Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name	Role	Email
Margaret Alhasoon	Principal	Malhasoon@cps.edu
Chris King	AP	cking42@cps.edu
Colleen Herman	Curriculum & Instruction Lead	cslambeherma@cps.edu
Katie Loveland	Inclusive & Supportive Learning Lead	kmavila@cps.edu
Cheetara Hudson	Curriculum & Instruction Lead	chudson19@cps.edu
Catherine Page	Teacher Leader	cjpage1@cps.edu
Nicole Erazo	Parent	neerazo@cps.edu
Darin Cauley	Teacher Leader	dhcauley@cps.edu
Danielle Cinkues	Teacher Leader	dmcinkues@cps.edu
Jonathon Abad	Teacher Leader	jabad4@cps.edu
Evelyn James	Teacher Leader	edholmes-james@cps.edu
Angela Maniaci	Teacher Leader	ammaniaci@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	4/30/23	6/30/23
Reflection: Curriculum & Instruction (Instructional Core)	5/19/23	5/22/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/19/23	5/22/23
Reflection: Connectedness & Wellbeing	5/19/23	5/22/23
Reflection: Postsecondary Success	5/19/23	5/22/23
Reflection: Partnerships & Engagement	5/19/23	5/22/23
Priorities	5/29/23	6/30/23
Root Cause	5/29/23	6/30/23
Theory of Acton	5/29/23	6/30/23
Implementation Plans	5/29/23	6/30/23
Goals	5/29/23	6/30/23
Fund Compliance	7/1/23	7/30/23
Parent & Family Plan	8/5/23	8/15/23
Approval	8/5/23	8/15/23

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	10/26/23
Quarter 2	12/14/23
Quarter 3	03/18/23
Quarter 4	05/23/24

Indicators of a Quality CIWP: Reflection on Foundations	Resources 🚀
Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.	Reflection on Foundations Protocol
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.	

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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
No	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	Swift does not currently have a high quality curriculum vertically aligned across grade levels in math or reading. Pre-K uses The Creative Curriculum which had a successful impact on our youngest students. Kindergarten - 8th grade is where our students are struggling in both Math and ELA. The data collected from the Student Perspective Survey showed that the majority of students were not connecting with the current math curriculums that were in place (Go Math and Big Ideas). Data from the standardized tests (iReady and Star360) also indicated that students were not reaching as much growth as expected. Because of this, through a collaborative process, it was determined that Swift would be adopting a new math curriculum. Teachers created questions to ask various math vendors, and it was determined that Swift will be adopting Into Math. This curriculum will also vertically align math K-8, and is aligned with the Common Core State Standards.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	The discussions that took place amongst teachers and administration regarding the Student Perspective Survey also opened up the idea that the current ELA curriculum, the Lucy Calkins Units of Study, has not been working for our students. Teachers wanted a more culturally relevant curriculum to meet the needs of our diverse student population. The district has been pushing Skyline, and our teachers decided that adopting Skyline ELA would best serve our students. There were many reasons why this decision was made. Data from the standardized tests (iReady and Star360) indicated that students were not reaching as much growth as expected. The Skyline ELA curriculum is culturally relevant, provides the instructional materials (including the books and foundational skills materials), and is an evidence based, high quality curriculum. This curriculum will also vertically align math K-8, and is aligned with the Common Core State Standards.	PSAT (EBRW) PSAT (Math) STAR (Reading)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** The feedback that we have received so far is that stakeholders are excited for the future of math and ELA at Swift. Students have expressed their concerns of the current Math and ELA curriculums through the Student Perspective Data. Teachers have noticed that the current curriculums are not suitable for our diverse student population. Although this change is daunting for teachers, they are supportive of the shifts because they know that the new curriculums will better serve their students. Parents/guardians and LSC/community members have also expressed their excitement for this change for Swift. The district is also supportive of these curriculum shifts as they more closely align with CPS and their push for Skyline and high quality curriculums in all schools in district 299.	STAR (Math) iReady (Reading) iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades ACCESS
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		TS Gold Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** In regards to the current math curriculum, teachers are scheduled to engage in training for the newly adopted math curriculum, Into Math, this school year before summer break. The goal is to have all teachers who have the math endorsement engage in this training prior to next school year	

endorsement engage in this training prior to next school year. Teachers will also be provided monthly support training sessions for staff to engage in virtually throughout the SY23/24 to support this curricular change.

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

There weren't any new student centered problems that have surfaced during this reflection. The biggest concern is that teachers will be implementing not one, but two new curriculums. Admin does have teacher buy-in for the curricular changes, and a plethora of support is being offered to teachers prior to, and throughout next school year.

In regards to the current ELA curriculum, teachers have already started planning for Unit 1 of Skyline ELA. Admin conducted a grade level team meeting with all teachers to discuss the non-negotiables when planning and preparing lessons for Skyline ELA next school year. The district will be offering virtual support throughout the school year. Swift will also be offering additional support with an instructional coach next school year that is well versed in Skyline ELA.

The impact has been positive thus far. Although daunting, teachers are excited that Swift will be utilizing curriculums that are evidence based, culturally relevant, and vertically aligned moving forward. They are also thankful of the amount of support that they will be offered to teach the curriculums with fidelity. Our efforts in this matter address all student needs, so students who are furthest from opportunity will also be addressed.

