

CIWP Team & Schedules

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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
Dana Turner	Principal	dmturner1@cps.edu
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Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/20/23	6/23/23
Reflection: Curriculum & Instruction (Instructional Core)	6/20/23	6/23/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/20/23	6/23/23
Reflection: Connectedness & Wellbeing	6/21/23	6/23/23
Reflection: Postsecondary Success	6/21/23	6/23/23
Reflection: Partnerships & Engagement	6/21/23	6/23/23
Priorities	6/21/23	6/23/23
Root Cause	6/21/23	6/23/23
Theory of Action	7/14/23	7/21/23
Implementation Plans	7/14/23	7/21/23
Goals	7/14/23	7/21/23
Fund Compliance	8/20/23	
Parent & Family Plan	8/20/23	
Approval	8/20/23	

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	9/20/2023
Quarter 2	11/15/2023
Quarter 3	2/7/2024
Quarter 4	5/1/2024

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.	If we have access to high quality curricular materials that provide students with grade-level, standard-based instruction, why are we partially focused on the inner-core progress-monitoring and evidence-based assessment? <ul style="list-style-type: none"> - intentional teacher planning w/ reflection and feedback (pacing) - preparation; organization of materials - behaviors that challenge instruction - focus on 'inner core' is not consistently utilized - developing relationships: teacher-student and student-student - deeper dive w/in curricular materials (GLT professional development) / peer observation cycle - learning cycle) - Co-planning with Ge. Ed and DL teachers - Gradual Release Model 	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Students experience grade-level, standards-aligned instruction.	<p>What is the feedback from your stakeholders?</p> <ul style="list-style-type: none"> - test-taking strategies - assesment calendar progress monitored - routine feedback/assessment (variety) - embed pride / growth mindset in students (agency) - access to assessment data / parent portal / curricular supports (school website) - Student Personal Learning Plans 	STAR (Math) 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.	<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> <ul style="list-style-type: none"> * Tier 1 Instruction w/Just In Time Supports * Student Personal Learning Plans * Student Surveys * Input in Branching Minds * Stretch Activities * Mini-Lessons in SkyLine * Intentional Planning * Exit Slips * Differentiation/Inclusion/Access to Grade-Level Material for DL Students * Co-Planning between gen. ed and DL teachers consistently/regularly 	
Yes	The ILT leads instructional improvement through distributed leadership.	<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> <ul style="list-style-type: none"> * PreK-2 Attendance (due to child dependence on adult arrangements) * Schoolwide Tardiness * Access to Tier 1 Curriculum (providing just-in-time supports to scaffold successful implementation of the curriculum) * Student engagement in instruction (Gradual Release...we do" and "You do") 	
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.		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.		

[Return to Top](#) **Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p>	<p>If we have implemented an equity-based MTSS framework then why are we partially progress-monitoring academic intervention plans; continually improving access for Diverse Learners in the Least Restrictive Environment; and meeting compliance measures for ALL students?</p> <ul style="list-style-type: none"> * Consistency is KEY * Regular & Fluid Communication (Bi-Weekly Check-Ins) * Include ALL Stakeholders * Progress monitor the development and implementation of legal documents (tools, IEP Report Cards, IEPs) 	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
Partially	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p>		<p>Quality Indicators of Specially Designed Curriculum</p>
Partially	<p>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.</p> <p>LRE Dashboard Page</p>	<p>What is the feedback from your stakeholders?</p> <p>Inclusion is ineffective if students remain separate within a Least Restrictive Environment</p> <p>Planning time and preparation is driven by the regular review of IEPs and communication with all stakeholders at designated intervals (monthly, GLMs, quarterly, MTSS meetings) to ensure proper development and implementations of IEPs</p>	<p>EL Program Review Tool</p>
Partially	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p> <p>IDEA Procedural Manual</p>		
No	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p> <p>EL Placement Recommendation Tool ES</p> <p>EL Placement Recommendation Tool HS</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> <ul style="list-style-type: none"> * Common planning time for Cluster Teachers * Use of Quality Indicators of Specially Designed Curriculum * Weekly communication (reminders) from Case Manager * Data Collection from Teacher/Interventionist Communication (Check-Ins) * Inclusive MTSS Team <p>Multiple data points/sets are inconsistently available and measure various metrics</p>	
Yes	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</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>Students lack differentiated instruction, tiered interventions are not consistently utilized Inconsistent attendance becomes a challenge when executing tiered interventions Student development of self management skills, ownership (responsibility) of learning</p>			

