utilize multiple data sets (i.e. iXL and Star 360) to inform student grouping.	All Teachers	September 22, 2023	In Progress
Action Step 3	Assign grade level skills in iXL that are aligned to Eureka dnd CKLA.	All Teachers	December 2023	In Progress
Action Step 4	Utilize the STE(A)M strategies that align to critical thinking, creativity, collaboration, and communication to engage students during instruction.	All Teachers	December 2023	In Progress
Action Step 5	Provide strategic intervention to students identified as "on watch", addressing deficits in small group.	All Teachers	December 2023	Not Started
Implementation Milestone 2	Student plans will be evident and documented in Branching Minds for all Tier 2 and Tier 3 students.	All Who Support Tier 2 and Tier 3 Students	June 2024	In Progress
Action Step 1	Create student goals using the intervention tools identified by the school (i.e. iXL, Freckle, and Amira).	All Who Support Tier 2 and Tier 3 Students	September 2023	In Progress
Action Step 2	Input notes based on the progress of assigned intervention, adjusting as necessary.	All Who Support Tier 2 and Tier 3 Students	June 2024	Not Started
Action Step 3	Maintain and update accurate records for Tier 2 and Tier 3 students.	All Who Support Tier 2 and Tier 3 Students	Bi-weekly, Beginning 9/8	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	By EOY, 34% of students will be at benchmark for Reading and 45% of students will be at benchmark in Mathematics as measured by the Star 360,	Students, Staff, and Teachers	June 2024	Select Status
Action Step 1	Utilize MOY data to inform next steps, including updating student grouping.	Teachers	1/12/2024	Select Status
Action Step 2	Provid acceleration for grade level students during OST and remediation for urgent intervention.	OST Staff	January 2024	Select Status
Action Step 3	Utilize Checkpoint assessments to progress monitor toward mastery of CCSS.	Teachers	Quarterly	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status

Action Step 4				Select Status
Action Step 5				Select Status


SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Revisit the action plan implmented for SY24, measuring the effectiveness of grade level curriculum implementation, interventions, and supports identified at Shoop. Based on the results, set goals that are specific, measurable, and attainable with monitoring every five weeks. 

SY26 Anticipated Milestones Identify probles of practice, determine root cause, and action plan based on data sets. 

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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
By June 2024, YTD attendance will be	Yes	Increase Average Daily	Overall	92.9	94	95	96

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Curriculum & Instruction				
Reflection	Root Cause	Implementation Plan		<i>Select the Priority Foundation to pull over your Reflections here =></i>					
94% for students in grades K-8.		res		Attendance	<i>Select Group or Overall</i>				
By June 2024, increase the number of students meeting or exceeding benchmark on Star 360.		Yes		STAR (Reading)	Overall	18	34	50	60
					Overall	34	45	60	70

Practice Goals

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

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

		SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Monitoring of Lesson Plans, Informal and Formal Observations with Feedback, Checkpoint Assessment Data			
C&I:4 The ILT leads instructional improvement through distributed leadership.	Facilitation of Monthly Grade Level Meetings (GLMs), Feedback from Exit Slips and Surveys			
<i>Select a Practice</i>				

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
By June 2024, YTD attendance will be 94% for students in grades K-8.	Increase Average Daily Attendance	Overall	92.9	94	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By June 2024, increase the number of students meeting or exceeding benchmark on Star 360.	STAR (Reading)	Overall	18	34	Select Status	Select Status	Select Status	Select Status
		Overall	34	45	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Monitoring of Lesson Plans, Informal and Formal Observations with Feedback, Checkpoint Assessment Data	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Facilitation of Monthly Grade Level Meetings (GLMs), Feedback from Exit Slips and Surveys	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
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?

% of students receiving Tier 2/3 interventions meeting targets.
Over 70% of students were not assigned goals for Reading and Math.

Reading Tier 2 55.56% Met Goals & Tier 3 34.69% Met Goals
Math Tier 2 11.54% Met Goals & Tier 3 3.13% Met Goals

Reduction in OSS
6% of Incident result in OSS
There was a slight decline in OSS. In 2022, 6.31% of incidents resulted in OSS. In 2023, 6.13% of incidents resulted in OSS.