Inclusive & Supportive Learning Environment

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
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	Based on the Roots Survey, the overall effect of Swift's MTSS program was predominantly neutral this year. According to the data, 39 students moved up in Tier level, 53 students declined in Tier level, and 335 students remained neutral in tier level throughout the year. This was Swift's first year with a dedicated interventionist. School teams did implement an equity based MTSS framework. The data used to determine tier levels was a mixture of standardized testing scores and subject grade/performance. The MTSS team met weekly throughout the school to discuss student performance in class and interventions. Our diverse learner population is supported in their least restrictive learning environments, while the ELL population is supported by teachers that are endorsed in ESL that use language objectives across content. There were many ELL students that teachers thought should be listed as MTSS, but the district shied away from these students receiving MTSS services. Teachers still made due with efforts supporting all learners while the interventionist serviced the majority of tier 2 and tier 3 students.	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 EL Program Review Tool
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		
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.	LRE Dashboard Page	**What is the feedback from your stakeholders?** Overall, the MTSS team, classroom teachers, parents, and administration were pleased with the support that was offered this school year. The interventionist had a system in place to equitably support tier 2 and tier 3 students across grade levels. The team met periodically to assess the current status of student performance as well as discuss any new students that would be potential candidates for MTSS interventions in reading, math, or SEL. Teachers were thankful to have the support of an interventionist who actually provided interventions throughout the school year. Having that support was extremely beneficial.	
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**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?** Swift has just been given access to Amira, which is a reliable classroom assistant that assesses oral reading fluency (ORF), screens for dyslexia, and provides reading practice. This program has already been implemneted in one of our 4th grade classrooms, and the initial feedback is that it provides extra suppot and practice in the classroom. Staff was trained to use this program with the idea that they would have time to explore the functioning this school year and then implement in their classrooms in SY23/24. These efforts do address barriers/obstacles for our students furthest from opportunity. The program does not, however, service students in grades 6-8. There is talk of that changing, but there was no current	
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.			

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

8-8. There is talk of that changing, but there was no current update just yet.

Some of the student-centered problems that surfaced during this reflection was that the MTSS efforts this year, even though there was a dedicated interventionist, had a predominantly neutral effect overall. There were students who definitely moved up in tier and have shown much growth throughout the process. There was however many students who went down in tier. The vast majority of students remained neutral. Another problem that surfaced was Amira only services students through 5th grade. There are some students who are in 6th-8th grade that have a reading level of a 4th or 5th grader, and these students are not eligible to engage in the program, however they should be able to.

| Return to Top | Connectedness & Wellbeing |

Using the associated references, is this practice consistently implemented?	**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Partially	BHT Key Component Assessment SEL Teaming Structure	Swift considers itself a restorative school, however there are many new staff members that have not received formal training on restorative practices. Many teachers conduct talk circles with their students, but there are very few staff members who are trained in peace circles. Swift has a Behavioral Health Team in place that meets every week. Teachers are asked to fill out Behavioral Health Forms when students exhibit certain behaviors that cause concern. The school social worker, psychologist, counselor, MTSS coordinator, and administration are all members of the team. Teachers across the school have been provided with Calm Classroom materials to use with their students. This SEL activity helps students relax after transitions, and in other moments throughout the day.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY

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

After review of the quantitative and qualitative data from the Cultivate Survey, students ultimately feel happy at Swift, but still yearn for more connectedness to their own identity. When I think about identity, it's important for students to see themselves in school. Although Swift is working toward this goal and has made strides, there are still some next steps. The walls in the hallways at Swift are pretty empty, especially the second and third floors. This might be a good space for teachers and students to create more identity centered student work up.

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

All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs. (Partially)

What is the feedback from your stakeholders?

Data has shown that attendance has not been as strong as it has been in the past. The parents/guardians of students experiencing low attendance rates were surveyed earlier in the year as to why their child had been absent. 90% of parents that took the survey blamed it on their students being sick, and parents erring on the side of caution due to Covid. Attendance rates are currently at 87% in May of 2023. Our goal as a school is to have a much more consistent rate of attendance, closer to 93-95%. Swift does offer an array of after school programming that fills the needs of most, if not all student interests.

Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. (Partially)

Teachers have also noticed that students need more SEL embedded into the classroom experience. Many students are still experiencing the aftermath of the covid 19 pandemic, and students are in need of a stronger connection to one another and their school. Students have expressed this idea in the Cultivate survey as well, especially when analyzing the qualitative 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.

Students are yearning for more collaborative opportunities. They are not looking to see themselves in just a part of the school, but throughout the school. Students are interested in more hands on learning which will promote more of a collaborative environment. They want to see more connections to the outside world and their own lives in their studies. Students are asking for a more inquiry driven environment. Students also want more leadership opportunities and student voice embedded in the fabric of Swift

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?

At the current moment, students are engaging in Calm Classroom, and teachers have reported that this has been going well so far, especially when used right after transitions. Students who have been been struggling with attendance have also been chosen to make the morning announcements at Swift in hopes that this will entice them to get to school on

leadership opportunities and student voice embedded in the fabric of Swift.

at Swift in hopes that this will entice them to get to school on time. This has been going okay so far, but some students are still struggling, even if they are offered the opportunity to make the announcements. The efforts due address some students who are furthest from opportunity, but more can be done to break down these obstacles and barriers.

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	Swift has all, but one student graduating this year. The one student that isn't graduating is due to an undocumented medical condition that has caused chronic absenteeism. In regards to college and career readiness, students will have access to SchoolLinks which is an online platform provided by CPS. This program helps students explore their own identity that will help prepare them for the future.	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) |
| No | 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 | | |
| No | 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?**

The councelor is currently being trained on the SchoolLinks program and is anticipating a successful experience for our students. Teachers are also excited for students to be able to engage in a program that tailors to individual student preferences. Parents and guardians will be notified of thsi new program at the beginning of the year for SY23/24, and we are anticipating support from families. In regards to graduation rates, teachers, parents/guardians, and students alike are very proud of the graduating class of 2023, and are proud of the high graduation rate at Swift. | |
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	One barrier that could affect the successfullness of the SchoolLinks program is the language barrier. However Swift has invested in language translatiors to help bridge the language gap, and the program itself has built in translation for various languages that will meet the needs of our students. As for graduation rates, we see no barriers at this time that would affect our students furthest from opportunity.	

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.