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>If Universal Teaming Structures are in place, why are students not receiving tiered supports with fidelity?</p> <ul style="list-style-type: none"> * Lack of equitable targeted access * Lack of intentionality with SEL structures/scheduling * Intentional planning and preparation of SEL lessons * SEL must be embedded within daily routines * Lack of referrals for students in need of additional support * Underutilization of Branching Minds/LiveSchool * Need for school plan to address chronic absenteeism/truancy 	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p>

Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.				Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
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.	<p>What is the feedback from your stakeholders?</p> <p>School consistency and clarity of tool utilization (Branching Minds, LiveSchool) 📌</p> <p>Directive of expected procedures, universal expectations</p>			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)
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.				Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
<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>Lack of self-management skills, application of coping skills, accountability measures, autonomy, opportunities to practice Attributes of the Learner Profile and Approaches to Learning Skills, Social Justice/Restorative Practices, experiences for students to explore with structure 📌</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>LiveSchool IB School Store Branching Minds Weekly Reminders Teacher/Partner (BHT, Interventionist) Collaborations 📌</p>			

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	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).	If structures for College and Career Competencies are present, why are we partially implementing the C4, ILPs, and WBL Toolkits? * Inclusive Planning and Structured Time within Staff Meetings * Availability to Collaborate with ALL Stakeholders * Shared Calendar	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC

					3 - 8 On Track
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). Individualized Learning Plans				Learn, Plan, Succeed
Select Rating	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th). Work Based Learning Toolkit		What is the feedback from your stakeholders? Create an awareness of C4, ILPs, WBL Toolkits and integrate throughout ALL grade levels 📌		% of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).				9th and 10th Grade On Track
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). ECCE Certification List				Cultivate (Relevance to the Future)
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). PLT Assessment Rubric		What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? College awareness via field experiences, house points (LiveSchool) renaming houses as international universities, adherence to Naviance, HBCU week 📌		Freshmen Connection Programs Offered (School Level Data)
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni). Alumni Support Initiative One Pager		Extending awareness of college may not represent ALL opportunities to students		
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.					
Inclusion of ALL populations (grades, cluster), scheduling 📌					

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	Spectrum of Inclusive Partnerships	If we are partially fostering relationships with parents stakeholders, the how have we improved our school community? Metrics that have improved the Learning Community: Collaborative work environment, shared and distributive leadership, increase in student voice	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families

Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit
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

[SE: 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 is the feedback from your stakeholders?

Teacher-Parent Trust has increased by 31 points

Parent Involvement has increased by 14 points

Parent Influence on Decision Making increased by 13 points

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.

Scheduling, lack of availability, other commitments/obligations, low level of engagement

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?

Fluid communication (newsletters, marquee, Remind app, Smyth website, robocalls, teacher-parent phone calls, class websites, ASPEN emails, monthly calendars/flyers, PAC/FACE, Family Curriculum Nights, designated Parent Advocate, approval of parent volunteers, parent-led fundraisers)

Barriers: In-person participation, variety of times, storing information for future reference (recording meetings/events), working current contact information, timeliness and variety communication and follow up)

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
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.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

If we have access to high quality curricular materials that provide students with grade-level, standard-based instruction, why are we partially focused on the inner-core progress-monitoring and evidence-based assessment?