Reduction in Repeated disruptive Behaviors
There was an increase in behaviors from 4-6 . 2019-2020 - 11; 21-22 -10 ; 2022-2023 - 22
While we are addressing disruptive behaviors with some restorative practices, we must work to create a solid Tier 1 SEL foundation and utilize our Tier 2 & 3 Interventions to prevent the further increase of disruptive behaviors;

Our Attendance Rate has increased. 2020-2021 88.8%, 2021-2022 89.5% & 2022-2023 92.1% . Our Chronic Absentee Rate has decreased. 2020-2021 34.80%, 2021-2022 31.13% & 2022-2023 24.13%

What is the feedback from your stakeholders?

Members of the Behavior Health Team shared the following Challenges and Successes:
lack of Branching Minds Training
More training is needed with Restorative Practices for Clinicians and the Dean
The Referral Tracker is a great resource for the team

Teachers shared:
Small group (content Specific) PD is needed
A Small group structure is needed for K-5 and 6-8
Frustration with the amount of time left for small group lessons

What student-centered problems have surfaced during this reflection?

Out of School Suspensions
2022-2023 7th Grade had the most out of school suspensions (38.71%)

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?

Implement a School Wide Tier 1 SEL Curriculum.

Attendance
 2022-2023 1st Grade had the lowest Attendance Rate (87.66%)

Cultivate (Belonging & Identity)
 The 5th Grade had the lowest Score for Belonging and Identity.
 Identity Safety- Belief that one's identity is an asset, rather than a detriment, to a learning community.
 Belonging - Belief that one fits in with peers in class.

The Attendance Team will incorporate re-entry plans for Tier 3 students returning to school. This plan will keep them motivated to attend school daily.

Teachers must goal set with students and document in Branching Minds.

Establish and monitor Math Progress Monitoring Cycles and Best Practices for small group Instruction

Staff will be trained on De-Escalation strategies.

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

Student attendance, behavior and academic success are negatively impacted due to negative school experiences.



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?

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

As adults in the building, we...

As adults in the building, we...

Are not prioritizing student voice and taking the time to build and form a community where students feel welcomed and heard.



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

What is your Theory of Action?

If we...

Prioritize student SEL utilizing CHAMPS and PBIS, expression of student voice, opportunities for collaboration, student choice and classroom instructional methods

then we see...

School-wide usage of the CHAMPS expectations and the PBIS tracker, positive discourse, a greater level of student effort and a greater sense of community

which leads to...

Increased student attendance, classroom community, engagement and better classroom management, evident by

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.

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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 

All Staff

Dates for Progress Monitoring Check Ins


Q1	10/18/2023	Q3	3/13/2024
Q2	12/6/2023	Q4	5/22/2024


Connectedness & Wellbeing

	SY24 Implementation Milestones & Action Steps 🍌	Who 🍌	By When 🍌	Progress Monitoring
Implementation Milestone 1	By MOY there will be an Increase Cultivate Student Survey rate for Belonging from 20 to 34		June 2024	In Progress
Action Step 1	Increase student voice and ownership in the school with the implementation of a daily Rise to Shine.	All teachers	August 2023	Completed
Action Step 2	Accomodate students with varying learning styles and modalitis by incorporating research, problem soving, and commincationg solutions through the method of their choice during project-based learning.	All teachers	June 2024	In Progress
Action Step 3	Create and administer a mock survey to find our student needs and wants in between BOY and MOY & MOY and EOY	All teachers	November 2023	Not Started
Action Step 4	Ensure that all students have access to basic applications (ie.. IXL,..)	All teachers and Support Staff	September 2023	In Progress
Action Step 5	Engage all learners in classroom discussions and activities.	All teachers and Support Staff	September 2023	In Progress
Implementation Milestone 2	By EOY, there will be a decrease in OSS and repeated disruptive behaviors.	All Staff	June 2024	In Progress
Action Step 1	Plan and schedule school-wide incentives aligned to student surveys and feedback.	SEL Team and Teachers	August 2023	In Progress
Action Step 2	Utilize morning check-ins with students and implement PBIS point system with positive framing.	All teachers	August 2023	In Progress
Action Step 3	Provide professional developement on Tier 1 classroom management strategies	SEL Team	October 2023	In Progress
Action Step 4	Monitor & provide feedback on the implementation of classroom mangement strategies	SEL Team Admin Team	November 2023	Not Started
Action Step 5	Provide tier 2 and Tier 3 students with behaviorial interventions with the efficient delivery and frequency	BHT	November 2023	Not Started
Implementation Milestone 3	By EOY, the 5 Essentials will show that at least 50% of our students feel safe .	All Staff	June 2024	In Progress
Action Step 1	Determine the appropriate interventions and supports for students who are not experiencing success with the Tier 1 behavioral structure.	Teachers BHT	September 2023	In Progress
Action Step 2	Each grade band will create a bathroom schedule	All teachers	September 2023	In Progress
Action Step 3	Students will travel through the halls with a partner.	All Staff	August 2023	In Progress
Action Step 4	Closely monitor students in the hallway, during transitions and bathroom breaks.	All staff	September 2023	In Progress
Action Step 5				Select Status