So far, there are no student-centered problems that have surfaced during this reflection.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Swift has offered many opportunities to foster relationships with families, school committees, and community members. The Parent Advisory Committee has been very active throughout the year helping set up and run 5 different Movie Nights in the Swift's auditorium. Swift teachers have been very instrumental in family engagement events such as Reading Night, FIne and Performing Arts Night, the theatrical performance of James and the Giant Peach, Black Music History is American Music History, Musical Shareout, International Assembly, the Back to School Bash, and Fall Festival. Administration has also opened its doors to offer school tours to potential new students and community members. Swift has also hosted a fall and a spring Garden Day. Swift has partnered with Loyola University and hosted many volunteers, clinical students, and student teachers. Swift has also partnered with the Edgewater Chamber of Commerce and participated in the Argyle Lunar New Year Parade. Swift families have also been invited to many BAC, PAC, Friends of Swift, LSC, and CARS meetings. The CARS committee also meets regulary with parents, community members, and staff members for a Book CLub centered around reading and discussing topics aimed at making our school and community anti-racist.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) 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)
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	**What is the feedback from your stakeholders?** Stakeholders have been excited about the school community getting back to some normalcy in regards to getting together in person. Teachers have been very instrumental and excited to collaboratively plan for family engagement opportunities. Parents have also showed up to many events, as well as volunteer and plan for events. Although Swift has collaborated with the community, this is an area that Swift would like to become stronger. Students have also been very excited and have gotten involved in volunteering at and participating in events. Swift would like to get students more involved in the planning process of family engagement events.	

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

The only student-centered problem that has surfaced during this reflection is that Swift would like the students to take on more of a leadership role and be more instrumental in the planning of events. Students are very involved with volunteering and participating in events, so taking on leadership roles is our next big push.

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

In order to gain more involvement in the PAC and FOS committees, we have decided to combine both committees into the Friends of Swift committee. This merger is still in progress, and the goal is to have more parent involvement in order to fundraise for our school while ultimately offering even more family engagement. At this time, our efforts do not necessarily address students that are furthest from opportunity, but the idea is that through this process, these barriers are addressed. For example, Swift did host a coat drive this year when the weather became cold, and this event was a great success. These are the types of opportunities that Swift would like to host more of with a stronger PAC/FOS in place.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	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.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Swift does not currently have a high quality curriculum vertically aligned across grade levels in math or reading. Pre-K uses The Creative Curriculum which had a successful impact on our youngest students. Kindergarten - 8th grade is where our students are struggling in both Math and ELA.

The data collected from the Student Perspective Survey showed that the majority of students were not connecting with the current math curriculums that were in place (Go Math and Big Ideas). Data from the standardized tests (iReady and Star360) also indicated that students were not reaching as much growth as expected. Because of this, through a collaborative process, it was determined that Swift would be adopting a new math curriculum. Teachers created questions to ask various math vendors, and it was determined that Swift will be adopting Into Math. This curriculum will also vertically align math K-8, and is aligned with the Common Core State Standards.

The discussions that took place amongst teachers and administration regarding the Student Perspective Survey also opened up the idea that the current ELA curriculum, the Lucy Calkins Units of Study, has not been working for our students. Teachers wanted a more culturally relevant curriculum to meet the needs of our diverse student population. The district has been pushing Skyline, and our teachers decided that adopting Skyline ELA would best serve our students. There were many reasons why this decision was made. Data from the standardized tests (iReady and Star360) indicated that students were not reaching as much growth as expected. The Skyline ELA curriculum is culturally relevant, provides the instructional materials (including the books and foundational skills materials), and is an evidence based, high quality curriculum. This curriculum will also vertically align math K-8, and is aligned with the Common Core State Standards.

What is the feedback from your stakeholders?

The feedback that we have received so far is that stakeholders are excited for the future of math and ELA at Swift. Students have expressed their concerns of the current Math and ELA curriculums through the Student Perspective Data. Teachers have noticed that the current curriculums are not suitable for our diverse student population. Although this change is daunting for teachers, they are supportive of the shifts because they know that the new curriculums will better serve their students. Parents/guardians and LSC/community members have also expressed their excitement for this change for Swift. The district is also supportive of these curriculum shifts as they more closely align with CPS and their push for Skyline and high quality curriculums in all schools in district 299.

What student-centered problems have surfaced during this reflection?

There weren't any new student centered problems that have surfaced during this reflection. The biggest concern is that teachers will be implementing not one, but two new curriculums. Admin does have teacher buy-in for the curricular changes, and a plethora of support is being offered to teachers prior to, and throughout next school year.

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

In regards to the current math curriculum, teachers are scheduled to engage in training for the newly adopted math curriculum, Into Math, this school year before summer break. The goal is to have all teachers who have the math endorsement engage in this training prior to next school year. Teachers will also be provided monthly support training sessions for staff to engage in virtually throughout the SY23/24 to support this curricular change.

In regards to the current ELA curriculum, teachers have already started planning for Unit 1 of Skyline ELA. Admin conducted a grade level team meeting with all teachers to discuss the non-negotiables when planning and preparing lessons for Skyline ELA next school year. The district will be offering virtual support throughout the school year. Swift will also be offering additional support with an instructional coach next school year that is well versed in Skyline ELA.

The impact has been positive thus far. Although daunting, teachers are excited that Swift will be utilizing curriculums that are evidence based, culturally relevant, and vertically aligned moving forward. They are also thankful of the amount of support that they will be offered to teach the curriculums with fidelity. Our efforts in this matter address all student needs, so students who are furthest from opportunity will also be addressed.

Determine Priorities

Resources: 🚀

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

Students...

Are not able to benefit from cohesion of a school wide curriculum   ✏️

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).

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

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.
Priorities are determined by impact on students' daily experiences.

Root Cause

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

Resources: 🚀

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

As adults in the building, we...

Need to come together to focus on key curricular areas in a meaningful way that was lost during our time of remote learning and transitional changes at the school

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

Resources: 🚀

If we....