- intentional teacher planning w/ reflection and feedback (pacing)
- preparation; organization of materials
- behaviors that challenge instruction
- focus on 'inner core' is not consistently utilized
- developing relationships: teacher-student and student-student
- deeper dive w/in curricular materials (GLT professional development) / peer observation cycle - learning cycle)
- Co-planning with Ge. Ed and DL teachers
- Gradual Release Model

What is the feedback from your stakeholders?

- test-taking strategies
- assesment calendar progress monitored
- routine feedback/assessment (variety)
- embed pride / growth mindset in students (agency)
- access to assessment data / parent portal / curricular supports (school website)
- Student Personal Learning Plans

What student-centered problems have surfaced during this reflection?

- * PreK-2 Attendance (due to child dependence on adult arrangements)
- * Schoolwide Tardiness
- * Access to Tier 1 Curriculum (providing just-in-time supports to scaffold successful implementation of the curriculum)
- * Student engagement in instruction (Gradual Release..."we do" and "You do")

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?

- * Tier 1 Instruction w/Just In Time Supports
- * Student Personal Learning Plans
- * Student Surveys
- * Input in Branching Minds
- * Stretch Activities
- * Mini-Lessons in SkyLine
- * Intentional Planning
- * Exit Slips
- * Differentiation/Inclusion/Access to Grade-Level Material for DL Students
- * Co-Planning between gen. ed and DL teachers consistently/regularly

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Determine Priorities

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

Students...

do not consistently have access to Tier 1 grade level, standards-aligned instruction that includes just-in-time supports and focuses on the inner core (relationships, community, identity).

Resources:

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

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

As adults in the building, we...

We lack consistency in how we embed just-in-time supports to give all students access to grade level, standards aligned tier 1 instruction into our unit plans. We lack consistency in how we prioritize the inner core (relationships, community, identity).

Resources:

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

Indicators of a Quality CIWP: Root Cause Analysis

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

The root cause is based on evidence found when examining the student-centered problem.
 Root causes are specific statements about adult practice.
 Root causes are within the school's control.

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What is your Theory of Action?

If we...

provide teacher learning cycles and coaching support to fully develop IB unit plans based on high-quality tier 1 curricula (Skyline, iReady, Amplify, Creative, and Unique) with embedded "just-in-time" supports and strategies to strengthen the inner core (relationships, community, and identity)

then we see...

IB unit planners that include intentional planning for just-in-time supports that provide all students access to the grade-level standards, objectives, complex tasks and assessments. Teachers intentionally prioritizing the inner core (relationships, community, and identity) in ways that further inquiry and choice for all students in alignment with the IB Standards and Practices.

which leads to...

Increase in the percent of students meeting/exceeding expectations on IAR Reading from 4% to 14% and IAR Math from 2% to 12%. And an increase in Cultivate classroom community to a score of 50.

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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Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1 9/20/2023 Q3 2/7/2024