Implementation Milestone 4	By EOY, there will be an increase in the Cultivate Student Survey Rate for Belonging from 34 to 50.			Not Started
Action Step 1	Analyze MOY data to inform next steps	ILT SEL Team Teachers	January 2024	Not Started
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 Reflect and revisit the action plan implemented for SY24, measuring the effectiveness of the identified actions, interventions and supports. Based on the results, set goals that are (SMART) with monitoring every 5 weeks; 

SY26 Anticipated Milestones Identify the problem of practice, determine the root cause and develop an action plan based on the data set; (Cultivate, 5 Essentials, Student surveys, attendance, Branching Minds, Suspension & discipline referral data) 

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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

Numerical Targets [Optional] 

Connectedness & Wellbeing

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📌	SY24	SY25	SY26
Decrease the number of OSS and repeated Disruptive behavior referrals	Yes <input type="checkbox"/>	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall <input type="text" value="25"/>	25	13	10	5
			Select Group or Overall <input type="text"/>				
Improve the 5 Essential Rating	Yes <input type="checkbox"/>	5E: Supportive Environment	Overall <input type="text" value="Moderately Organized"/>	Moderately Organized	Well Organized	Well Organized	Well Organized
			Select Group or Overall <input type="text"/>				

Practice Goals

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

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

	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Utilize the BHT Key Components assessment tool to monitor (BOY, MOY & EOY) and make necessary adjustments as needed		
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Monitor the OSS, repeated disruptive behaviors data from dashboard, and the number of calls to the Dean every two weeks; Utilize the data to make adjustments and provide supports to classroom teachers as needed;		
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	The attendance team will use tiered student attendance data to create a re-entry plan for students experiencing chronic absenteeism. They will monitor the data Dashboard data every two weeks and make adjustments as needed.		

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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
Decrease the number of OSS and repeated Disruptive behavior referrals	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	25	13	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		Select Group or Overall			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
Improve the 5 Essential Rating	5E: Supportive Environment	Overall	Moderately Organized	Well Organized	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		Select Group or Overall			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	Utilize the BHT Key Components assessment tool to monitor (BOY, MOY & EOY) and make necessary adjustments as needed	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Monitor the OSS, repeated disruptive behaviors data from dashboard, and the number of calls to the Dean every two weeks; Utilize the data to make adjustments and provide supports to classroom teachers as needed;	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	The attendance team will use tiered student attendance data to create a re-entry plan for students experiencing chronic absenteeism. They will monitor the data Dashboard data every two weeks and make adjustments as needed.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

If Checked:

Complete
IL-Empower
Section below

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

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

If Checked:

No action needed

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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

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

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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal

STAR (Reading): By June 2024, increase the number of students meeting or exceeding benchmark on Star 360.

Required Reading Goal

STAR (Reading): By June 2024, increase the number of students meeting or exceeding benchmark on Star 360.

Optional Goal

Select a Goal

Student Groups	Baseline	SY24	SY25	SY26
Overall	18	34	50	60
Overall	34	45	60	70
Overall	18	34	50	60
Overall	34	45	60	70

Parent and Family Plan

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



Our school is a Title I school operating a Schoolwide Program

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

If Checked:
No action needed



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

SCHOOL & FAMILY ENGAGEMENT POLICY

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



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



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



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



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



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



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



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



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



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

SCHOOL & FAMILY COMPACT

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



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



The school will hold parent-teacher conferences.



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



The school will provide parents reasonable access to staff.

- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

*The budget for SY24 is 218799 and is allocated as follows:
Professional Services at 1564.00
Seminars and Fees at \$100.00
Supplies at \$23.99
Food at \$500.00*



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