Starting in the fall of 2023, we will implement the district's high quality, rigorous English Language Arts curriculum. We will vertically align our instruction from kindergarten through eighth grade. Additionally, we will implement a new mathematics curriculum to build students' number sense and problem solving skills. With the use of the new curriculum we will be able to create interdisciplinary units in the areas of Physical Education, Library Science, and Fine and Performing Arts.

then we see....

As a result of this new inquiry based curriculum, that incorporates culturally relevant materials we will see more student discourse in the classroom. Students will have a better sense of identity and cultural awareness of themselves and others.

which leads to...

The vertically aligned curriculum will lead to an Increase of test scores (iReady, Star360, ACCESS) and improvement of the on-track data for 3-8th grade.

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.

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 ✍️

Administration and Classroom Teachers

Dates for Progress Monitoring Check Ins

Q1	10/26/23	Q3	03/18/23
Q2	12/14/23	Q4	05/23/24

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 standardize our math curriculum from K to 8th grade	Classroom, EL and DL teachers	Sept 2023	Not Started
Action Step 1 provide professinal devlepment around new math curriculum	Administration	June 2023	Not Started
Action Step 2 increase the rigor for students leading to enhanced differentiation in math	Classroom, EL and DL teachers	June 2026	In Progress

Curriculum & Instruction

Action Step 3	work to use common assessments from into math to make academic decsions around student progress	Classroom, EL and DL teachers	June 2026	Not Started
Action Step 4	(remove Everyday Math) and ensure all updated materials are provided	Administration	Sept 2023	In Progress
Action Step 5	peer observations	Classroom, EL, and DL teachers	June 2024	In Progress
Implementation Milestone 2	Implement the use of Skyline ELA for all grades K to 8th	Classroom, EL and DL teachers	Aug 2023	In Progress
Action Step 1	provide funding for Book Room and library for independant reading	Administration	June 2026	Not Started
Action Step 2	enhance understanding for Curtually Relevant Teaching through imoplementation of Skyline resources in the classroom	CARS team	June 2026	Not Started
Action Step 3	ensure all materials are provided	Administration	Sept 2023	Not Started
Action Step 4	build capicity for phonics and basic fondational skills	ILT team	June 2024	In Progress
Action Step 5	work to use Skyline assessments to make academic decsions around student progress	ILT team	December 2025	Not Started
Implementation Milestone 3	increase of project based learning	Classroom, EL and DL teachers	June 2025	Not Started
Action Step 1	increase technology access around the school	Administration	June 2026	Not Started
Action Step 2	ensure that science is hands on	Classroom, EL and DL teachers	June 2025	Not Started
Action Step 3	(all students be able to have discussions together)	Classroom, EL and DL teachers	June 2024	Not Started
Action Step 4	projects in Social Studies	Classroom, EL, and DL teachers	June 2025	In Progress
Action Step 5				Select Status
Implementation Milestone 4	Increase interdisciplinary connections in classrooms.	Classroom and Essential teachers	June 2026	In Progress
Action Step 1	Essentials teachers will provide professional development for cross curricular and interdisciplinary units of study.	Classroom and art teachers	June 2026	In Progress
Action Step 2	Essentials teachers will collaborate with grade levels to develop interdisciplinary projects annually.	Classroom and music teachers	June 2026	In Progress
Action Step 3	Essentials teachers will train staff to use communal interdisciplanry materials and maintain carts.	Classroom and music teachers	June 2026	In Progress
Action Step 4	School will provide funding for materials for interdisciplinary integration.	Classroom and physical education teacher	June 2026	In Progress
Action Step 5		Classroom teachers and librarian	June 2026	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Implement new math curriculum (Into Math) with fidelity for all grades K-8 Implement the use of Skyline ELA with fidelity for all grades K to 8th	✏️
SY26 Anticipated Milestones	Increase project based learning, Create connections and interdisciplinary units between gen ed classrooms and Essentials	✏️

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

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

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

Curriculum & Instruction

Performance Goals

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
We will see an increase of Star 360 Reading Scores. overall by a 5% (need to find average rate of growth)	Yes	STAR (Reading)	Students with an IEP	82% of DL students below 25 percentile rank	23% of DL students above the 25th percentile	28% of DL students above the 25th percentile	32% of DL students above the 25th percentile
			Overall	54% showing Positive Growth, but not meeting expectations	Positive Growth + 59% meeting expectations	Positive Growth + 64% Meeting Expectations	Positive Growth + 69% Meeting Expectations
We will see an incease of Star 360 Math Scores by average growth of 5% (need to find an average rate of growth.	Yes	STAR (Math)	Students with an IEP	71% of DL students below 25 percentile rank	34% of DL students above the 25th percentile	39% of DL students above the 25th percentile	44% of DL students above the 25th percentile
			Overall	63% showing Positive Growth, but not meeting expectations	Positive Growth + 68% meeting expectations	Positive Growth + 73% meeting expectations	Positive Growth + 78% meeting expectations

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All classrooms have the necessary materials and are engaging in the development of understanding how to use them.	Increase the supplemental materials as needed. Ensure that Spanish Language materials are used as they become avaible. (SLA)	Staff will work to identify gaps (if any) within the curricular materials.
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers develep an understanding of the new curricular appraoches from professional develdment support and work to have horizontal alignment among grade levels.	We will see the benefits of vertical alignment in both major curricular areas. Teachers will benefit from scheduled time for articluation from year to year. (New teachers)	Teachers are able to benefit from both the established vertical and horizontal alignment. New teachers will be given a mentor teacher to work with as they implement the curriclum.
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Teachers will use the provided formative and summative assessments in a structured way to allow for discussion data	Horizontal	Vertical

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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
		Students with an IEP	82% of DL students below 25 percentile rank	23% of DL students above the 25th percentile rank	Select Status	Select Status	Select Status	Select Status