Q2 11/15/2023 Q4 5/1/2024

SY24 Implementation Milestones & Action Steps

Who


By When


Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	By the end of Q1, the leadership team will have drafted a new IB unit plan template. Teachers will have engaged in a learning cycle around identifying what "just-in-time" supports are already in the curriculum.	School wide	End of Q1	Select Status
Action Step 1	Leadership team drafts new IB unit planner	Leadership team	Week 5	Select Status
Action Step 2	Teachers engage in a learning cycle around "just-in-time" supports using the curriculum	Admin, IB Coordinators, ILT, & GLT	Weeks 5-9	Select Status
Action Step 3	Teachers engage in a learning cycle around how the inner core is prioritized in the curriculum	Admin, IB Coordinators, ILT, & GLT	Weeks 5-9	Select Status
Action Step 4	Leadership team will meet with teachers to ensure the new IB unit planner is followed with fidelity	Leadership team	Weeks 5-9	Select Status
Action Step 5				Select Status
Implementation Milestone 2	By the end of Q2, at least 80% of teachers have submitted and received feedback on one unit plan using the new template. Teachers will engage in a learning cycle to embed "just-in-time" supports into their unit planner. Teachers will engage in a learning cycle of prioritizing the inner core into their unit planner.	School wide	End of Q2	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>		
Reflection	Root Cause	Implementation Plan					
Action Step 1	Teachers are giving evidence of including "just-in-time" supports in their IB unit planners				Instructional Staff	Week 15	Select Status
Action Step 2	Teachers plan and facilitate learning experiences through which students can develop their own conceptual understandings.				School wide	Week 15	Select Status
Action Step 3	Students take opportunities to explore and develop their own conceptual understandings in appropriate places in the curriculum.				Instructional Staff (ILT, IB Coord., GLT) and community partners	Week 15	Select Status
Action Step 4	Teachers ensure that there are clear examples of connections to local and global contexts in the curriculum.				Instructional Staff, IB Coord., and community partners	Week 15	Select Status
Action Step 5	Teachers encourage students to transfer their conceptual understandings to unfamiliar contexts.				Instructional Staff	Week 20	Select Status
Implementation Milestone 3	By the end of Q3, teachers will engage in a learning cycle of using student performance data to identify "just-in-time" supports inside of the tier 1 curriculum and how to prioritize the inner core.				School wide	End of Q3	Select Status
Action Step 1	Teachers collaborate to ensure a holistic and coherent learning experience for students in accordance with programme documentation				School wide	Week 20	Select Status
Action Step 2	Students collaborate with teachers and peers to plan, demonstrate, and assess their own learning.				School wide	Week 20	Select Status
Action Step 3	Teachers use flexible grouping of students to maximize learning, ensure student well-being, and provide a variety of opportunities for collaboration				Instructional Staff	Week 20	Select Status
Action Step 4	The school provides opportunities for students to collaborate, with community partners and sponsors, based on their strengths, abilities, and interests				School wide and community partners	Week 20	Select Status
Action Step 5	The school demonstrates that collaboration and effective relationship building are featured explicitly within the curriculum.				School wide	Week 25	Select Status
Implementation Milestone 4	By the end of Q4 teachers will have engaged in a reflective protocol to gain an understanding of how students progressed through the curriculum and identify next steps for future planning				School wide and parents/guardians	End of Q4	Select Status
Action Step 1	Teachers consider learner variability when planning students' personal learning goals.				Instructional Staff and Clinicians	End of Q4	Select Status
Action Step 2	Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students.				Instructional Staff	End of Q4	Select Status
Action Step 3	Students understand the connections between the IB learner profile and internationalmindedness.				School wide	End of Q4	Select Status
Action Step 4	Teachers support language development with consideration for the language profiles of students.				Instructional Staff	End of Q4	Select Status
Action Step 5	Teachers use multiple technologies to aid and extend learning and teaching.				Instructional Staff	End of Q4	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Students and teachers use feedback to improve learning, teaching and assessment. (0404-01); Approaches to assessment 2: The school uses assessment methods that are varied and fit-for purpose for the curriculum and stated learning outcomes and objectives. (0404-02); The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03); Students take opportunities to consolidate their learning through assessment. (0404-04) 

SY26 Anticipated Milestones - CONTINUED FROM SY25 where we will focus on Approaches to Assessment (0404) from IB Standards and Practices. 

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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 an 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
Increase in students meeting/exceeding on IAR Reading from 4% to 14%. Increase students meeting/exceeding on IAR Math from 2% to 12%	Yes	IAR (English)	Overall (Reading)	4%	14%	18%	22%
			Overall (Math)	2%	12%	16%	20%
Increase in the student score for Classroom Community on Cultivate by at least 10 points each year.	Yes	Cultivate	Overall	n/a	50%	60%	70
			Select Group or Overall				