					Select Status	Select Status	Select Status	Select Status

Curriculum & Instruction

					Quarter 1	Quarter 2	Quarter 3	Quarter 4
We will see an increase of Star 360 Reading Scores. overall by a 5% (need to find average rate of growth)	STAR (Reading)	Overall	54% showing Positive Growth, but not meeting expectations	Positive Growth + 59% meeting expectations	Select Status	Select Status	Select Status	Select Status
We will see an incease of Star 360 Math Scores by average growth of 5% (need to find an average rate of growth.	STAR (Math)	Students with an IEP	71% of DL students below 25 percentile rank	34% of DL students above the 25th percentile rank	Select Status	Select Status	Select Status	Select Status
		Overall	63% showing Positive Growth, but not meeting expectations	Positive Growth + 68% meeting expectations	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All classrooms have the necessary materials and are engaging in the devolopment of understanding how to use them.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers develep an understanding of the new curricular appraoches from professional develpment support and work to have horizontal alignment among grade levels.	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Teachers will use the provided formative and summative assessments in a structured way to allow for discussion data	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.
Yes	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?

Based on the Roots Survey, the overall effect of Swift's MTSS program was predominantly neutral this year. According to the data, 39 students moved up in Tier level, 53 students declined in Tier level, and 335 students remained neutral in tier level throughout the year. This was Swift's first year with a dedicated interventionist. School teams did implement an equity based MTSS framework. The data used to determine tier levels was a mixture of standardized testing scores and subject grade/performance. The MTSS team met weekly throughout the school to discuss student performance in class and interventions. Our diverse learner population is supported in their least restrictive learning environments, while the ELL population is supported by teachers that are endorsed in ESL that use language objectives across content. There were many ELL students that teachers thought should be listed as MTSS, but the district shied away from these students receiving MTSS services. Teachers still made due with efforts supporting all learners while the interventionist serviced the majority of tier 2 and tier 3 students.

What is the feedback from your stakeholders?

Overall, the MTSS team, classroom teachers, parents, and administration were pleased with the support that was offered this school year. The interventionist had a system in place to equitably support tier 2 and tier 3 students across grade levels. The team met periodically to assess the current status of student performance as well as discuss any new students that would be potential candidates for MTSS interventions in reading, math, or SEL. Teachers were thankful to have the support of an interventionist who actually provided interventions throughout the school year. Having that support was extremely beneficial.

What student-centered problems have surfaced during this reflection?

Some of the student-centered problems that surfaced during this reflection was that the MTSS efforts this year, even though there was a dedicated interventionist, had a predominantly neutral effect overall. There were students who definitely moved up in tier and have shown much growth throughout the process. There was however many students who went down in tier. The vast majority of students remainied neutral. Another problem that surfaced was Amira only services students through 5th grade. There are some students who are in 6th-8th grade that have a reading level of a 4th or 5th grader, and these students are not eligible to engage in the program, however they should be able to.

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?

Swift has just been given access to Amira, which is a reliable classroom assistant that assesses oral reading fluency (ORF), screens for dyslexia, and provides reading practice. This program has already been implemneted in one of our 4th grade classrooms, and the initial feedback is that it provides extra suppot and practice in the classroom. Staff was trained to use this program with the idea that they would have time to explore the functioning this school year and then implement in their classrooms in SY23/24. These efforts do address barriers/obstacles for our students furthest from opportunity. The program does not, however, service students in grades 6-8. There is talk of that changing, but there was no current update just yet.

Determine Priorities

Return to Top

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

Students...

Have various needs that are not currently being addressed at a school wide level which creates equity for those receiving additional support. These needs are not only curricular in nature, but also reflective of social and emotional needs of students.

Resources: 🖋

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

Resources: 🖋

5 Why's Root Cause Protocol

Inclusive & Supportive Learning Environment

Want to focus on meeting all students where they are at and providing support for students to move forward. Further, we want to work to create a positive work environment that allows us to work together while supporting each other.

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top   **Theory of Action**

What is your Theory of Action?

If we....

Prioritize time, professional development, and relevant resources to support all learners, focusing on those who are at risk,

then we see....

Teachers who are confident in leading small groups and implementing differentiated instruction while collaborating with support staff

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.

which leads to...

An environment where all students are demonstrating individual growth in various assessment modalities

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Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan 👉

DL Team

Dates for Progress Monitoring Check Ins

Q1	10/26/23	Q3	03/18/23
Q2	12/14/23	Q4	05/23/24

SY24 Implementation Milestones & Action Steps 👉	**Who** 👉	**By When** 👉	**Progress Monitoring**
Implementation Milestone 1 maximize ways that bilingual students are supported	Administration, Bilingual Coordinator, English Language Learner teachers	September 25	In Progress
Action Step 1 additinoal bilingual classrooms for 3rd grade	Administration	Sept 25	Not Started
Action Step 2 maximize EL teachers with scheduling and classroom assignments	Administration	Sept 23	In Progress
Action Step 3 capatilize on district supports for bilingual	Administration / EL team	Sept 24	In Progress
Action Step 4 make connections to new curriclum	EL teachers, librarian	Jan 24	Not Started
Action Step 5 make all staff aware of ways to support Bi lingual inclduing SECAs	Administration, EL Team	Sept 25	Not Started
Implementation Milestone 2 support all students growth in their social emotional learning	SEL committee,MTSS Committee	September 26	In Progress