Practice Goals

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

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

	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	75% of IB unit plans include "just-in-time" supports	85% of IB unit plans include "just-in-time" supports	95% of IB unit plans include "just-in-time" supports
C&I:3 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.	75% of IB unit plans and classrooms prioritize development of the inner core (relationships, community, identity)	85% of IB unit plans and classrooms prioritize development of the inner core (relationships, community, identity)	95% of IB unit plans and classrooms prioritize development of the inner core (relationships, community, identity)
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.	75% of IB unit plans are aligned to the principles of IB and high-quality curriculum internalization	85% of IB unit plans are aligned to the principles of IB and high-quality curriculum internalization	95% of IB unit plans are aligned to the principles of IB and high-quality curriculum internalization

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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
Increase in students meeting/exceeding on IAR Reading from 4% to 14%. Increase students meeting/exceeding on IAR Math from 2% to 12%	IAR (English)	Overall (Reading)	4%	14%	Select Status	Select Status	Select Status	Select Status
		Overall (Math)	2%	12%	Select Status	Select Status	Select Status	Select Status
Increase in the student score for Classroom Community on Cultivate by at least 10 points each year.	Cultivate	Overall	n/a	50%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	75% of IB unit plans include "just-in-time" supports	Select Status	Select Status	Select Status	Select Status
C&I:3 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.	75% of IB unit plans and classrooms prioritize development of the inner core (relationships, community, identity)	Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	75% of IB unit plans are aligned to the principles of IB and high-quality curriculum internalization	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.
Partially	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.
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

If we have implemented an equity-based MTSS framework then why are we partially progress-monitoring academic intervention plans; continually improving access for Diverse Learners in the Least Restrictive Environment; and meeting compliance measures for ALL students?
 * Consistency is KEY
 * Regular & Fluid Communication (Bi-Weekly Check-Ins)
 * Include ALL Stakeholders
 * Progress monitor the development and implementation of legal documents (tools, IEP Report Cards, IEPs)

What is the feedback from your stakeholders?

Inclusion is ineffective if students remain separate within a Least Restrictive Environment
 Planning time and preparation is driven by the regular review of IEPs and communication with all stakeholders at designated intervals (monthly, GLMs, quarterly, MTSS meetings) to ensure proper development and implementations of IEPs

What student-centered problems have surfaced during this reflection?

Students lack differentiated instruction, tiered interventions are not consistently utilized
 Inconsistent attendance becomes a challenge when executing tiered interventions
 Student development of self management skills, ownership (responsibility) of learning

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

* Common planning time for Cluster Teachers
 * Use of Quality Indicators of Specially Designed Curriculum
 * Weekly communication (reminders) from Case Manager
 * Data Collection from Teacher/Interventionist Communication (Check-Ins)
 * Inclusive MTSS Team
 Multiple data points/sets are inconsistently available and measure various metrics

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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...

who would benefit from tier 2-3 academic and SEL interventions do not regularly receive tiered tier 2-3 interventions with differentiated supports that are consistently high-quality and progress monitored



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...

do not consistently use Branching Minds and universal/secondary screening data to identify students in need of academic and SEL interventions, match them to high-quality tier 2-3



Indicators of a Quality CIWP: Root Cause Analysis

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

students in need of academic and SEL interventions, match them to high-quality tier 2-3 interventions, deliver the interventions with fidelity, and progress monitor student progress towards the intervention goal.

Inclusive & Supportive Learning Environment

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

[Return to Top](#) Theory of Action

What is your Theory of Action?

If we...

engage in staff-wide learning about high-quality tier 2-3 academic and SEL interventions led by the MTSS team, and develop a robust school-wide data-to-intervention protocol that teachers engage with during intervention cycles



Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see...

consistent use of Branching Minds and universal/secondary screening data to identify students in need of academic and SEL interventions, match them to high-quality tier 2-3 interventions, deliver the interventions with fidelity, and progress monitor student progress towards the intervention goal.



which leads to...

decrease in the percent of students performing in the "urgent intervention" category in Star360 math and reading. We will also see an increase in students who are receiving tier 2-3 academic and SEL interventions meeting their intervention goal targets.