Inclusive & Supportive Learning Environment

Action Step 1	Skyline ELA is taught with fidelity to ensure all students' identities are embraced and embedded in curriculum across subjects in various classroom environments	CARS, SEL team, Essentials Team	Sept 26	In Progress
Action Step 2	create schedules which include explicit time for SEL, with awareness of how to embed skills across the curriculum	Administration and case manager	Jan 24	In Progress
Action Step 3	Opportunities for self-expression and SEL through access to the arts and athletics during essentials	BAM, WOW, Librarian, Classroom teachers, Essential Staff	Sept 23	In Progress
Action Step 4	EL-centered afterschool programming	EL certified teachers	Sept 25	In Progress
Action Step 5	Practice in concrete self-regulation strategies through programming such as Second Step and Calm Classroom	Counselor ,Librarian, Classroom Teachers	Jan 24	In Progress
Implementation Milestone 3	align our efforts of MTSS to truly meet the needs of our students	Interventionist, case manager	September 24	In Progress
Action Step 1	creative scheduling	Interventionist, case manager	Sept 23	In Progress
Action Step 2	consistent small groups in younger grades	Interventionist, classroom teachers	Jan 24	Not Started
Action Step 3	communication around MTSS	interventionist ,	Jan 24	Not Started
Action Step 4	Implementing Branching Minds with fidelity	Interventionist, classroom teachers	Jan24	In Progress
Action Step 5	Interventionist and grade teams will have time to meet to ensure that a collaborative approach	Administration	Sept 23	Not Started
Implementation Milestone 4	Special Education	Case manager, administration	Septmebr 24	In Progress
Action Step 1	Scheduling to ensure an umbrella of care across subject areas	Case Manager, Administration	Sept 23	In Progress
Action Step 2	Flexible staffing with DL teachers and SECAs to meet all student IEP minutes in the face of shifting and evolving IEPS	Cast Manager, Administration	Sept 23	In Progress
Action Step 3	An additional 3-5 cluster classroom to continue community access for diverse learners in our current K-2 cluster setting	Administration	Sept 23	In Progress
Action Step 4	Lesson plans are completed to ensure inclusive practices that support access for all learners	Classroom teachers, Administration, ILT	Sep 24	Not Started
Action Step 5	Access to differentiated materials to support access to the general education curriculum	DL teachers, Administration , Classroom teachers	Sept 23	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Students are demonstrating individual growth in various assessment modalities. We will use various forms of assessmnet data to track this growth including BOY, MOY, and EOY standardized testing data, classroom assessments, and grades. The anticipated milestone is that by the end of SY25, the data reflects a positive growth from the SY24 data. A secondary milestone is to see a decrease in behavioral infractions from the amount of behavioral infractions documented in SY24.	✍
SY26 Anticipated Milestones	Students are demonstrating individual growth in various assessment modalities. We will use various forms of assessmnet data to track this growth including BOY, MOY, and EOY standardized testing data, classroom assessments, and grades. The anticipated milestone is that by the end of SY26, the data reflects a positive growth from the SY25 data. A secondary milestone is to see a decrease in behavioral infractions from the amount of behavioral infractions documented in SY25.	✍

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

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

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	Numerical Targets [Optional] ✍		
					SY24	SY25	SY26
Scores of targeted groups of students	Yes	% of Students receiving Tier 2/3 interventions	Overall	78% of students stayed neutral in SY22/23 that was Tier 2/3			

	Yes	Tier 2/3 interventions meeting targets	English Learners	N/A		
will improve						
A decrease of students recieving behavior infractions	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	7% of students receiving behavioral infractions		
			NA	N/A		

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	**SY25**	**SY26**
I&S: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.	Ensure that all teachers are familair with using the Branching Minds Platform and understand the different tiers of instuction	Teachers are able to use Branching Minds to track data with fidelity	Teachers are able to create an intervention plan independently. New teachers are giving a mentor and support on learning how to to use Branching Minds.
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Staff that is not EL endorsed will asked to prepare in the process to be EL endorsed.	All staff is on their way to beoming EL endorsed.	All staff at Swift are EL endorsed.
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Professional Develpement will be made avaible for staff members . Schedules will be created which allow for common planning with Gen Ed teachers and DL teacher.	Systems are in place which allow for scheduled time for DL teachers to consistantly work with the Gen Ed teachers. More PD for staff.	Implementation of best practices with all co-teaching situations

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
Scores of targeted groups of students will improve	% of Students receiving Tier 2/3 interventions meeting targets	Overall	78% of students stayed neutral in SY22/23 that was Tier 2/3		*Select Status*	*Select Status*	*Select Status*	*Select Status*
		English Learners	N/A		*Select Status*	*Select Status*	*Select Status*	*Select Status*
A decrease of students recieving behavior infractions	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	7% of students receiving behavioral infractions		*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

Inclusive & Supportive Learning Environment

| | NA | N/A | | 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.	Ensure that all teachers are familair with using the Branching Minds Platform and understand the different tiers of instuction	Select Status	Select Status	Select Status	Select Status
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Staff that is not EL endorsed will asked to prepare in the process to be EL endorsed.	Select Status	Select Status	Select Status	Select Status
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Professional Develpement will be made avaible for staff members . Schedules will be created which allow for common planning with Gen Ed teachers and DL teacher.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

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

| 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. |

| Partially | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. |

What are the takeaways after the review of metrics?

Swift considers itself a restorative school, however there are many new staff members that have not received formal training on restorative practices. Many teachers conduct talk circles with their students, but there are very few staff members who are trained in peace circles. Swift has a Behavioral Health Team in place that meets every week. Teachers are asked to fill out Behavioral Health Forms when students exhibit certain behaviors that cause concern. The school social worker, psychologist, counselor, MTSS coordinator, and administration are all members of the team. Teachers across the school have been provided with Calm Classroom materials to use with their students. This SEL activity helps students relax after transitions, and in other moments throughout the day.

After review of the quantitative and qualitative data from the Cultivate Survey, students ultimately feel happy at Swift, but still yearn for more connectedness to their own identity. When I think about identity, it's important for students to see themselves in school. Although Swift is working toward this goal and has made strides, there are still some next steps. The walls in the hallways at Swift are pretty empty, especially the second and third floors. This might be a good space for teachers and students to create more identity centered student work up.