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Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1 9/20/2023

Q3 2/7/2024

Q2 11/15/2023

Q4 5/1/2024

SY24 Implementation Milestones & Action Steps

Who



By When

Progress Monitoring

Implementation Milestone	By When	Who	Progress Monitoring
Implementation Milestone 1 By the end of Q1, all teachers will have targets identified for interventions. All teachers will be documenting interventions in Branching Minds.	End of Q1	Schoolwide	Select Status
Action Step 1 Teachers receive professional development related to creating groups into Branching Minds.	October 9th	Teachers	Select Status
Action Step 2 Students understand the connections between the IB learner profile and internationalmindedness.	Week 5	Schoolwide	Select Status
Action Step 3 Teachers provide students with opportunities in the curriculum to reflect on the growth and demonstration of their learner profile attributes.	Week 5	Schoolwide	Select Status
Action Step 4 The school implements and reviews the development of the IB's approaches to learning.	Week 7	Schoolwide	Select Status
Action Step 5 The school implements and reviews processes that actively engage students in their own learning.	Week 9	Schoolwide	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>		
Reflection	Root Cause	Implementation Plan					
Implementation Milestone 2	By the end of Q2, 100% of teachers will have engaged in a data cycle with students where by students understand their goals and teachers are progress-monitoring towards growth.		Schoolwide	End of Q2			Select Status
Action Step 1	Students and teachers engage in learning experiences that are designed to include opportunities for students to collaborate.		Schoolwide	Week 15			Select Status
Action Step 2	The school demonstrates that collaboration and effective relationship building are featured explicitly within the curriculum.		Instructional Staff, Community Partners	Week 15			Select Status
Action Step 3	Pedagogical leaders provide opportunities for student voice to be represented in the school.		Instructional Staff, Community Partners	Week 15			Select Status
Action Step 4	PYP 1: Students participate in the exhibition in the final year of the PYP, except in schools that exclusively offer the early years. (0402-06-0211)		Schoolwide	Week 15			Select Status
Action Step 5							Select Status
Action Step 5	MYP 1: The school provides opportunities for students to take ownership of their learning through the personal project and community project. (0402-06-0221)		Schoolwide	Week 17			Select Status
Action Step 7							Select Status
Implementation Milestone 3	Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively while taking ownership of their learning by setting challenging goals and pursuing personal inquiries.		Instructional Staff	End of Q3			Select Status
Action Step 1	Students and teachers comply with IB academic integrity guidelines.		Instructional Staff	Week 20			Select Status
Action Step 2	Students and teachers acknowledge the intellectual property of others when producing work.		Instructional Staff	Week 20			Select Status
Action Step 3	The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing.		Instructional Staff, Community Partners	Week 20			Select Status
Action Step 4	Teachers discuss with students the significance and importance of producing authentic and original work.		Instructional Staff	Week 20			Select Status
Action Step 5	The school provides opportunities for students to directly apply their learning by demonstrate a commitment to service with and for the community throughout their learning, in accordance with programme documentation.		Schoolwide, Community Partners	Week 25			Select Status
Implementation Milestone 4	Students pursue opportunities to explore and develop their personal and cultural identities.		Schoolwide, Community Partners, Students	End of Q4			Select Status
Action Step 1	The school provides opportunities for students to explore and develop their personal and cultural identities.		Schoolwide, Community Partners, Students	End of Q4			Select Status
Action Step 2	The school community affirms individual student identity through learning and teaching.		Schoolwide, Community Partners, Students	End of Q4			Select Status
Action Step 3	Students take opportunities to develop their language profiles.		Schoolwide, Community Partners, Students	End of Q4			Select Status
Action Step 4							Select Status
Action Step 5							Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Leadership and governance (0201). The school organizes time for learning and teaching that provides a broad, balanced, and connected curriculum and serves the changing needs of its community. (0201-03). 0403-05 Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. 0202-02 The school identifies and provides appropriate learning support. 0202-01 The school provides relevant human, natural, built, and virtual resources to implement its IB programme(s). 0404-01 Students and teachers use feedback to improve learning, teaching, and assessment. 0301-01 The school secures access to an IB education to the broadest possible range of students.	
SY26 Anticipated Milestones	- CONTINUED FROM SY25 where we will focus on Leadership and governance (0201) from IB Standards and Practices.	