What is the feedback from your stakeholders?

Data has shown that attendance has not been as strong as it has been in the past. The parents/guardians of students experiencing low attendance rates were surveyed earlier in the year as to why their child had been absent. 90% of parents that took the survey blamed it on their students being sick, and parents erring on the side of caution due to Covid. Attendance rates are currently at 87% in May of 2023. Our goal as a school is to have a much more consistent rate of attendance, closer to 93-95%. Swift does offer an array of after school programming that fills the needs of most, if not all student interests.

Teachers have also noticed that students need more SEL embedded into the classroom experience. Many students are still experiencing the aftermath of the covid 19 pandemic, and students are in need of a stronger connection to one another and their school. Students have expressed this idea in the Cultivate survey as well, especially when analyzing the qualitative data.

What student-centered problems have surfaced during this reflection?

Students are yearning for more collaborative opportunities. They are not looking to see themselves in just a part of the school, but throughout the school. Students are interested in more hands on learning which will promote more of a collaborative environment. They want to see more connections to the outside world and their own lives in their studies. Students are asking for a more inquiry driven environment. Students also want more leadership opportunities and student voice embedded in the fabric of Swift.

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?

At the current moment, students are engaging in Calm Classroom, and teachers have reported that this has been going well so far, especially when used right after transions. Students who have been been struggling with attendance have also been chosen to make the morning announcements at Swift in hopes that this will entice them to get to school on time. This has been going okay so far, but some students are still struggling, even if they are offered the opportunity to make the announcements. The efforts due address some students who are furthest from opportunity, but more can be done to break down these obstacles and barriers.

Determine Priorities

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

Students...

Are not always connected to the larger Swift Community. Students still are recovering from our time of remote learning and being apart. Students move in and out of the school during the year as their families transition. Students are eager to engage with the school community in ways beyond curriculum.

Resources: 🚀

[Determine Priorities Protocol](#)

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

Root Cause

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

As adults in the building, we...

Must keep the whole child in the forefront of our practice. We strive to move beyond only

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.

provided educational opportunities for our students in the classroom but are mindful that our students learn in other settings. We also recognize that students whose emotional needs are not being met may have trouble focusing on other tasks.

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....   Resources: 🚀

Empower staff and students with training for restorative practices and provide creative outlets for self expression through internal arts and sports programming both during and after school, and connect students to the community through outside agency partnerships

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.

then we see....

Teachers and students learning and using culturally relevant and age appropriate coping, regulation, and problem solving skills to build positive peer and adult relationships, and engaging with their community through outside agency partnerships

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.

which leads to...

A connected student body able to reflect on their emotional health and engage with peers and educators through arts and sports programming inside and outside of school and with their community through outside agencies

Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✏️   **Dates for Progress Monitoring Check Ins**

ILT   Q1 10/26/23   Q3 03/18/23
                                                           Q2 12/14/23   Q4 05/23/24

SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1 supporting the whole child	administration, essentials teachers	January 2026	Not Started
Action Step 1 work with outside groups such as BAM / CIS	administration	January 2024	In Progress
Action Step 2 provide robust essentials including music, art, gym, and library programming to put students in a position to succeed using multiple specialized modalities not available in a classroom setting.	Essentials Teachers	January 2024	In Progress
Action Step 3 Provide funding for extra-curricular activities including affinity groups for International assembly and after school creative arts programming.	Interested Teachers and Secas	September 2024	In Progress
Action Step 4 ensure that all teachers are trained on Restorative Justice/Practices	SEL committee, administration	September 2025	Not Started
Action Step 5			Select Status
Implementation Milestone 2 Self expression/Identity	Classroom teachers, essential teachers, administration	January 2026	Not Started

Connectedness & Wellbeing

Action Step 1	Enhance student agency in the context of International Assembly and other related cultural celebrations by providing culture bearers to facilitate performances and encourage expression of identity in the assembly and beyond.	Classroom Teachers, Parent Volunteers	December 2025	In Progress
Action Step 2	Have student ambassadors who can welcome newcomers in their home language and give a school tour to new students/families	Classroom Teachers, Bilingual Resource Team	January 2026	Not Started
Action Step 3	Maintain and expand the extracurricular musical theater program to give robust, deep fluency of language to participants as well as empowering students with technical skills such as audio, lighting, and design.	Essentials Teachers	December 2024	In Progress
Action Step 4	Increase display units available to promote student work from the art studio promoting identity and self expression.	Essentials Teachers	September 2024	Not Started
Action Step 5	Increase promotion of student made art and music on social media platforms to the community. Promote and celebrate arts events on social media to increase awareness of student music and art making.	Administration	January 2024	In Progress
Implementation Milestone 3	Outside agencies	BAM, WOW, AND CSO	September 2025	Not Started
Action Step 1	Partner with and expand groups for boys (grades 6-8)	BAM (Becoming A Man)/CIS	January 2024	In Progress
Action Step 2	Partner with community arts/music groups to provide opportunities for students to engage with socially and culturally relevant content such as Civil Rights era music (Uniting Voices Chicago), Indigenous learning practices and field trips to study Chicago water ways and see classical music (Chicago Symphony Orchestra Connect Project with Friends of the Chicago Rivers)	Uniting Voices Chicago, Chicago Symphony Orchestra (CSO)	September 2025	Not Started
Action Step 3	Partner with WOW (grades 6-8)	WOW (Working On Womanhood)	January 2024	Not Started
Action Step 4	Continued partnership with Loyola University and expand programming	Loyola University	September 2025	In Progress
Action Step 5	Partner with Girls on the Run	Girls on the Run	January 2024	Not Started
Implementation Milestone 4	Sports and Arts Programing	CPS Score and After school programming	September 2026	Not Started
Action Step 1	survey students	Essentials teachers and Athletic Director	September 2024	Not Started
Action Step 2	Allow time in the essentials schedule for essentials teachers to provide pull out band and choir programming, put up visual arts displays, maintain the library, organize the school book room, and organize sports program.	Administration and Essentials Teachers	September 2026	Not Started
Action Step 3	Provide funding to maintain school issued instruments, choral and band music libraries, consumable visual art supplies, library books, and sports equiptment.	Administration and Essentials Teacher	September 2026	Not Started
Action Step 4	Maintain athletic director position to organize coaches, teams, and interact with CPS score.	Administration	September 2026	Not Started
Action Step 5				Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	By the end of SY25, there will be an increase in participation in school sports programming, outside agencies, and engagement with the overall community. This will be tracked by student attendance in the various programs. Students engaging in leadership roles in these programs will also be tracked. Our goal is an increase in participation in SY25 in comparisoon to SY24.	
SY26 Anticipated Milestones	By the end of SY25, there will be an increase in participation in school sports programming, outside agencies, and engagement with the overall community. This will be tracked by student attendance in the various programs. Students engaging in leadership roles in these programs will also be tracked. Our goal is an increase in participation in SY25 in comparisoon to SY24.	