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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 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](#).

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

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

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

Performance Goals

Specify the Goal 🚩	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🚩	Numerical Targets [Optional] 🚩		
					SY24	SY25	SY26
Decrease in the percentage of students performing in the urgent intervention category on Star360 reading from 53% to 35% and Star360 math from 50% to 32%.	Yes	STAR (Reading)	Overall (Reading)	53%	47%	40%	35%
			Overall (Math)	50%	43%	38%	32%
Increase the percentage of students receiving tier 2-3 academic and SEL interventions meeting their intervention goal to 80% or greater.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	50%	60%	70%	80%
			Select Group or Overall				

Practice Goals

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

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

	Specify your practice goal and identify how you will measure progress towards this goal. 🚩		
	SY24	SY25	SY26
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.	The MTSS team will develop an MTSS data-to-intervention process and 75% of teachers are successfully implementing the process	The MTSS team will develop an MTSS data-to-intervention process and 85% of teachers are successfully implementing the process	The MTSS team will develop an MTSS data-to-intervention process and 95% of teachers are successfully implementing the process
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.	The MTSS team develops a menu of intervention supports that are delivered within the classroom, pull out support, and before/after school supports; 75% of target students are matched to an intervention	The MTSS team develops a menu of intervention supports that are delivered within the classroom, pull out support, and before/after school supports; 85% of target students are matched to an intervention	The MTSS team develops a menu of intervention supports that are delivered within the classroom, pull out support, and before/after school supports; 95% of target students are matched to an intervention

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 in the percentage of students performing in the urgent intervention category on Star360 reading from 53% to 35% and Star360 math from 50% to 32%.	STAR (Reading)	Overall (Reading)	53%	47%	Select Status	Select Status	Select Status	Select Status
		Overall (Math)	50%	43%	Select Status	Select Status	Select Status	Select Status

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

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

Inclusive & Supportive Learning Environment

Increase the percentage of students receiving tier 2-3 academic and SEL interventions meeting their intervention goal to 80% or greater.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	50%	60%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	The MTSS team will develop an MTSS data-to-intervention process and 75% of teachers are successfully implementing the process	Select Status	Select Status	Select Status	Select Status
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.	The MTSS team develops a menu of intervention supports that are delivered within the classroom, pull out support, and before/after school supports; 75% of target students are matched to an intervention	Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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

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 **IAR (English): Increase in students meeting/exceeding on IAR Reading fr...**

Required Reading Goal **IAR (English): Increase in students meeting/exceeding on IAR Reading fr...**

Optional Goal

Select a Goal

Student Groups	Baseline	SY24	SY25	SY26
Overall (Reading)	4%	14%	18%	22%
Overall (Math)	2%	12%	16%	20%
Overall (Reading)	4%	14%	18%	22%
Overall (Math)	2%	12%	16%	20%

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.

Smyth teachers will implement the International Baccalaureate Program. For grades Pre-K through 5th, students will participate in the Primary Years Program (PYP), PYP curriculum framework is uniquely adaptable to state and national standards. Guided by six transdisciplinary themes of global significance, students deepen their learning by developing their conceptual understandings; strengthening their knowledge and skills across and beyond subject areas. In Grades 6th-8th students will participate in the Middle Years Program (MYP). The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. The MYP requires at least 50 hours of teaching time for each subject group, in each year of the programme. In the final two years of the programme, carefully defined subject group flexibility allows students to meet local requirements and personal learning goals. 

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