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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.

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.

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

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

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	Numerical Targets [Optional] ✍		
					SY24	SY25	SY26
Increase the percentage of students invloved with extra currcular activities	Yes	Enrichment Program Participation: Enrollment & Attendance	Overall	10% of students engaging in extraicurricular activities			
			FRL Eligble	2% of FRL eligible students engaged in extracurricular activities			
Increase student commimment to their afterschool programs as evidenced by continued attendence	Yes	Cultivate (Belonging & Identity)	Overall	70% of students consistently attended afterschool programs			
			African American	50% of students consistently attended afterschool programs			

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Keep consistant data on extra curricular activites and students attending including attendance, number of students involved, etc.	Students will be offered more programming that meets the needs of the students and their is equity in budget for activties	There is an increase of teachers who are engaged in extra curricular activies that support student needs and afterschool activities are an essentiall part of a school day at Swift
Select a Practice			
Select a Practice			

Return to Top   **SY24 Progress Monitoring**

Resources: 🚀

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

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

Connectedness & Wellbeing

Increase the percentage of students invloved with extra currcular activities	Enrichment Program Participation: Enrollment & Attendance	Overall	10% of students engaging in extraicurricular activities	*Select Status* / *Select Status* / *Select Status* / *Select Status*
		FRL Eligble	2% of FRL eligble students engaged in extracurricular activities	*Select Status* / *Select Status* / *Select Status* / *Select Status*
Increase student commimment to their afterschool programs as evidenced by continued attendence	Cultivate (Belonging & Identity)	Overall	70% of students consistently attended afterschool programs	*Select Status* / *Select Status* / *Select Status* / *Select Status*
		African American	50% of students consistently attended afterschool programs	*Select Status* / *Select Status* / *Select Status* / *Select Status*

Practice Goals   Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Keep consistant data on extra curricular activites and students attending including attendance, number of students involved, etc.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*

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	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	**STAR (Math): We will see an incease of Star 360 Math Scores by average growth of 5% (need to find an average rate of growth.**	**Students with an IEP**	71% of DL students below 25 percentile rank	34% of DL students above the 25th percentile rank	39% of DL students above the 25th percentile rank	44% of DL students above the 25th percentile rank
		Overall	63% showing Positive Growth, but not meeting expectations	Positive Growth + 68% meeting expectations	Positive Growth + 73% meeting expectations	Positive Growth + 78% meeting expectations
Required Reading Goal	**STAR (Reading): We will see an increase of Star 360 Reading Scores. overall by a 5% (need to find average rate of growth)**	**Students with an IEP**	82% of DL students below 25 percentile rank	23% of DL students above the 25th percentile rank	28% of DL students above the 25th percentile rank	32% of DL students above the 25th percentile rank
		Overall	54% showing Positive Growth, but not meeting expectations	Positive Growth + 59% meeting expectations	Positive Growth + 64% Meeting Expectations	Positive Growth + 69% Meeting Expectations
Optional Goal	**Select a Goal**					

Fund

Optional Goal   Select a Goal

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		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:	☐	**Our school is a non-Title I school that does not receive any Title I funds.**
No action needed		**(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.

One academic priority area that our parent engagement and skills development will be aligned with is reading. Now that Swift is vertically aligning K-8 ELA through the Skyline curriculum, our goal is expand our students' access to culturally relevant books. Funds will be used to purchase culturally relevant books of all levels of reading for our diverse student body. These books will be added to our Book Room and library and students will have access to these books for independent reading. This aligns with Action Step 1 of Implementation Milestone 2 of Priority 1 of Swift's CIWP under Curriculum and Instruction.
A second academic priority area that our parent engagement and skills development will be aligned with is increasing project based learning. Funds will be used to purchase necessary materials and resources in order to increase project based learning. Providing students with the materials and resources they need will enable this initiative which relates directly with Implementation Milestone 3 of Priority 1 of Swift's CIWP under Curriculum and Instruction.
A third academic priority area that our parent engagement and skills development will be aligned with is increasing the connection between Essentials and core subjects. This includes integration of   the art, vocal music, library, instrument, and movement. Funds will be used to purchase necessary materials and resources in order to increase the integration of the arts. Providing students with the resources and materials they need will enable this initiative which relates directly with Implementation Milestone 4 of Priority 1 of Swift's CIWP under Curriculum and Instruction.   A fourth academic priority area that our parent engagement and skills development will be aligned with is increasing the access to differentiated materials to support diverse students' access to the general education curriculum. Funds will be used to purchase supplemental materials and resources in order to provide diverse learners that access. Providing students with the resources and materials they need will enable this initiative which relates directly with Action Step 5 of Implementation Milestone 4 of Priority 2 of Swift's CIWP under Inclusive and Supportive Learning Environment.

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

- [x] Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration

- [x] Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support